Centre for the Study of the Renaissance Handbook for Postgraduate Taught Students 2024-25

Self-portrait_as_the_Allegory_of_Painting_(La_Pittura)_-_Artemisia_Gentileschi

Including Course information for the Centre's Taught MA:

'Culture of the European Renaissance'

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WELCOME AND INTRODUCTION

The Centre for the Study of the Renaissance has had a long and distinguished history, partly because the University of Warwick has, over time, attracted many eminent scholars in the field, including John Hale, Martin Lowry, Michael Mallett, Nicholas Mann and Peter Mack. Well over forty academic staff, associate fellows and postdoctoral research fellows participate in the Centre's activities, which in addition to teaching include national and international research projects and a lively seminar series (STVDIO).

Several features have made the Centre a success in the past: its truly interdisciplinary character (staff and students join us from around Warwick's Faculty of Arts, in particular from English, History, History of Art, Theatre Studies, Classics, and Modern Languages), its international connections, and its character as an intellectual community. We hope to build on these in the future, by strengthening our connections with other universities and research centres and engaging even more strongly in collaborative research programmes. We trust that you, as postgraduates within the Centre, will take advantage of the opportunities offered to you.

We also hope that you, as postgraduates, will very much feel like full members, ready to take the initiative in organising conferences or branching out in new directions, or in general by contributing fresh ideas.

Some links that might be useful as you embark on your journey here at Warwick:
➢ General Warwick Welcome information: https://warwick.ac.uk/students/welcome/
➢ Welcome Week programme information: https://warwick.ac.uk/students/welcome/welcomeweek/
➢ Specific transitional support for international students: https://warwick.ac.uk/students/welcome/internationalstudents/

We hope that 2024–25 is a successful and productive year for you, and look forward to working with you as you continue your studies.

Rich Rabone
Director of Graduate Studies, 2024-25

I. ORIENTATION

1.1 The Centre's Office

The Centre's Office is room 2.38, Faculty of Arts Building (FAB). General user guide to the FAB can be found here: https://warwick.ac.uk/fac/arts/staffintranet/artsbuilding/fabuserguide

1.2 Responsible Staff

For a list of staff associated with the Centre and their specialisms, see:
http://www2.warwick.ac.uk/fac/arts/ren/about_us/centrestaff/

The colleagues who have special responsibilities in the Graduate Programme are as follows:

Professor Tess Grant (Director of the Centre)
Office: FAB5.25; Tel: 024 7652 3664 (internal: x23664); Email: T.Grant@warwick.ac.uk
Office hours, see website: https://warwick.ac.uk/fac/arts/english/people/grantdrteresa

Dr Rich Rabone (Director of Graduate Studies)
Office: FAB4.65; Email: r.rabone@warwick.ac.uk
Office hours, see website: https://warwick.ac.uk/fac/arts/modernlanguages/academic/rr

Mrs Jayne Sweet (Centre Administrator)
Office: FAB2.38; Tel: 024 7652 4587 (internal: x24587). Emergency only: 07973105298
Email: renaissance@warwick.ac.uk Office hours: Mon-Thurs, 9-5pm

1.3 Areas of Responsibility

The Director of the Centre has ultimate oversight for the Centre's planning and management, including issues of financial control, and represents the Centre at meetings of other Heads of Department and at the Faculty of Arts. He or she also spearheads the Centre's research activities and nurtures relationships with other institutions.

The Director of Graduate Studies (hereafter referred to as 'DGS') is responsible for the smooth running of the taught MA, and the overall management of procedures relating to both taught and research students. They are Secretary for the Exam Boards, communicate with the external examiner, and supply students with feedback on their marks and performance on the course. In addition, the DGS is in charge of student recruitment and admissions.

The Centre's Administrator will be your first port of call in many instances. She receives essays, is able to direct students to the appropriate staff if they have queries, communicates with secretaries of other departments, and is in constant communication with the director of the Centre and the DGS, in addition to performing many other tasks related to grant management and the administration of the Centre.

1.4 Communications

The atmosphere in the Centre is friendly and informal, and it is easy to see individual members of staff. All staff have 'office hours' when they will certainly be available; you can usually find these on their University webpage, and you can always set up appointments at other mutually convenient times by emailing them. If you are unable to reach a member of staff and the matter is urgent, you might contact the secretaries of the appropriate department or the Centre's administrator. You should check your Warwick e-mail account regularly. **Official communications to students will only be delivered to their University email address.**

It is essential that we have up-to-date information on your address, phone number and email so that we can contact you at any time. You will be sent a Student Record form, which should be completed with your personal details, and returned it to the Centre's administrator. Remember to keep your information up to date, both locally within the Centre itself and also within the University's Student Record System.

1.5 Community

At Warwick, we believe that every individual in our University community should be treated with dignity and respect and be part of a working and learning environment that is free from barriers, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage or civil partnership and pregnancy or maternity status.

We value our diverse and international community, the pursuit and dissemination of knowledge, and research with real impact. We want to support our students and each other to become critical thinkers and collaborative yet independent learners – individuals with a global and sustainable outlook, who are able to make an active and positive contribution to society. At the same time, we are committed to working towards a supportive, accessible, and inclusive environment.

We uphold the importance not only of freedom of thought and expression, but also the significance of academic and personal integrity, equality and diversity, and mutual respect and consideration for the rights, safety, and dignity of all. We place great importance on the responsible behaviour of both our students and staff at Warwick. It is important for you, as a student, to have an idea of Warwick's core values and an understanding of the primary expectations of student members of the Warwick community.

The university has an online portal called Report and Support which allows students and staff to disclose incidents of bullying and harassment, discrimination, relationship abuse, hate crimes/incidents or sexual misconduct; these are incidents which take place both on and off campus. If an individual decides to disclose their name and contact details, a trained Liaison Officer will reach out within 2 university working days to arrange a confidential meeting to explore both reporting and support options. Support may include signposting to relevant agencies for emotional and/or therapeutic support; help reporting the matter either to the University or to the Police; offering to liaise with your department on your behalf to explore support during your studies and more. There is no one size that fits all and Report + Support is here to make sure you are presented with all your options so they can help empower you to make your own choice and decision in the matter.

We uphold not only the importance of freedom of thought and expression, but also the significance of academic and personal integrity, equality and diversity, and mutual respect and consideration for the rights, safety and dignity of all. We place great importance on the responsible behaviour of both our students and staff at Warwick. It is important for you, as a student, to have an idea of Warwick's core values and an understanding of the primary expectations of student members of the Warwick community. Take a look at the following to help you understand what this means for you:

Report and Support, what is…
- Sexual Misconduct
- Discrimination
- Bullying and harassment
- Relationship abuse
- Hate crime/incidents

➤ Our values, the principles that set out expectations of how we behave as a University community, both as individuals and as an institution.
➤ Social Inclusion, setting the value we place on maintaining an inclusive environment where everyone can contribute and reach their full potential.
➤ Dignity at Warwick, setting out the policy that outlines unacceptable behaviours and the process for reporting and dealing with inappropriate behaviour.
➤ University Strategy, which sets our vision as a world-class university and our values.

- ➤ Warwick Student Community Statement, which sets out aims for the University as well as for students.
- ➤ University Calendar, the main 'rule book' and includes ordinances and regulations which you need to be aware of, including on examinations, cheating, use of computing facilities, and behaviour.
- ➤ Anti-Bribery Policy https://warwick.ac.uk/services/gov/university-policies/antibribery/
- ➤ Student Life, which provides quick and easy links to University regulations, policies, and guidelines, which govern what you as a student can expect from the University, and what you need to be aware of and adhere to as a registered student.

II STUDENT EXPERIENCE SUPPORT

2.1 Facilities

2.1.1. Faculty of Arts Building (FAB)

The Arts Faculty also provides dedicated PGR study space in the FAB. A general user guide to the FAB can be found here: https://warwick.ac.uk/fac/arts/staffintranet/artsbuilding/fabuserguide

2.1.2 Emergency Evacuation Alarm

If the emergency alarm sounds then you must leave the building immediately by the nearest safe exit. Do not pause to collect items and do not use the lifts. Please ensure you move away from the front of the building towards the Rootes Building and the Piazza or towards Library Road. Only re-enter the building once it is confirmed by the fire brigade or authorised person that the building is safe. Just because the alarm has stopped does not mean that the building can be accessed. Further fire safety awareness information at: https://warwick.ac.uk/services/healthsafetywellbeing/guidance/fire

2.1.3 Postgraduate Hub

Students are welcome to use the **Postgraduate Hub** which is located on Floor 2 of the Junction building (card access, postgraduate-only). PG Hub is a peer-led collaborative community space that brings together postgraduates from across Warwick. At PG Hub you can:
- Book meeting rooms for group-work and collaborative study, as well as find first-come-first-served study and meeting space
- Ask any questions you might have about your postgraduate life at Warwick
- Access support for your dissertation
- Find mentorship to take you to the next level
- Get actively involved in cultural events, such as Hallowe'en, Chinese New Year, Eid and other celebrations
- Locate support for your studies and future career plans through events and drop-ins
- Share your postgraduate life through our competitions and social media

We recognise that postgraduate life is about more than just work. The PG Hub exists to make your time at the University more productive and enjoyable, so we welcome your ideas on things you want to see as a Warwick postgraduate. Opening times: 09:00 – 22:00 (see website for holiday opening). Further details including opening times at http://warwick.ac.uk/pghub/postgraduate_hub ; #WarwickPGHub; or email pghub@warwick.ac.uk . An up-to-the-minute way of checking research space availability can be found here https://studyspaces.warwick.ac.uk/

2.2 IT Services as part of the Information & Digital Group

IT Services provide the essential resources and support necessary to give all students access to information technology services and support. If students have problems with IT-related issues, IT Services provide a dedicated Help Desk. Students can go to the drop-in centre on the 1st floor of the Library building (Monday to Friday, 9am-5.00pm), telephone 024 765 73737 (Monday to Friday, 9am-5.30pm) or email: helpdesk@warwick.ac.uk.

Every student, with the exception of those students on courses at partner institutions which are validated by the University, is entitled to register to use the services provided by IT Services, which can be accessed from anywhere on campus. Information on setting up an account, accessing the network from on and off campus, printing, and purchasing computers is available on-line at: http://warwick.ac.uk/its. IT Services also produce information on acceptable use of University IT facilities for students and staff: http://warwick.ac.uk/regulation31.

A range of Help Desk Leaflets providing useful IT support information are available from: http://warwick.ac.uk/servicedesk/leaflets or students can pick up copies from the IT Services Help Desk drop-in centre. IT services also provide support for personal computer-related issues such as slow performance, removing viruses, replacing hardware, and assisting with file recovery.

IT Services provides a number of open-access work areas across Gibbet Hill, Westwood and main campuses, accessible to all students, and the University provides student residences with a network connection and access to wireless. For further information on the Residential Network Service (ResNet), please visit: http://warwick.ac.uk/its/servicessupport/networkservices/resnet/. Other useful links: MyWarwick at http://warwick.ac.uk/students for a list of links to useful pages.

2.2.1 Data Protection

The University of Warwick is committed to protecting the privacy rights of individuals who entrust the University with their personal data. The Data Protection Policy https://warwick.ac.uk/services/idg/it-compliance/policies/information-governance/ig02 outlines the University's commitment to transparency, accountability, promoting good information governance, and compliance with both the GDPR and the Data Protection Act 2018. Learn more here: https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/

2.3 Health and Safety

The university's infectious diseases guidance (including Covid-19) is available here: https://warwick.ac.uk/students/news/stay_safe_hub/infectious_diseases_guidance; students may read the University's statement on health and safety here: https://warwick.ac.uk/services/wss/, and the University's Smoking Policy here:
http://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy

2.3.1 Warwick Values Programme

It is expected that <u>all students</u> complete this programme via Moodle: https://moodle.warwick.ac.uk/enrol/index.php?id=38595 . It is aimed at all University of Warwick students at any stage of their studies and should be completed upon enrolment every year. It communicates your rights and responsibilities as members of the Warwick community that enable us to create a working, living, and learning environment:
- Where everyone feels welcomed and safe to be themselves
- Where everyone is treated with dignity and respect
- Where there is equal opportunity for all to reach their potential

2.3.2 Wellbeing Support Services

Wellbeing Support Services offer brief consultations daily from 10am to 3pm Monday to Friday. These can be accessed via an online queue or students can drop in in person. The brief consultations are an opportunity to discuss what it is you are looking for support with, to learn about the different support options available, and to plan the best next steps for you, with the support of the wellbeing professional.

The Wellbeing Support Team offer advice and support appointments on a wide range of issues. Whether you are an undergraduate or a postgraduate, a home or an international student – if there is something troubling you, or hindering you from focusing on your studies, please talk to them. The issues may be:

- practical – for example, difficulties with accommodation
- emotional – family difficulties, homesickness, support through a disciplinary process
- wellbeing-related – concerns about your wellbeing and how you can better manage it, or that of another member of the University community
- safety-related – concerns about security, harassment, or crime

The Wellbeing Support Team also run a wellbeing programme called Steps to Wellbeing https://warwick.ac.uk/services/wss/students/wbprogramme/ . This programme offers support and advice on managing low mood, stress and anxiety, productivity, managing change and sleep and relaxation. There are also 30-minute masterclasses offering tips on managing your wellbeing that run on a weekly basis during term time.

Wellbeing Support is located on the ground floor of Senate House. To access services, visit https://warwick.ac.uk/services/wss/ or telephone 024 76575570

2.3.3 Counselling and Psychology Interventions Team

The Counselling and Psychology Interventions Team makes up part of the network of support for all students at any level of study. The team offers students opportunities to access professional support to help them better develop and fulfil their personal, academic, and professional potential. The service is confidential, and no information will go on any academic student records. There is a range of services, including individual counselling (either in person or virtually online as appropriate), themed group sessions, and counselling via email. The team uses a variety of theoretical models, including CBT, in their work to support students.

Students engage with the Counselling and Psychology Interventions Team to work through issues such as depression, anxiety, or problems with self/identity or interpersonal relationships, and so on. Students from all academic departments may bring problems from their past or present that hinder their capacity to function, such as: abuse, eating distress, loss, trauma, and self-harm. The Psychological Therapists can help with exploring issues to develop insight and bring about positive change to psychological and emotional distress so students can better focus on their studies.

The Counselling and Psychology Interventions Team is located on the ground floor in Senate House. To access the services, submit an enquiry through the Wellbeing portal https://warwick.ac.uk/services/wss. and you can speak to a Wellbeing professional who will advise you on the next steps.

2.3.4 University Health Centre

Students living on campus or within the catchment should register with the University Health Centre. Students will have to be registered in order to use the Health Centre services, although the Health Centre may be able to assist non-registered students in emergencies.

Please see full details of eligibility on the **home page, under** the **Register Here** tab on the Health Centre website: http://www.uwhc.org.uk

The Health Centre provides primary health care GP services to registered patients; two medical practices with both male and female doctors; nurse practitioners and Practice Nurses; sexual health clinics; travel clinics and immunisation facilities. Students should call the Health Centre if they require a consultation with a doctor or nurse, an emergency appointment, emergency contraception, vaccinations or advice on vaccinations, and sickness certification.

Students living off campus, who are not able to register with the health centre, can locate their nearest GP by visiting: www.nhs.uk. . The University Health Centre is located on Health Centre Road and can be contacted by telephone on 0247 526 3418.

2.3.5 Residential Community Team

All students who have accommodation on campus have access to the Residential Community Team (RCT). The RCT works and lives alongside students within the Halls of Residence and is comprised of a team of managers and current students from different walks of life.

The RCT are there to help with a wide range of matters including, but not limited to, personal or family problems, feeling lonely or homesick, problems with accommodation, and when students are not sure where to get help or who to talk to. In addition, the RCT organise a series of events and activities designed

to support students as they transition to university life and to enable them to develop the skills and internal tools needed to navigate student life.

Guidance about life on campus has been compiled, including information for students on various aspects of living on campus: https://warwick.ac.uk/services/residentiallife/lifeinhalls
Between 9am-11pm, Monday to Friday, and 12pm-11pm, Saturday and Sunday, the RCT can be contacted via email: rescommunityteam@warwick.ac.uk or telephone 024 765 75570.

For non-emergency support outside of these hours, the RCT operate two dedicated phone lines, the numbers for which are provided to students when they arrive. For emergencies outside of these hours, students should contact the Community Safety Team on 024 7652 2222.

2.4 Chaplaincy

Warwick's Chaplains and Faith Advisors delight in the diversity and vibrancy of relationships between people with differing worldviews. They would love you to be part of the community here and to feel at home.

If you need space to reflect in the midst of a busy academic life, you can find it at the Chaplaincy. It's a place of safety, care, and encounter. They're here for absolutely anyone who would appreciate their quieter space and the support of our Chaplains.

You're welcome to drop in and make yourself a hot drink; take a seat in our lounge or study spaces; take a moment by yourself or with friends. Take advantage of our outside space to walk the Labyrinth or enjoy the peace of the Contemplation Garden on the Westwood campus. Life can be challenging, so if an ear to listen would be helpful, our Chaplains are there for you, whatever your own beliefs and faith. They are here for people of all faiths and none.

If you have a particular faith or religion, they are able to help you meet with people who share your beliefs and can help make University a time of growth for you.

For the latest details and to contact a Chaplain, please refer to the website https://warwick.ac.uk/services/chaplaincy .

2.5 Students' Union

Warwick Students' Union (SU) is a democratically run, student-led charity and a separate organisation from the University of Warwick. Upon enrolling at Warwick, every student automatically becomes a member of the SU and has access to the range of services they provide, including democracy, academic representation, student activities, welfare and entertainment. There are many different ways for students to get involved at the SU, which can support and enhance their experience whilst at Warwick. The concept of a Students' Union may be new to first-year or international students, and even students from other UK institutions, so please see www.warwicksu.com or contact the SU via Contact Us (warwicksu.com) for more information.

2.5.1 Warwick Students' Union Advice Centre

Warwick Students' Union Advice Centre (WSUAC) offers free, independent, non-judgmental, impartial, and confidential advice to Warwick students. The team of experienced advisors will provide friendly, professional, and practical advice and support or/and signposting on a range of enquiries which include:

Academic advice: Appeals, complaints, mitigating circumstances, disability/reasonable adjustments, change of course and problems, temporary or permanent withdrawal, any University Committee proceedings, continuation of registration, misconduct or plagiarism, fitness to practice and more.

Housing advice: Campus accommodation, tenancy contract checks, university and private housing, landlord and tenant disputes, tenants' rights, repairs, and deposits.

Disciplinary advice: If you are involved in any incident that is investigated under the Disciplinary Regulations, WSUAC can support you through the process and accompany you at meetings and hearings.

Money advice: University fees, debt advice, budgeting, SFE problems, hardship, independent status; and we can provide free food parcels and foodbank vouchers discreetly and confidentially.

This is not an exhaustive list of what WSUAC does, so if you are unsure where to get help or advice, contact them and they will help you or signpost you to someone who can help.

Contact Warwick Students' Union Advice Centre via: https://www.warwicksu.com/help-support/contact/

2.6 Student Funding

The Student Funding Support team offers information, advice, and guidance on all aspects of financial support. This includes government grants and loans, and undergraduate scholarships and bursaries provided directly by the University to students. The team administers University hardship funds to students and can provide budgeting advice.

Students should contact Student Funding Support if they want further information about what financial support they may be entitled to, including loans, grants, scholarships, and bursaries, or are having difficulty meeting essential course-related or living expenses.

The Student Funding Support team is located on the ground floor of Senate House (open Monday to Thursday, 9am-5pm, Friday 9am-4pm) and can be contacted by telephone on 024 761 50096 or email: studentfunding@warwick.ac.uk.

Student Finance: https://warwick.ac.uk/services/finance/studentfinance
Student Funding: https://warwick.ac.uk/services/wss/funding

2.7 Community Safety

The Community Safety team works 24 hours a day, 7 days a week, 365 days a year to support the University community by ensuring there is a safe, secure and friendly environment for students, staff and visitors. If you have any queries about your safety and security on campus, you can visit our webpage at: https://warwick.ac.uk/services/community-safety/ or email: community.safety@warwick.ac.uk.

Students should always call Community Safety for emergency response requirements, i.e. first aid/ambulance/fire, safety and security issues on and off campus, mental health aid, pastoral care, facility support, outdoor event applications, and entertainment support including external speaker events. The Community Safety contact phone numbers can be found on the back of student and staff ID cards.

2.8 Education Policy and Quality

Education Policy and Quality (EPQ) helps ensure that Warwick offers a transformative, enriching and distinctive education to every student who studies here. Learn more here: https://warwick.ac.uk/services/aro/dar/quality/

2.9 Student Administrative Services

Student Administrative Services (SAS) is part of the Education Group. They deliver services and support to students at all levels of study from the point of enrolment to graduation. Learn more here: https://warwick.ac.uk/services/academicoffice

2.10 Widening Participation and Outreach

Our team combines passion, creativity and innovation to inspire young minds and maximise their potential, through unique opportunities both in school and on campus. Learn more here: https://warwick.ac.uk/study/outreach

2.11 IATL

IATL is the hub for Educational Innovation at the University of Warwick. Discover IATL strategy, explore its activities and achievements, and learn how to integrate these insights into your own practice or learning. Learn more here: https://warwick.ac.uk/fac/cross_fac/iatl/

2.12 Term dates

Campus Arrivals: Thursday 19 September 2024 to Sunday 22 September 2024

Welcome Week: Monday 23 September 2024 to Sunday 29 September 2024

Autumn Term: Monday 30 September 2024 to Saturday 7 December 2024

Spring Term: Monday 6 January 2025 to Saturday 15 March 2025

Summer Term: Wednesday 23 April 2025 to Saturday 28 June 2025

This and other year dates are available here: https://warwick.ac.uk/study/termdates/#2024

III. GENERAL ACADEMIC INFORMATION FOR POSTGRADUATES

3.1 Induction Events

Both the University and the Arts Faculty provide separate induction events which you are strongly encouraged to attend. General information on university events can be found at https://warwick.ac.uk/students/welcome.

Under normal circumstances, new postgraduate students also attend various induction events held by the Centre including a welcome event which will be hosted by the Director and the DGS (details to be communicated by email). Any subsequent events will be advertised to students in due course. There is usually another Centre social event at the beginning of term 2 (in January).

3.2 Skills and Further Development

Postgraduates should take advantage of opportunities for deepening their knowledge or sharpening their skills in a variety of areas, in the Centre, in the Arts faculty and/or in the University at large. In addition to the Centre's skills sessions, which run alongside the taught MA's core module, the following possibilities should be kept in mind.

3.2.1 Student Opportunity

The Student Opportunity team offer advice and online learning to support you in developing the Warwick Core Skills, which have been identified to help you articulate and demonstrate the learning and practices you will develop during your time at Warwick. For more information go to their website at https://warwick.ac.uk/services/studentopportunity

3.2.2 The Warwick Award

Pulling from your academic modules, as well as anything else you get involved with - such as societies, sports teams, volunteering, etc. – the Warwick Award recognises and showcases the skills you're building through those activities, as well as highlighting training and development opportunities to set you up for life after graduation. The Award is based around 12 core employability skills that we've worked with a range of employers to identify as being crucial for the next step in your journey. These skills are: Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Inter-cultural awareness, Organisational Awareness, and Professionalism. The Award is free and can be personalised to allow you to shape your own employability skills development; postgraduates who complete the Award will be issued with a digital certificate by the Skills Team.

How does the Award work?

For each Warwick Award-accredited activity you complete, you will earn Core Skills Points. These points help you track your progress towards the Award and your development of the different core employability skills it covers. The Core Skills Points value will be listed next to the name of all Warwick Award-accredited activities.

Warwick Award (Postgraduate)

Twenty Core Skills Points (100 hours of activity): aimed at PGT students who are new to Warwick, as well as those who studied at Warwick as undergraduates and earned the Gold Award, but who want to continue to develop their skills. Find out more about the Warwick Award and sign up at: https://warwick.ac.uk/services/skills/warwickaward/

3.2.3 Languages

Language skills are particularly important at postgraduate level: they enable you to read primary sources in the original and make you better aware of the historiography and critical literature in countries outside the Anglophone world. Students are therefore strongly encouraged to develop or improve proficiency at least in Latin and one modern foreign language (French, Italian, German, or Spanish).

For further information on the availability of language instruction at Warwick, see the web pages of the Language Centre: http://www2.warwick.ac.uk/fac/arts/languagecentre/. Warwick's Centre for Applied Linguistics runs courses to improve research students' command of written English: see http://www2.warwick.ac.uk/fac/soc/al.

The Renaissance Centre runs a weekly seminar on **'Latin for Research in the Humanities'**, intended for Warwick students and staff who already have a basic knowledge of the language (typically: GCSE Latin, or who have completed the Classics Department's Beginners' course) and wish to brush up on, or maintain, these Latin language skills. For further details on this and on other beginners and intermediate level language courses which will be offered at the Centre this academic year, please see the Centre's website. https://warwick.ac.uk/fac/arts/ren/languages/ .

3.2.4 Auditing Other Modules (optional)

You may wish to discuss with your supervisor the possibility of auditing an MA module on offer in the Arts Faculty. This would not normally entail any written work. You will need to have the consent of the module's convenor.

3.2.5 Renaissance Seminars (STVDIO)

The Centre hosts a Research Seminar (STVDIO series), usually on Tuesday evenings at 5pm. All papers are given in an 'in-person' format, but new for this year, we are also trailing a hybrid format. The series will include visiting speakers from other universities as well as Warwick staff. The seminar series is a valuable opportunity both to hear of cutting-edge work from across the discipline beyond your own immediate research interests and to familiarise yourself with techniques of academic presentation in a welcoming context. **All postgraduate students are expected to attend and participate when based at Warwick.** For a list of events, see: http://www2.warwick.ac.uk/fac/arts/ren/news_and_events/seminars/stvdio

Students are also encouraged to attend **seminars organised across the Faculty of Arts,** such as the History Department's Early Modern and Eighteenth-Century Centre, the History of Medicine group, and the research seminars offered by the departments of Classics, English and Comparative Literary Studies, History of Art, and Italian Studies. The Arts Faculty calendar has further details; see https://warwick.ac.uk/fac/arts/news/events/

3.2.6 Reading Groups

Members of the CSR are active in promoting reading groups, typically on primary texts of relevance to the Middles Ages or the Renaissance. MA students are very welcome to participate in these (information at https://warwick.ac.uk/fac/arts/ren/readinggroups) or indeed to start their own.

3.3 CSR Committee

The CSR's Committee meets once a term to discuss developments within the Centre and to hear suggestions from staff and students. The Committee is chaired by the Director of the Centre and includes, *ex officio*, the DGS and the administrator. Staff members (including tutors of the MA core and optional modules, and supervisors of research students), research fellows, and students are all strongly encouraged to attend.

3.4 Student Voice, including Student-Staff Liaison Committee (SSLC)

The SSLC includes both PGR and PGT students; it meets once each term and forms a part of the CSR Committee meeting (see 3.3 above) and has a standing item on the agenda to discuss matters of mutual interest and concern. It acts as a forum in which questions about the course of study, about teaching and learning, and about the running of the Graduate Programme can be raised, problems or complaints aired, and suggestions and remedies considered. If you need to ask any questions about academic representation, you can visit the Democratic Services Office on the top floor of SUHQ, or alternatively, email them at sslc@warwicksu.com .

3.5 Warwick University Library

All students should register as users of the Library as soon as possible. Sophisticated systems are available in the Library for conducting literature information searches, which are invaluable for research students and you will be taken through these on the induction programme. The Library has a designated academic support librarian (https://warwick.ac.uk/services/library/subjects/academic-support-librarians) for each academic department. For an overview of the resources in Renaissance Studies and contact details of the Academic Subject Librarian, see https://warwick.libguides.com/renaissance   If you would like to request the purchase of a particular book to support your study, do please contact them directly.

The Library also manages a number of learning and teaching spaces from which skills enhancement and community engagement programmes are run. https://warwick.ac.uk/services/library/using/libspaces/ :

- The Learning Grid, University House)
- The Learning Grid Rootes
- Modern Records Centre: (http://warwick.ac.uk/library/mrc)

Regular news and updates can be found via the Library's Facebook page: @WarwickUniLibrary its Twitter account @warwicklibrary or Instagram @warwicklibrary

3.6 Personal Tutors and Pastoral Care

All taught MA students are assigned a personal tutor at the beginning of term, which will likely be the CSR DGS. Pastoral care is also supported by the Dean of Students, DeanofStudents@warwick.ac.uk and the Senior Tutor for the Arts Faculty, Dr Rachel Dickinson, Facultyseniortutorarts@warwick.ac.uk . The Dean of Students and Faculty Senior Tutors are experienced members of academic staff whom students can turn to in confidence for support regarding difficulties with their studies, which they have been unable to resolve with departmental Personal and departmental Senior Tutors. More information about personal tutors and the Dean of Students' Office can be found here: https://www2.warwick.ac.uk/services/tutors/

3.7 Special Circumstances

3.7.1 Disabilities

Students suffering from conditions which are likely to affect their academic performance or the ability to meet deadlines should speak in confidence to the DGS as soon as possible. The University offers a wide range of support services to students with disabilities (including specific learning differences, mental health, neuro-diversity and long term medical conditions) and encourages a positive climate of disclosure. Students with disabilities can seek advice and support through the Disability Team in Wellbeing Support Services. Further information relating to the University's provision for students with disabilities is available at https://warwick.ac.uk/services/wss/students/disability/

Academic Departments, the Dean of Students Office, the Students' Union, the Health Centre and other teams in Wellbeing Support Services can also offer advice and guidance to students with disabilities. The Disability Team is located on the ground floor in Senate House, but for general information and to access the services or submit an enquiry through the Wellbeing portal, visit their website at https://warwick.ac.uk/services/wss   The CSR will have due regard to such conditions. It is important that up-to-date medical evidence be provided, and that it is as specific as possible as to how it is likely to affect a student's work.

3.7.2 Illness and Absences

If you are unable to attend a seminar because of illness, please email the tutor responsible for the seminar, in advance of the relevant session if possible, copying your message to the Centre's Administrator. If, for any reason, you are not able to study for a period of more than two or three weeks, it is essential that you contact your personal tutor/DGS, to discuss your needs, reasons and the advisability for seeking a suspension of studies /Temporary Withdrawal (TWD). If he or she thinks this is the best course of action, you will need to complete a form via e-Vision (student records online); you will need to supply medical evidence where appropriate. Further information: http://www2.warwick.ac.uk/services/academicoffice/studentrecords/twd/.

3.8 Cheating and Plagiarism

This note is intended to draw your attention to what the University defines as cheating in assessed work (including dissertations); the procedures that are adopted in suspected cases; and your rights under those procedures. All students in the Centre for the Study of the Renaissance are expected to complete the 'avoiding plagiarism' Moodle course found here: https://moodle.warwick.ac.uk/enrol/index.php?id=68911. Uploading the certificate gained upon completion will constitute an essential monitoring point, and needs to completed by the end of term 1, week 1.

3.8.1 Definition (University Regulation 11)

The University defines academic misconduct as 'acts or omissions by a student which give or have the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or an activity likely to undermine the integrity essential to scholarship and research'. This includes, but is not limited to, a student deliberately reproducing the work of another person or persons without acknowledgement, or otherwise representing another person's work or ideas as their own (plagiarism). For more details on the University's definition of academic misconduct and the forms it may take, see https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/ . Note that the level of proof required for suspected academic misconduct to be found proven or not proven is 'the balance of probabilities', i.e. where it is more likely than not that academic misconduct has taken place; the burden of proving mitigation or other factors claimed by way of defence is on the student.

In the context of assessed work you must take particular care to avoid plagiarism, that is copying out other people's writings word-for-word without quotation marks or acknowledgement, or paraphrasing their ideas or arguments by changing the wording but without acknowledging the source.

The safest way to avoid problems associated with plagiarism is to use inverted commas (quotation marks) to identify any word-for-word reproduction of other people's writings (whether in print or on the web) and to be very rigorous about citing the source from which you have quoted. **Always specify your sources, by including footnotes and a bibliography with your written work.** For details of the procedures under Regulation 11, see https://warwick.ac.uk/services/gov/calendar/sec0074ion2/regulations/academic_integrity/ which should be read together with https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/guidancereg11/

3.8.2 Definition (University Regulation 23)

Regulation Governing Student Misconduct and Disciplinary Committees. Learn more here: https://warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary

3.8.3 Definition (University Regulation 37)

This Regulation applies to taught postgraduate courses at the University. These courses fall within level 7 of the Quality Assurance Agency's Framework for Higher Education Qualifications. This Regulation sets out a list of qualifications awarded and general requirements and procedures. The Regulation should be read alongside the detailed information on individual courses, including course length and assessment methods, set out in the Course Regulations and departmental information. Learn more here: https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg37pgt_pt1/

3.8.4 Appeals

The University has agreed appeals procedures. Further details are available from the Graduate School: https://warwick.ac.uk/services/academicoffice/examinations/students/appeals

3.9 Feedback and Complaints

What do you do if you have a concern or complaint about any aspect of the Graduate Programme? You could take up specific issues with the DGS or with your supervisor. You might first want to discuss the problem with your Student-Staff Liaison Committee representative, or ask them to raise it at an SSLC meeting. You could ask your SSLC representative (or someone else who has taken the module with you) to be with you when you discuss matters with a member of staff. Alternatively, you are welcome to approach the Centre's Director .

Should your issue or concern not be resolved through these channels, the University has a clear three-stage Student Complaints Resolution Pathway for all types of informal and formal concerns or complaints. Further information, advice and guidance is available on the following University webpage: www.warwick.ac.uk/studentfeedbackandcomplaints/ You may wish to have a look at these pages before you decide how to proceed.

You should not feel anxious about airing problems and grievances with your tutors or Centre staff: we want you to be able to let us know when things are going well or there is something that you particularly like, but also if there is a problem that you don't feel you can resolve yourself. We expect students to be open and frank in discussing their experience of the Graduate Programme, and believe that the only way to plan for improvement is by being alerted to current students' experiences.

3.10 Guidance on Extenuating/Mitigating Circumstances and Reasonable Adjustments

The University makes provision for mitigating circumstances and chronic conditions that affect one's work and that should lead to reasonable adjustments. Please review carefully the information at https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/ Note especially the expectation that mitigating circumstances must be declared before the Board of Examiners' meeting, which for CSR MA students is typically in early November. More info at https://warwick.ac.uk/services/its/servicessupport/web/tabula/manual/mit-circs/declare

3.11 Key Monitoring Points

The University is required to confirm that students enrolled on its courses are, in fact, attending them. Attendance monitoring details listed below.

<u>**Term 1**</u>

In-person & assignment-type monitoring points, evenly spread throughout the term, including for example (part-time students might have very slightly different points, depending on what year they are in):

Term 1
1. Attendance at induction event/lunch at Warwick, or meeting with personal tutor
2. Submission of Avoiding Plagiarism Certificate, Week 1 Term 1
3. Attendance at Seminars, Week 3
4. Attendance at Seminars, Week 5
5. Attendance at Seminars, Week 7

Term 2
6. Attendance at welcome meeting/lunch, or meeting with personal tutor
7. Meeting with DGS to discuss topic for dissertation and supervisor (weeks 2-3)
8. Attendance at Seminars, Week 3
9. Attendance at Seminars, Week 5
10. Attendance at Seminars, Week 7

Term 3
11. Submitting draft research proposal to supervisor in week 1
12. Submission of critical review Week 1-6
13. Meetings with dissertation supervisor at regular intervals between weeks 2-10 Summer
14. Submission of MA dissertation by Tuesday 2nd September 2025

IV. TAUGHT MA: CULTURE OF THE EUROPEAN RENAISSANCE (V1PF)

This MA is a twelve-month intensive programme of full-time study (twenty-four months part-time). The degree programme ranges widely over the cultural history of Renaissance Europe, offering an introduction to socio-economic realities and to court, civic, intellectual, and literary culture in countries such as Italy, France, England, and Spain, considered within the broader European context. Attention is also paid to the political, religious, and social transformations from the fifteenth to the seventeenth century. We understand that students may need to undertake a small amount of part-time work alongside their MA study, but we strongly advise them not to undertake full-time work at any point during this twelve-month period.

4.1 Course Specification & Structure

The course consists of 180 credits or CATS. These are essentially gained as follows:

- 4 modules x 30 credits = 120 credits
- dissertation = 60 credits

All MA students follow the core module **Renaissance Culture and Society (RS904-30),** worth 30 credits. This is taught in term 2 and is composed of weekly two-hour seminars. It is complemented by compulsory (but not credit-bearing) skills sessions (RS902), including segments on bibliography, the development of research skills, and effective reading and writing (see https://warwick.ac.uk/fac/arts/ren/currentstudents/pgt/skillssessions24-25). This is sometimes taught in term 1 *and* term 2.

Students are also encouraged to take classes in Palaeography: there are typically two/three streams per year, one in English and one in either Latin or Italian. These modules are not taken for credit but are additional options which will help you to develop useful skills for research in the period; the modules are also open to outside students. For further details, see: http://www2.warwick.ac.uk/fac/arts/ren/currentstudents/manuscripttoprint.

For their credit-bearing options, in addition to the core module above, MA students also take **three** other 30-credit modules. Two of these will take place in term 1 with the third in term 2, alongside the core module. These optional modules can be selected from those offered by the departments of Classics, English, History, History of Art and the School of Modern Languages, as well as the CSR itself (see https://warwick.ac.uk/fac/arts/ren/currentstudents/pgt/moduleoptions24-25).

Within the Centre there is also available an **Advanced Study Option (ASO)**, which can be taken as one of the 30-credit optional modules. The 2024-25 offering is entitled ′The Golden Age Drama of England and Spain′ and will be taught in term 2 by Professor Teresa Grant and Dr Rich Rabone

The availability of modules varies from year to year depending on staff study leave. If you are interested in a particular module or area of study, it is advisable to contact the DGS as soon as possible. Each module runs over one term. After enrolment, students must use the on-line module registration system to register their option choices.

Students who pass the taught elements of the course proceed to the dissertation. A Postgraduate Diploma is an option for those who do not wish to write the dissertation or who do not wish to be assessed at the MA level (see below).

Students following the taught MA on a **part-time basis** cover the course over two years. The order in which the course is followed, is agreed on an individual basis following discussions with the DGS, but a typical outline is on the website here, https://warwick.ac.uk/fac/arts/ren/prospective/mastersdegree/furtherinfo/ptcoursestructure .

4.2 Core Module: Renaissance Culture and Society (RS904)

All of the Centre's full-time taught MA students must take this module in Term 2, with part-time students taking it in year one. This module aims to provide an interdisciplinary framework for studying the Renaissance across Europe. It introduces students to key debates and methodological issues. The module also assists in acquiring the skills necessary to undertake research and extended writing on the Renaissance. It supports the range of option modules available to students.

Two pieces of work are produced in this module. First, a **5000-word assessed essay** which is based on the material and ideas covered in the seminars. Second, a **3000-word critical review and bibliography**, intended as a preparatory step for tackling the dissertation, and which shows evidence of skills learnt in the skills sessions. This review is a required component of the course, but it is **not assessed**. We encourage you to link both of these pieces of work to your dissertation.

4.2.1 Core Module Essay

This essay (5000 words, **exclusive** of footnotes and bibliography) may be based on any of the material covered during the core module over the course of the year, or on a topic outside of them that is of special interest to you. **Please make sure you discuss ideas for potential topics with the relevant tutor, both during the weekly sessions of the Core Module, or in separate individual meetings** — this will allow you to identify a viable topic at an early stage, and to ensure that your focus is neither too wide nor too narrow. We strongly advise that you determine the topic for the Core module essay and discuss it with a specific tutor in the second half of Term 2.

Please also make sure you continue to discuss the overall theme, specific focus, argument, and development of your essay with a relevant contact person (tutor and/or DGS) as your work progresses.

You will need to include a bibliography and references, following the conventions described in the Modern Humanities Research Association (MHRA) Style Guide available here: https://www.mhra.org.uk/publications/stable/10.59860/msg.b47db8a a hard copy of this book will be in your welcome pack in year 1 of your studies.

4.2.2 The Critical Review

The 3000-word critical review is a requirement of the core module, but it is **not assessed**. The Review is intended to serve as a foundation for your work on the dissertation, and will therefore review relevant scholarship on your chosen topic. The main stipulation of the review is that it should show evidence of skills learnt in the skills sessions attached to the core module. This refers less to the palaeography and bibliography segments (though it may do this) than it does to the IT-based sessions (for instance, those relating to utilising library databases and other resources) where it is vital for skills assessment that you demonstrate competence.

Electronic copies of the Critical Review, to be submitted at some point between weeks 1-6 of term three (but no later), and should be sent to the Centre Administrator, the DGS, and your dissertation Supervisor, who will use it as a basis for the Dissertation meetings in Term 3.

The critical review should show that you are conversant with, and can use effectively, many of the databases listed on the Warwick page specifically dedicated to Renaissance resources at https://warwick.libguides.com/renaissance .

This exercise is not just a formal one for the purposes of assessment. It also has a specific point, which is to help you to construct effectively a comprehensive reading list using these resources for your dissertation. You should also learn to evaluate critically the various works discussed in your essay.

The structure of the critical review can be adapted to your own needs. You may wish to survey and evaluate several books (say, up to 4 or 5) in detail in the course of your review, because they are topically intimately related to each other and cannot easily be separated. On this model, you may find you want to spend roughly equal word limits on each. However, you might find that this is too many, and that you really want to

concentrate on one book which is central to your topic, and mention others in passing as they are relevant. But in either case, you will have had to have done substantial background reading in order to understand critically the issues in which the book(s) engage(s). For hints on the contours of this assignment, see 'The Book Review or Article Critique', available for download at http://advice.writing.utoronto.ca/types-of-writing/book-review/.

Another way of understanding how you might do this task might be to go and look at the big review essays in *Historical Journal* and take some hints from their style and method. This review article by Christopher Haigh shows one (good) way of performing the task on several books. See: *The Historical Journal*, Vol. 33, No. 2. (June 1990), pp. 449-59. The article is available via JSTOR or see this stable URL: https://www.jstor.org/stable/2639467

Stages of the Review

These are the steps one might take in approaching the task. Once you have identified the topic of your dissertation:

i. Do an electronic and manual literature search for all relevant material, including: Iter, MLA, Project Muse, JSTOR, Dissertations and Theses, Index to Theses, Web of Knowledge, Historical Abstracts, Warwick Library Catalogue, COPAC, British Library catalogue, Harvard University catalogue, probably Google (you never know!), Literature Online, Dictionary of National Biography (DNB), etc.

ii. Collect together the material you need to read. Get books out of the library; download articles from JSTOR and other electronic sources; photocopy articles from paper journals.

iii. You will want to skim-read articles first to see if they are really relevant – it is a great waste of paper and time to print and read everything, just because it mentions the topic obliquely. Take notes in a notebook or computer file along with references in case you need to come back to these materials. As you become a more experienced researcher it is easier to know early on when to reject an article or book as not relevant.

iv. Read the material, including the footnotes and bibliography. This is important because electronic-resources keyword searches do not always catch crucial articles and books before about 1970, whereas good scholars can be expected to put earlier references in their footnotes and bibliographies. It could be very embarrassing to discover that someone had published a long article on your very topic in *Modern Philology* in 1912, to which you do not respond in your essay. Also, it may affect whether you choose to tackle that particular topic, or feel that the previous work done is still current. (**Do not discount publications just because they are old.** Many works published in the nineteenth century, for example, contain important perspectives and valuable documents.)

v. Choose a recent book or set of books. You may think that a book (Marsha S. Robinson's *Writing the Reformation: Actes and Monuments and the Jacobean History Play* [Aldershot, Hampshire: Ashgate, 2002]) overemphasizes the importance of or misunderstands the influence of John Foxe's narrative *Acts and Monuments* on the play in which you are interested. As you write a critical review of this book, you therefore also bring in other articles and evidence from points 3 and 4 to show what is really happening with the influence of Foxe on Rowley. This may include articles on how Foxe influences literature in general, so you may need to do another literature search, as in point 2, for 'Foxe' and other combinations of keywords.

vi. **Critically evaluate the arguments.** In other words, judge to what extent the publications you examine make their arguments cogently or not. Point out problems with the use of certain sources rather than others, for example, or methodological problems (e.g., issues or evidence that have not been considered).

vii. Write the review. **The review should have footnotes and a bibliography as per the MHRA style guide**. Remember this is primarily a scholarly essay and we need to be able to assess it accordingly.

Please remember to cite electronic resources correctly: one of the assessment requirements of this exercise is demonstrating evidence of the skills learnt in the skills sessions, so you should say if you get an article from JSTOR or texts from EEBO. Databases usually have guidance as to how to cite their online resources (see, for instance, the DNB's 'Cite' section at the top left of the biography in question).

Assessment Requirements

The critical review will demonstrate that the author can:

i.   identify a fruitful research topic
ii.   use scholarly resources, including electronic databases, to find all essential material pertaining to a particular research topic
iii.   read, understand and critically evaluate books and articles pertaining to this research topic
iv.   set these evaluations in their wider scholarly context

4.2.3 Skills sessions (RS902 / EN100)

Running alongside the seminars on Renaissance Culture and Society are weekly skills classes https://warwick.ac.uk/fac/arts/ren/currentstudents/pgt/skillssessions24-25 that emphasise the development of research, writing, bibliographical, and palaeographical skills. These sessions are **mandatory for Centre students**. Students may also choose to specialise in English, Latin, or Italian palaeography (subject to availability), and although they are not assessed, informal tests and assignments are part of the skills training. If requested, a Certificate of Attendance can be awarded to students who attend 80%+ of the palaeography class, and who pass the short test set at the end of the spring term. References pertaining to your MA degree work may refer to your performance on any of these assignments as evidenced by your file.

4.3 Outside Modules

Students on the Renaissance Centre's MA take 90 CATS in modules offered by participating departments during terms one and two. For an illustrative list of options, please see: https://warwick.ac.uk/fac/arts/ren/currentstudents/pgt/moduleoptions24-25 .

Regarding assessment requirements of optional modules taken from other departments, students must follow the guidelines of the department offering the module (including length, submission deadlines, topics of the essays, referencing system to be used, procedures for marking, etc.). Be sure to check procedures, deadlines, and expectations in the relevant department(s).

4.4 The Dissertation

All taught MA students write a dissertation of 15,000 words (exclusive of footnotes and bibliography). The dissertation is the most important piece of work you will produce in the year. Since it is fairly substantial (around 60 double-spaced pages) and requires significant research, it is best to start considering possible topics from the very beginning. You will be expected to have found a supervisor for your dissertation by the end of February. In order to help you to do this the Centre has devised the following detailed code of practice and schedule. Please study this carefully and plan your work accordingly.

4.4.1 What is a Dissertation?

The dissertation is roughly the length of two academic articles or book chapters, and you will need to identify a topic which can be dealt with inside that length whilst showing originality. It is not a book, nor an essay. You should view it mainly as an opportunity to develop research techniques and methodologies and to present the research in an appropriate format.

4.4.2 Originality

A dissertation is normally expected to show a certain degree of originality. This is a concept that even seasoned researchers find easier to recognise than to define. It may be helpful to think of originality as residing either in source-base (when a dissertation is based on the analysis of a set of usually primary sources which have not been analysed from a particular angle before), or in treatment (when you are offering a novel view of problems and topics discussed by scholars), or in writing (the 'voice' will be your own, and total unoriginality [i.e., plagiarism] is obviously to be avoided). Your supervisor will be able to monitor the originality of your work at all levels, but it is something you will want to think about too.

4.4.3 Presentation

Dissertations should follow, in addition to the points specified by the MHRA Style Guide (see link above under 4.2.1), dissertations should follow the general rules for the presentation of theses outlined by the Doctoral College, adapting where necessary for the shorter format of the MA Dissertation. See link, section 2. https://warwick.ac.uk/services/dc/pgrassessments/gtehdr/presentation_th? Dissertations for the taught MA must be uploaded to Tabula in an electronic format by the agreed submission deadline (**noon on Tuesday 2nd September 2025).**

4.4.4 Scheduling Research and Writing

Most of your first two terms' work will be spent on your core module and your MA options. However, you should also start thinking about your dissertation as soon as possible, although the Easter Vacation and the Summer Term are the period in which you will get most of the reading and research – and some of the writing – for your dissertation done. You should also leave good time for composing your final draft, which, even for experienced writers, is always more time-consuming than one expects.

4.4.5 The Dissertation Timeline

In Term 1, feel free to approach colleagues affiliated with the Centre to discuss potential dissertation topics and sources. During the first weeks of Term 2, you will have a meeting with the DGS to discuss possible topics as well as potential supervisor(s) for your dissertation. The DGS will then approach supervisors to check their availability. Once their availability is confirmed, you should make arrangements for a formal discussion at once.

First Supervision (in week 4 or 5 of Term 2). Your first supervision will take the form of a session in which you talk over possible topics, and approaches to those topics. The supervisor(s) will point you in the direction of the most relevant bodies of literature and sources for you to investigate. You will follow this up, and further research the topic yourself, with a view to producing a Critical Review of the scholarly literature, due by (at latest) 30th May 2025. The first supervision will be followed by other meetings as deemed appropriate by your supervisor(s), who will also be available by email to answer your queries. These meetings should lead to:

i. Agreeing a topic (and if possible, a working dissertation title) and beginning a selection of relevant primary and secondary works (note that coming up with the bibliography is your responsibility, although supervisors will be happy to provide guidance). Ideally this should happen in Term 2, weeks 3–6.

ii. Presenting a draft **Research Proposal to your supervisor by the end of week one, term three.** This document, of approximately 2,500 words, should outline your research questions, methodology and sources, as well as a full bibliography of works and research materials to be consulted. Your supervisor(s) will return your draft Proposal to you, with comments and suggestions for revision, further reading and clarification.

iii. A final, **revised Proposal** should ideally be agreed upon and in place **by the end of week three, term three.**

iv. The final version of your revised proposal needs to be sent to the Renaissance Office as well as the dissertation supervisor. Your proposal should include the following:
   ▪ a short review of the secondary literature relevant to your topic

- a discussion of the main historiographical and theoretical issues relevant to your research
- an outline of the research project, including some discussion of the sources you will use and the questions you intend to ask of them
- a provisional chapter plan
- a detailed timetable for the research and writing
- a bibliography, arranged as detailed in the Style Guide (see also MHRA style guide)

v Writing of drafts, which you can discuss together with your supervisor by previous arrangement (give your supervisor at least two weeks to turn a draft around).

vi Presentation of the dissertation, by the stated deadline. This date of submission is not negotiable, and extensions are not normally given. If there are special circumstances which affect your ability to present your work at this time, this will need to be explained to the DGS.

These points of contact and monitoring procedures are designed to ensure that you are progressing well with your studies. They are there to ensure that both you and your supervisor have an accurate and realistic picture of your progress to completion. They provide an early warning if a problem arises.

Students are required to upload a brief summary of each meeting they have with their dissertation supervisor, directly into Tabula, as soon as possible after the meeting. Your supervisor will then 'confirm' the summary within the Tabula system. This requirement will enable you to review and document your own learning while it is still fresh in your mind, and it will ensure that both you, and the Centre administrator, have a full record of your supervisory contacts.

4.4.6 Supervisory Contacts and Availability

Students are entitled to regular and formal supervisory contact, which may include email, virtual (via MS Teams) and telephone as well as face-to-face meetings. Full-time MA students working on their dissertation will be expected to remain engaged with the Centre by attending STVDIO seminars, SSLC and other relevant committee meetings in Term 3.

You are encouraged to make good use of your supervisor's expertise and knowledge during the summer term to ensure that clear direction and guidance is provided at this point of the year, when academic staff are expected to be on campus. A good supervisor-supervisee relationship during this period should ensure that the supervisee has less reliance on supervisory input in later months.
You should bear in mind that the summer vacation is the time when staff do the majority of their own research within the academic year. This may involve absence from Warwick. You will therefore need to discuss with your supervisor(s) at an early stage the schedule which suits you both and how contact will take place; some meetings may need to take place remotely.

4.5 Submission of Assessed Work

4.5.1 Centre Deadlines

Please submit an electronic copy of your Core Module essay (RS904) and your Dissertation (RS903), via Tabula, by the stated deadlines. Electronic copies of your Critical Review should be submitted to the Centre Administrator, the DGS, and your Dissertation supervisor. The Critical Review is relevant to full time students and part time students in their second (final) year. The following deadlines will apply for internal (CSR) work required:

➢ 1 x 5000-word essay, based on the Core Module seminars (RS904), due by noon on **Friday 25 April 2025**
➢ 1 x 3000-word critical review and bibliography, due by (at latest) **30th May 2025**
➢ 1 x 15,000-word dissertation, due at **noon on Tuesday 2nd September 2025**

These deadlines are relevant to CSR essay submissions only.

4.5.2 Self-Certification Policy

All written assessments to be submitted by a deadline, such as essays, reports, and weekly homework or laboratory reports may be eligible for a Self-Certification extension. Assessments which are time or event dependent such as examinations, class tests, presentations, performances and other practical work are normally ineligible. Students should only use a 'self-cert' on assignments which count towards a module mark (summative work), not those that are essential, but non-assessed. Full policy details can be found here:
https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/selfcertificationpolicy

4.5.3 Penalties for Late Submission of Assessed Work

All work submitted (whether or not for assessment) must be handed in by the Centre's deadlines. Once a submission date is published, it has the force of a University Regulation. Lateness of submission will only be excused on valid and documented medical or compassionate grounds. Medical grounds must be supported by a doctor's certificate or note. All written evidence concerning grounds for lateness of submission must be submitted on the Tabula platform at the same time as, or soon after, the event or events to which they refer. **The Centre's staff reserve the right not to mark non-assessed work submitted after the deadline.**

If you believe you are going to miss a deadline, you must explain the problem as soon as possible to the core module director or option module tutor. Application for an extension of deadline must be supported by one of them, and submitted to the Director of Graduate Studies (with any supporting evidence) on the form available from the Centre's Office. Under University Regulations, only the Chair of Department/Director of the Centre and the Director of Graduate Studies may grant an extension of submission date.

Where no formal extension is granted, 5 marks per working day (or part of a working day) will be deducted for late submissions. 'Marks' are intended on a percentage scale. A late piece of work that would have scored 65% had it been handed in on time would be awarded 60 if it were up to one day late, 55 if (up to) two days late, etc. Penalties accrue only on working days (not on weekends or public holidays). See https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/faqs/penalties

4.5.4 Deadlines for Outside Modules
Deadlines for outside options taken with other departments must be checked individually (depending on the option you take) and adhered to. This includes core modules taken in Venice with the History and History of Arts Departments in Term 1, and any optional modules taken in Term 2. The word lengths, procedures for submission, and penalties for lateness for these modules are determined by the relevant departments. Please speak to the tutor(s) of your relevant modules as soon as possible in order to avoid unpleasant surprises.

4.5.5 Word-Length and Presentation of Assessed Work

A published maximum word-length has the force of a University Regulation. All assessed work submitted for a Master's degree must conform to the word-lengths given in this handbook, and published elsewhere. You will be asked to provide a word count of your essays and dissertation (**exclusive of footnotes, bibliography and acknowledgements**), to be noted on the cover sheet you fill in when the work is submitted. Writing over-length pieces places you at a considerable disadvantage; markers will take this into account in their assessment of your work and marks may be deducted if you do so. It is of course, impossible to write to an exact word-length: we think that up to 10% is a reasonable margin for flexibility. Your work should also remain within the parameters in terms of minimum word-length: do ensure that quality has not been sacrificed to brevity.

Finally, all assessed work should conform to MHRA standards. Bad writing, inadequate proofreading, and unsatisfactory footnoting (both in terms of content and the conventions of scholarly practice) will lower your marks.

4.5.6 What Happens after Submission?

For work produced in connection with the Core Module (RS904), the DGS will normally give your essay or dissertation to two appropriate readers at Warwick. In principle the essay will be first-marked by a tutor who is unfamiliar with your work, and second-marked by the person who has advised you in the preparation of the essay. These internal examiners will evaluate your work according to the criteria outlined below (section 4.6) and agree on a mark. **This mark is only provisional at this stage**, but you are allowed to see your readers' comments and the mark on which they have agreed. Your work will then be sent to the MA's external examiner, who will verify that the marking process has been conducted fairly and objectively.

4.6 Marking and Examination Conventions

The pass mark is 50. Marks of 70 and above indicate work of distinction standard. The maximum mark for resubmitted work is 50.

80+ (Distinction): Work which, over and above possessing all the qualities of the 70-79 mark range, indicates a fruitful new approach to the material studied, represents an advance in scholarship or is judged by the examiners to be of a standard publishable in a peer-reviewed publication.

70-79 (Distinction): Methodologically sophisticated, intelligently argued, with some evidence of genuine originality in analysis or approach. Impressive command of the critical/historiographical/theoretical field, and an ability to situate the topic within it, and to modify or challenge received interpretations where appropriate. Excellent deployment of a substantial body of primary material/texts to advance the argument. Well structured, very well written, with proper referencing and extensive bibliography.

60-69 (Merit): Well organised and effectively argued, analytical in approach, showing a sound grasp of the critical/historiographical/theoretical field. Demonstrates an ability to draw upon a fairly substantial body of primary material, and to relate this in an illuminating way to the issues under discussion. Generally well written, with a clear sequence of arguments, and satisfactory referencing and bibliography.

50-59: (Pass): A lower level of attainment than work marked in the range 60-69, but demonstrating some awareness of the general critical/historiographical/theoretical field. Mainly analytical, rather than descriptive or narrative in approach. An overall grasp of the subject matter, with, perhaps, a few areas of confusion or gaps in factual or conceptual understanding of the material. Demonstrates an ability to draw upon a reasonable range of primary material, and relate it accurately to the issues under discussion. Clearly written, with adequate referencing and bibliography.

40-49 (Fail): This work is inadequate for an MA award. Significant elements of confusion in the framing and execution of the response to the question. Simple, coherent and solid answers, but mainly descriptive or narrative in approach. Relevant, but not extensive deployment of primary material in relation to the issues under discussion. Occasional tendency to derivativeness either by paraphrase or direct quotation of secondary sources. Some attempt to meet requirements for referencing and bibliography.

39- (Fail): Work inadequate for an MA or PG Diploma award. Poorly argued, written and presented. Conceptual confusion throughout, and demonstrates no knowledge of the critical/historiographical/theoretical field. Failure to address the issues raised by the question, derivative, very insubstantial or very poor or limited deployment of primary material.

4.7 Weighting of MA Components

The final mark is calculated by adding the marks received for each of the 30-credit modules, plus the (double-weighted) mark received for the dissertation. The resulting number is divided by 6. All students need to obtain a pass mark in the dissertation to qualify for an overall pass mark.

4.8 Prizes

The CSR offers two awards to its MA students. Each of these is named after an outstanding scholar who was closely associated with Warwick: one for best overall performance (the **Martin Lowry Prize**) and one for the best dissertation (the **Sir John Hale Prize**). https://warwick.ac.uk/fac/arts/ren/pgstudy/currentstudentspg/pgt/prizes

4.9 Progress on Taught Master's Course

All your assessed essays will be returned to you with written comments and a provisional mark agreed by two internal examiners. Tutors and markers are available to provide you with verbal feedback on your performance and progress, and you should make individual arrangements with them to receive this. In Term 3 (towards the end of May), when all your coursework has been double-marked within the Department, it is sent to the External Examiner for adjudication. An Examination Board (consisting at this stage of internal members only) is held about a month later, to review all marks and individual student progress. Provided that you have passed the minimum required credit for the taught elements of the MA, including the core module, you will be allowed to proceed to writing your dissertation. (This is a formal designation: 'Proceed to Dissertation'; you will actually already have started work on your dissertation.) If you have failed too many elements of the MA to make it possible for you to redeem these failures with a good dissertation (in line with the general university guidelines), you will be informed of this, and asked to withdraw from the course. In such cases, students may be awarded a Postgraduate Diploma (see 4.10 below).

4.10 The Postgraduate Diploma

The award of Postgraduate Diploma may be made where a student has obtained 90 credits, providing the student has obtained a mark of at least 40 in the failed module(s).

4.11 Course Questionnaires

When the core module (*Culture of the European Renaissance*) finishes at the end of Term 2, you will be asked to complete a module feedback questionnaire for each element of your MA programme. Your response to the content and teaching of the various modules you have taken is invaluable, especially in planning for the future. Option tutors and the Renaissance Culture and Society module director report to students and to the Centre's Committee on the results of the questionnaire. The SSLC also considers these reports. You are also encouraged to complete the University's Postgraduate Taught Experience Survey (PTES), which is an online survey that asks you about different aspects of your taught postgraduate programme. It is designed to help universities improve the quality of taught postgraduate degree provision in the future by collecting feedback from current students.

4.12 Considering a PhD?

Students thinking about continuing on to a PhD should start discussing their plans with the DGS as soon as possible, as several funding possibilities have deadlines in early January. Pay special attention to the Warwick Chancellor's Scholarships (international students only) and to M4C (AHRC) Scholarships. Up-to-date funding information can be found at: https://warwick.ac.uk/services/dc/schols_fund/scholarships_and_funding/

Students not requiring funding can also consider applying later on in the academic year. Of particular importance is that one has a strong and viable research proposal, something that can take some time to put together and which usually involves considerable consultation with academic staff. Further funding details are available on the website.

4.13 Careers and Skills

You may have some ideas about your career path, but you could find that these start to evolve or change. Research at this stage can help you uncover some interesting possibilities and a potentially rewarding career. Knowing your skills, strengths and personality type will also help direct you towards possible careers and there are a range of self-assessment tools, personality questionnaires and reflective exercises that can develop self-awareness. Read more about what other support is available, from CV writing techniques to mock interviews, on the Warwick Careers and Skills web pages at https://warwick.ac.uk/services/careers/

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