1. **Title of the module**

CLAS5910 (CL591) – Barbarians in the West

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 6

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

30 Credits (15 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 Classical Studies (Single Honours); BA Ancient History (Single Honours); BA Ancient, Medieval and Modern History (Joint Honours)

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

8.1 Demonstrate a deep understanding of the importance and implications of the political, social, economic and cultural history of the Late Antique West AD 300-600;

8.2 Critically evaluate a wide range of archaeological and art historical evidence available for the period;

8.3 Engage reflectively with current research related to primary (e.g. ancient texts and archaeological materials) and secondary sources (e.g. modern historians and archaeologists);

8.4 Understand the nature and extent of the transformations and interactions among the migrating barbarian societies and the indigenous populations they encountered (e.g. in politics, society, the economy, religion and in cultural life).

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

9.1 Critically evaluate their own views as well as those of others;

9.2 Show a deeper understanding of primary source materials and a facility with more complex methodologies appropriate to their use;

9.3 Demonstrate their ability to make complex ideas understandable in their writing, and focussed on precision and clarity.

1. **A synopsis of the curriculum**

How did the Western Roman Empire undergo its transformation into the early medieval world? This course provides an overview of the period between 300 and 600 A.D., in particular, examining the collision between barbarian and Roman in late Antiquity and the development of the post-Roman and early medieval West, focusing on changes in culture and society through a critical evaluation of evidence from history, art, architecture and archaeology. There will be a focus on Italy, France and Britain, which is intended to provide a manageable and structured course at an appropriate level of detail, with the potential for some depth of analysis. It is also intended to concentrate on those geographical areas which mesh closely with the subject matter of other courses in Roman archaeology and late Antique and medieval history offered by the Classical & Archaeological Studies department.

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

Cameron, A., Ward-Perkins, B. & Whitby, M. (eds.) (2000). *The Cambridge Ancient History Vol. 14: Late Antiquity: Empire and Successors, A.D.425-600* (2nd Edition), Cambridge: CUP.

Christie, N. (2011) *The Fall of the Western Roman Empire: An Archaeological and Historical Perspective*, London: Bloomsbury Academic.

Heather, P. (2005). *The Fall of the Roman Empire: A New History*, London: Macmillan.

University of Oklahoma Press.

Randsborg, K. (1991). *The First Millennium A.D. in Europe and the Mediterranean*, Cambridge: CUP.

Reece, R. (1999). *The Later Roman Empire: An Archaeology AD 150-600*, Stroud: Tempus.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Source/Artefact-based Exercise (1,500 words) – 30%
* Essay (3,000 words) – 70%

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)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |
| Source/Artefact-based Exercise | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **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**

Students will be required throughout the course to engage with international content, course materials, and participants. The module will familiarise students with not only the culture and history of the Late Antique West, but the continuing visibility in the history, languages, and material culture of Europe today. In particular, such themes as origin myths of modern national identities and the effect of migrations on societies will be addressed.

Such themes are also addressed through the assessment methods. Assessment topics include, but are not limited to, discussing how historiography on the subject has evolved due to modern world events (e.g. views on the Saxons in regards to Anglo-German relations in the 20th century) and to what extent barbarian migrations led to the birth of certain states that now make up modern Europe. In order to address such topics, students must familiarise themselves with not only UK scholarship, but also that of Europe, North America elsewhere in the world. There will also be some (non-essential) bibliography in French, Italian, and German.

Internationalisation is also promoted through group work during class. The seminar leader will assign participants to groups, taking care to ensure diversity in the composition of those and to encourage students from different backgrounds to develop productive relationships.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 17/01/2018 | Major | September 2018 | 7-11, 13-14 | No |
| 10/12/2019 | Major | September 2020 | 1, 3, 8, 9, 12 | No |