1. **Title of the module**

CLAS6004 (CL6004) – The Crisis of the Late Republic c.100-27 BC

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**

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 an advanced understanding of the main aspects of the political, cultural, and economic history of the Roman Republic from the late 2nd century BCE to the late 1st century BCE;

8.2 Critically interrogate the main theoretical and scholarly interpretations of the political and socio-economic instability of the 1st century BCE;

8.3 Regularly interpret material and archaeological evidence (including coinage, inscriptions, art, and architecture) in combination with historiographical evidence;

8.4 Perform detailed investigation of contemporary and later literary sources (letters, biographies, formal historiography, poetry, and political philosophy), giving attention to bias, ideological views, contemporaneity, and reliability;

8.5 Recognise the principal features of the institutions, laws, and constitution of the Roman Republic and assess their significance in the political process.

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

9.1 Show connoisseurship in the selection and use of reference and encyclopaedic materials;

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

9.3 Show independence and initiative in the selection and design of research questions for assessment;

9.4 Use a range of bibliographical and research resources in preparation for contact-hours and in the preparation of summative work;

9.5 Work effectively with others, responding appropriately to other participants’ ideas and engaging in group work and plenary discussion.

1. **A synopsis of the curriculum**

This module will provide a detailed and research-led study of the century of political instability now known commonly to historians as the ‘crisis’ of the Roman Republic. It begins at the end of the 2nd century BCE amidst a period of rising populism, demagoguery, and socio-economic strain and fragmentation among the traditional elite. Proceeding through the civil wars of the 1st century BCE, from Sulla and Marius, Pompey and Caesar, and finally Antony and Octavian, the study ends with the defeat of Antony and Cleopatra at the Battle of Actium in 31 BCE and the accession of Octavian/Augustus as monarch over the Roman Empire.

The lectures will give detailed discussion of the varying scholarly interpretations of this much-discussed and famous period of Roman history, introducing students to the sources of evidence (historiography, biography, political philosophy, art, coinage, architecture, inscriptions) and providing models of their effective combination. In addition to the chronological survey of the period discussed, lectures will also develop major themes essential to the students’ understanding of the century of political crisis that precipitated the transition from Republic to monarchy. Topics covered may include tradition and innovation; art and the political; consensus models; crisis theory; women and the sub-elite as political actors; rhetoric and its abuse; warfare and imperialism.

The seminars will provide hands-on training in the interpretation of the evidence for these periods and themes, both material and literary, arising out of the content of the immediately preceding lecture. Some seminars will also be reserved for discussion in order to clarify best practice for the assessments.

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

Brunt, P. (1988). *The Fall of the Roman Republic and Related Essays.* Oxford: Clarendon Press

Burden-Strevens, C. (2020). *Cassius Dio’s Speeches and the Collapse of the Roman Republic*. Leiden & Boston: Brill

Crook, J., Lintott, A., & Rawson, E. (eds.) (2001). *The Cambridge Ancient History, Vol. 9. 2nd Edition*.Cambridge/New York: Cambridge University Press

Flower, H. (2010). *Roman Republics*. Princeton/Oxford: Princeton University Press

Gruen, E. (1995). *The Last Generation of the Roman Republic*. Berkeley: University of California Press

Millar, F. (2002). *Rome, the Greek World, and the East: Volume 1. The Roman Republic and the Augustan Revolution.* Chapel Hill/London: University of North Carolina Press

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

Steel, C. (2013). *The End of the Roman Republic: Conquest and Crisis. 146 to 44 BC.* Edinburgh: Edinburgh 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
* Collaborative Wiki Entry (1,500 words) – 30%
* Thematic Portfolio Project (2,500 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)***

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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** |  | **x** | **x** |  |
| Lecture |  | **x** | **x** | **x** | **x** |  | **x** |  |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Collaborative Wiki | **x** |  | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Portfolio Project | **x** | **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**

The core reading (all translated into English) for this module draws from the full international range of the Classical tradition, with particular emphasis on scholarship produced in continental Europe and the Americas. This corresponds to ILOs 8.2, 9.1, 9.2, and 9.4. In addition, participants who are studying (or possess) a second language will be actively encouraged to search for and engage critically with scholarship produced in modern foreign languages. The ‘formal’ aspects of the curriculum (especially ILOs 8.1, 8.3, and 8.4) are necessarily international, with a consistent focus not only on the city of Rome itself but also on the spread of Greek and Roman culture throughout Europe and the interactions between Roman and non-Roman communities. Research-led teaching on this module will furthermore give students the opportunity to read and discuss the findings of major international research collaborations and conferences on the topic of Late Roman Republican history in recent years.

**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) |
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