



ITL 308

The Italian Renaissance

S1 External 2014

Dept of International Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

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W6A205

Credit points

3

Prerequisites

6cp in units at 200 level

Corequisites

Co-badged status

Unit description

This unit introduces students to the Italian Renaissance, a key historical period that marked the point of departure from the medieval to the modern world, and laid the foundations for modern Western values and society. The unit provides an overview of the wide variety of aspects touched by this period of rapid change and development, from the arts and architecture, to science and politics, society and government, and introduces students to some of the key cultural achievements and figures of that period.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Have an understanding of the early Italian language development (through historical, geographical and cultural events)

Have an understanding of (and be able to identify) painting techniques of this period and the thinking behind them

Have an understanding of (and be able to identify) major architectural styles of this period and their development

Be able to identify the major political and historical events that shaped cities like

Florence, Rome, Milan, and Italy at large

Be able to identify the major intellectual movements of the period

Have an understanding of the relationship between power and patronage

Assessment Tasks

Name	Weighting	Due
Quiz 1	10%	Week 7
Essay one	30%	Week 8 (class time)
Essay two	35%	12 June
Quiz 2	10%	Week 12
Seminar Participation	15%	ongoing

Quiz 1

Due: **Week 7**

Weighting: **10%**

On-Line quiz covering readings and lecture material from week 1 to week 6.

On successful completion you will be able to:

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Essay one

Due: **Week 8 (class time)**

Weighting: **30%**

Choose one of the following topic and create a 2000 words essay. **Make sure all work, whether quoted or rephrased, is appropriately acknowledged (in the notes) and all sources are listed**

in the bibliography.

Any common academic referencing standard can be used. Cover sheet must be included!

1. Many would describe the Italian Renaissance as the beginning of the "modern world". What evidence have you seen thus far, either for or against this view?

2. "Petrarch was an egocentric who saw himself as far superior to everybody else. He looked down, upon his contemporaries and on mankind in general." Comment.

3. Cavallini, Cimabue and Arnolfo di Cambio are three names often associated with Giotto's. Did they play any part in Giotto's success? What relationship exists, if any, among these four artists?

4. Boccaccio has been "labeled" in many ways: realist, humanist, feminist, philosopher, atheist, anti-clerical, master of prose, genius and many other. Which of these (or any other) do you think best fit Boccaccio and why?

5. *Fortune, nature and reason* are three terms often mentioned in relation to the *Decameron*. How do these terms apply specifically to the *Decameron* and what was Boccaccio's view?

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Essay two

Due: **12 June**

Weighting: **35%**

Choose ONE of the following topic. Follow guidelines for essay one.

1. Discuss the Medici as rulers of Florence. What are the characteristics of their regime? What was the role of artistic and political patronage in the Medici "System"?
2. Machiavelli's *Prince* and Castiglione's *Courtier* are two different ways of responding to an identical historical situation. Comment.
3. *The Prince* is often seen as a guide to immoral behaviour. How would you interpret the work, especially in the broader context of what you have learned about the period in which it was written?
4. Castiglione's third book is an impassioned plea for female liberation. Argue for or against this thesis, using the text as your evidence.

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Quiz 2

Due: **Week 12**

Weighting: **10%**

On-Line quiz covering reading and lecture material from week 7 to week 12.

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Seminar Participation

Due: **ongoing**

Weighting: **15%**

Seminar participation is based on individual contribution on discussion of weekly topics and commitment of reading material as prescribed.

EXTERNAL students should send (through iLearn) their personal comments **each week** before lecture time. This will form their participation mark. Readings and relevant questions can be found on iLearn.

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Delivery and Resources

Attendance to 75% of classes is compulsory. Delivery is in English: one hour lecture weekly.

Students **MUST** complete prescribed readings (on iLearn) **BEFORE** coming to class.

The textbooks set for this unit are:

The Italian Renaissance. Culture and Society in Italy, by Peter Burke., Princeton University Press, 1999.

Unit Schedule

Week 1	Introduction
Week 2	Dante.
Week 3	The birth of painting: Giotto.
Week 4	Humanism: Francesco Petrarca.
Week 5	Renaissance Society I: Merchants & Bankers.
Week 6	Renaissance Society II: Love, Sex, Marriage –
Week 7	Florence in Boccaccio's <i>Decameron</i> . QUIZ 1
Week 8	Crisis and Transition: Florence, 1400. – Essay 1 due
Week 9	The Rise of the Medici.
Week 10	Art, Wealth, Power.
Week 11	Machiavelli and the Republic.
Week 12	The Art of Politics.
Week 13	B. Castiglione: <i>The Courtier</i> - QUIZ 2
Week 14.	Essay 2 due

Prescribed compulsory readings can be found on iLearn. Make sure you complete the readings BEFORE coming to class.

NOTE: The above program is indicative only and may be changed if students progress or interest warrants it.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Quiz 1
- Essay one
- Essay two

- Quiz 2
- Seminar Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

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- Essay two
- Quiz 2
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Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

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- Essay one
- Essay two
- Quiz 2
- Seminar Participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

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- Essay two
- Quiz 2
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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

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- Quiz 1
- Essay one
- Essay two
- Quiz 2
- Seminar Participation

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We

want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Assessment tasks

- Essay one
- Essay two

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Essay one
- Essay two
- Quiz 2
- Seminar Participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Assessment task

- Seminar Participation

Late submissions

Assignments are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 5% for each day (including weekends) the assignment task is late. No assignments will be accepted after assignments have been corrected and feedback has been provided. Assignment tasks handed in early will not be marked and returned before the due date.