1. **Title of the module**

CLAS7320/CLAS7330 (CL732/CL733) – War and Imperialism in Ancient Rome c.350-100 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 5 (CLAS7320) and Level 6 (CLAS7330)

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

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 Articulate the main events, issues and themes in the history of the Roman Republic from the commencement of imperial expansion to 100 BC;

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

8.3 Thoughtfully 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 and assess and use of 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 deploy established techniques of the discipline, such as 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 have an understanding of inscriptional evidence for the history of the Roman Republic.

**On successfully completing the module Level 6 students will be able to:**

8.7 Articulate the main events, issues and themes in the history of the Roman Republic from the commencement of the imperial expansion to 100 BC;

8.8 Demonstrate a thorough critical analysis of the complex processes relating to administrative, constitutional, social, economic and religious change in the Roman Republic during this period and be aware of how each of these factors affects the other;

8.9 Critically, analyse 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;

8.10 Demonstrate the ability to discriminate and incorporate various kinds of evidence (official, literary, visual and archaeological) in written and oral work, and show knowledge of key documents, and have developed independence to use the different categories of evidence in the investigation of historical problems;

8.11 Demonstrate familiarity with and an analytical use of the ancient sources, historical, literary and documentary, and have an understanding of inscriptional evidence for the history of the Roman Republic;

8.12 Construct historical arguments, orally and in writing, which demonstrate a critical understanding of inscriptional evidence for imperial history.

1. **The intended generic learning outcomes.
On successfully completing the module Level 5 students will be able to:**

9.1 Demonstrate the skills necessary for documentary and textual analysis;

9.2 Demonstrate initiative to undertake research and reading;

9.3 Demonstrate skills and experience in group working;

9.4 Demonstrate their communication skills.

**In addition, on successfully completing the module Level 6 students will be able to:**

9.5 Demonstrate a level of peer mentoring, by assisting students in level five develop skills in critical discussion through seminar presentations and group work.

1. **A synopsis of the curriculum**

This module examines in detail the history of the Roman Republic from 350 BC through to 100 BC, and provides both a survey of a major period of Roman history and an opportunity to study in greater depth the political, social, and economic consequences of the development of Rome’s imperial ambitions in the Mediterranean. Students will read widely in the ancient sources, historical, literary and documentary.

Students will read widely from a range of works including: Polybius, Plutarch, Livy, Appian, Cicero, and Sallust.

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

Astin, A.E, Walbank, F.W. and Frederiksen, M.W. (1987) *The Cambridge Ancient History VIII: Rome and the Mediterranean to 133 BC* (CUP, Cambridge).

Brunt, P. (1993) *Social Conflicts in the Roman Republic* (Norton, London).

DeRose Evans, J. (2013). *A Companion to the Archaeology of the Roman Republic* (Blackwell, Oxford).

Flower, H.I. (2014) *The Cambridge Companion to the Roman Republic* (CUP, Cambridge).

Harris, W.V. (1995) *War and Imperialism in the Republican Rome* (Clarendon, Oxford).

Hopkins, K. (1981) *Conquerors and Slaves* (CUP, Cambridge).

Rosenstein, N and Morstein-Marx, R. (2010) *A Companion to the Roman Republic* (Blackwell, Oxford).

Woolf, G. (2013) *Rome: An Empire’s Story* (OUP, Oxford).

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Independent Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay (2,500words) – 70%
* Short Critical Assessment (1,200words) – 30%
	1. 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 / 8.7* | *8.2 / 8.8* | *8.3 / 8.9* | *8.4 / 8.10* | *8.5 / 8.11* | *8.6 / 8.12* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Lecture | **x** | **x** | **x** |  |  |  |  |  |  |  |  |
| Seminar | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Short Critical Assessment |  |  |  | **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 subject-matter will familiarise students not only with the culture and history of Rome, but the culture and history of the Mediterranean world more generally, and their continuing visibility in the history, languages, and material culture of Europe today. Moreover, students will be introduced in the first half of the course to ancient theories of civilisation and identity and will be provoked in lectures to relate those to attitudes today.

Scholarship on the topic will be international in focus: the reading list published will encourage students to engage with scholarship produced not only in the UK, but in Europe, North America, and elsewhere in the world.

In addition to the subject-specific work on the breath of Mediterranean culture in 350-100 BCE and students’ engagement with the international scholarship, internationalisation is also intended through group work. The seminar leader will assign participants to work-groups, taking care to ensure diversity in the composition of those groups 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.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |