1. **Title of the module**

CLAS3700 (CL370) – Mediterranean Empires from Carthage and Rome to the Indus

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

School of European Culture and Languages

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

Level 4

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

15 Credits (7.5 ECTS)

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

Autumn or Spring

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

None

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

Optional for BA Classical & Archaeological Studies (Single and Joint Honours); BA Ancient History (Single Honours); BA Classical Studies (Single Honours); BA Ancient, Medieval and Modern History (Joint Honours)

Also available as a ‘wild’ module.

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

8.1 Demonstrate a fundamental knowledge of some of the main aspects of the political, cultural, diplomatic, military, and archaeological history of the Mediterranean world from the 4th century BCE to the 2nd century BCE;

8.2 Interpret a range of literary and material evidence for the history and culture of the Hellenistic kingdoms, the Greek Leagues, and the Roman Republic;

8.3 Recognise common indicators of the reliability and usefulness of ancient sources for the period studied, for example bias, ideological or philosophical views, and contemporaneity;

8.4 Understand basic techniques in combining ancient evidence, including coinage, inscriptions, historiography, biography, archaeological sites, art, and architecture;

8.5 Understand and compare the principal features of the political and constitutional organisation of ancient Mediterranean societies in the 4th–2nd centuries BCE.

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

9.1 Use interdisciplinary approaches, recognising such approaches in lectures and seminars and incorporating them into their own work;

9.2 Demonstrate awareness of bibliographical conventions in the citation of primary and secondary sources;

9.3 Identify and pursue, independently, areas of interest for further study;

9.4 Show awareness of use of bibliographical and research resources in preparation for contact-hours and in the preparation of summative work;

9.5 Manage their time effectively in the submission of coursework and attendance at scheduled events.

1. **A synopsis of the curriculum**

This module introduces the main events and sources of evidence for the history of the Mediterranean between the rise of Macedon and the destruction of Carthage. As such, the lectures, seminars, and readings are based around the history, archaeology, and literature of five ancient societies that met, and fought, during this period: Carthage, Rome, Hellenistic Greece, Egypt, and the Seleucid Empire.

The lectures are thematic, following a loosely chronological framework. For example, they may take as their starting point the accession of Philip II to the Macedonian throne. This may form the basis for broader discussion of the transfer of cultural ideas across the Macedonian empire, for example the Greco-Buddhist art of the Hellenistic Far East. Subsequently, the survey of Mediterranean empires given in the lectures continues by introducing further ancient societies through the lens of thematic topics.

The seminars focus on training in the use and interpretation of ancient literary and material evidence. These may include written evidence, inscriptions and papyri, and art and architecture. Where appropriate, discussion of these sources in the seminars will be used to introduce major debates in the study of the ancient Mediterranean.

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

Astin, A. E., Walbank, F.W., Frederiksen, M. W., & Ogilvie, R. M. (eds.) (1989). *The Cambridge Ancient History, 2nd Edition. Volume 8, Rome and the Mediterranean to 133 BC*. Cambridge: Cambridge University Press

Bugh, G. R. (ed.) (2006). *The Cambridge Companion to the Hellenistic World*. Cambridge: Cambridge University Press

Cornell, T. (1995). *The Beginnings of Rome*. London: Routledge

Hoyos, D. (2010). *The Carthaginians*. London: Routledge

Rosenstein, N. & Morstein-Marx, R. (eds.) (2010). *A Companion to the Roman Republic*. Chichester: Wiley-Blackwell

Walbank, F. W., Astin, A.E., Frederiksen, M. W, & Ogilvie, R. M. (eds.) (1984). *The Cambridge Ancient History, 2nd Edition. Volume 7, Part 1, The Hellenistic World*. Cambridge: Cambridge University Press

Walbank, F. W., Astin, A.E., Frederiksen, M. W, & Ogilvie, R. M. (eds.) (1990). *The Cambridge Ancient History, 2nd Edition. Volume 7, Part 2, The Rise of Rome to 220 BC*. Cambridge: Cambridge University Press

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Research Journal (2,200 words) – 80%
* Encyclopaedia Entry (800 words) – 20%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study |  | **x** | **x** |  | **x** | **x** |  | **x** |  |  |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Research Journal | **x** | **x** | **x** | **x** |  |  | **x** |  |  | **x** |
| In-Course Test | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

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

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

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

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

Canterbury

1. **Internationalisation**

This multi-disciplinary module straddles diverse ancient cultures and periods, ranging from India to Carthage, Greece to Rome, and Syria to Egypt. In focussing on these diverse cultures and periods, the course content underlines the shared heritage of not only cultures and communities within continental Europe but also between continental Europe and the Middle East and North Africa.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 10/01/2020 | Minor | September 2020 | 13 | No |
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