1. **Title of the module**

CLAS5870 (CL587) – History of the Roman Empire from Augustus to Trajan

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

Division of Arts & Humanities

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

Level 5

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 course(s) of study to which the module contributes**

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

Also available as an elective module choice.

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

8.1 Articulate the main events, issues and themes in the history of the Roman Empire from the commencement of the Principate of Augustus to the death of the Emperor Domitian in AD 96;

8.2 Demonstrate an understanding of the complex processes relating to administrative, constitutional, social, economic and religious change in the Roman Empire during this period;

8.3 Examine special features of the period such as the evolution of the imperial bureaucracy and the working of the mechanism of patronage, both in the centre and the provinces;

8.4 Demonstrate an understanding of the relevant different kinds of evidence (official, literary, visual and archaeological) and be able to show familiarity with the key documents, and have an understanding of the uses of the different categories of evidence in the investigation of historical problems;

8.5 Construct historical arguments, orally and in writing, which demonstrate analytical ability, independence of thought and knowledge of the ancient sources, literary and otherwise;

8.6 Demonstrate familiarity with the ancient sources, historical, literary and documentary, and will be introduced to the inscriptional evidence for imperial history.

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

9.1 Demonstrate the skills necessary for documentary and textual analysis;

9.2. Demonstrate more independent thinking;

9.3 Demonstrate skills and experience in group working;

9.4 Demonstrate their written communication skills.

1. **A synopsis of the curriculum**

This module examines in detail the history of the Roman Empire from the emergence of the Principate under Octavian/Augustus to the establishment of the Principate 2.0 under Trajan. It will also provide both a survey of a major period of Roman imperial history and an opportunity to study in greater depth the administrative, social, economic and religious developments of this period. Students will read widely from the ancient sources, historical, literary and documentary, and will be introduced to the inscriptional evidence for imperial history. This module will concentrate on the main administrative, social, economic and religious developments throughout the period rather than on the details of political and military history.

Students will read widely in the major ancient sources, including Tacitus, Pliny and Suetonius, and will be introduced to the inscriptional and documentary evidence for imperial history.

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

Alston, R.A. (2014). *Aspects of Roman History 21BC – 117 AD,* 2nd edition*,*, Abingdon: Routledge.

Garnsey, P. & Saller, R. (2015). *The Roman Empire*, 2nd edition, London: Bloomsbury.

Lewis, N. & Reinhold, M. (1990). *Roman Civilisation: A Sourcebook, Vol II: The Empire*, 3rd edition, New York: Harper & Row.

Millar, F. (1981). *The Roman Empire and its Neighbours*, 2nd ed, London: Duckworth.

Potter, D.S. (2010). A Companion to the Roman Empire, Oxford: Blackwells.

Richardson, J.S. (2012). *Augustan Rome 44 BC – AD 14*. Edinburgh: Edinburgh University Press

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

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

* Critical Source analysis (800 words) – 25%
* Short Popularising Assessment (800 words) – 25%
* Essay (1,500 words) – 50%

13.2 Reassessment methods

* 100% Coursework (2,500 words)

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Critical Source Analysis | **x** |  |  | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Short Popularising Assessment | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

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

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

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

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

Canterbury

1. **Internationalisation**

This module introduces students to a broad array of content beyond national boundaries and evidence across a range of specific periods and localities in and surrounding the ancient Mediterranean. For successful attainment of SLOs 8.8 and 8.9 participants at Level 6 are required to show a good knowledge and understanding of the history of the Roman empire not only from the ‘centre’, but from the point of view of the periphery, studying (e.g.) the evidence of inscriptions, archaeology, art, and coinage within the provinces of the Roman empire. Similarly, for attainment of SLO 8.5 students at Level 5 will investigate the socio-economic history of the Roman empire, considering (e.g.) cultural interactions and relationships between the Roman ‘centre’ and other cultures on the periphery, as well as the formation of networks of trade, conquest, and colonisation. The course bibliography reflects this dual focus on Rome and the provinces on the one hand and cultural interactions and identities on the other hand. With respect to the learning activities and modes of delivery, the importance of group-work in the seminars will be particularly privileged; seminar leaders will ensure that the organisation of the seminar cohort into smaller groups will reflect the diversity of the cohort as a whole and will encourage students to relate the evidence to their own experiences of travel or their background in the areas studied.

**DIVISION 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) |
| 9/12/19 | Minor | September 2020 | 13, 14 | No |
| 14/01/21 | Minor – removal of level 6 version | September 2021 | 1, 3, 8-11, 14 | No |