1. **Title of the module**

CLAS8070 (CL807) – Roman Archaeology: Northern Provinces of the Roman Empire from their Iron Age Origins

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 7

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 MA Ancient History; MA Archaeology; MA Roman History and Archaeology

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

8.1 Demonstrate a full awareness of the character, quality and experience of human social life within the settlement types and forms of the period;

8.2 Confidently and accurately critically assess a range of sources and interpretations and relate these to the archaeological evidence;

8.3 Demonstrate a comprehensive understanding of the relationship of the module subject to the contemporary social and cultural world and trends in the Transmanche and wider regions of Temperate and Mediterranean Europe;

8.4 Demonstrate detailed knowledge of long-term processes of change and development, and of abrupt contrasts, in society, settlement and economy through the transitional era of the later Iron Age into the Roman period in north-west Europe.

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

9.1 Demonstrate confidence and independence to carry out study and research, and in identifying areas for further learning;

9.2 Demonstrate substantive awareness of the academic discourse in areas relevant to the subject;

9.3 Demonstrate the ability to carry out professional critical analysis, writing and argument through engagement with the material;

9.4 Demonstrate confident IT and data handling abilities;

9.5 Demonstrate complete responsibility and autonomy in learning and debate;

9.6 Demonstrate skills in the classification and interpretation of particular forms in relation to wider structures of understanding.

1. **A synopsis of the curriculum**

The module examines the varied, rich and extensive archaeological (and historical) evidence for settlement and social life in the area of the northern provinces of the Roman Empire and its near neighbours during the Late Iron Age and Roman eras. The module structure is thematic and explores a range of inter-related topic areas. Particular emphasis is placed on new ideas and approaches. It is expected that there will be site and museum visits related to this module, undertaken in the South East of England and/or on the near continent.

Topics typically covered include: the nature of the archaeological record for the era and approaches to its study; material culture and society in the Iron Age; regional patterns and identity in the Iron Age; continuities into the Roman era and the civitates system; the historiography of Roman studies in North West Europe; the archaeology of Roman London; the character and morphology of settlement in the Roman era: towns and cities, smaller centres and the countryside; material culture and society in the Roman period: production and consumption; regional civitas capitals; the archaeology of the Roman era in The Netherlands (Lower Germany); the Roman ‘Saxon-Shore’ and military society; religion and ritual; society in the later Roman era and the end of ‘urban life; burial evidence and patterns; the archaeologies of people: gender, status, ethnicity and biography.

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

Carroll, M. (2001). *Romans, Celts and Germans: The German Provinces of Rome*, Stroud, Tempus.

Creighton, J.D. (2006). *Britannia: The Creation of a Roman Province*, London and New York: Routledge.

Derks, T. (1999). *Gods, Temples and Ritual Practices: The Transformation of Religious Ideas and Values in Roman Gaul*, Amsterdam Archaeological Series, Amsterdam University Press.

Derks, T. and Roymans, N. (eds) (2008). *Ethnic Constructs in Antiquity: The Role of Power and Tradition*, Amsterdam Archaeological Series, Amsterdam University Press.

Haselgrove, C.C. (2001). Iron Age Britain and its European Setting, in J. Collis (ed.) *Society and Settlement in Iron Age Europe, Actes du XVIIIe Colloque de l'AFEAF*, Winchester (April 1994), Sheffield: J.R. Collis Publications, 37-72.

Hingley, R. & Willis, S.H. (eds) (2007). *Roman Finds: Context and Theory*, Oxford, Oxbow.

Mattingly, D.J. (2006). *An Imperial Possession: Britain in the Roman Empire, 54BC–AD409, The Penguin History of Britain*, Penguin.

Roymans, N. (1995). Romanization, Cultural Identity and the Ethnic Discussion: The Integration of Lower Rhine Populations in the Roman Empire, in J. Metzler, M. Millett, N. Roymans & J. Slofstra (eds) *Integration in the Early Roman West: The Role of Culture and Ideology*, Dossiers d'Archéologie du Musée National d'Historie et d'Art IV, Luxembourg, 47-64.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

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

* Essay 1 (3,000 words) – 40%
* Essay 2 (3,000 words) – 40%
* Research Presentation (20 minutes) – 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)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Research Presentation | **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**

This module is international in its essence, scope and contents. This module is broad in its vision and in the areas focused upon. Britain and the Roman provinces of Temperate Europe are the principal focus, with attention to themes of inter-connection across the region before and during the Roman era. There is particular consideration to both similarities, contrasts and individual cases. The Roman phenomenon, as it played out, is a subject of international scholarship and commentaries from a wide sphere of writers and sources are weighed and scrutinised, including globalisation theory applied to the Roman Empire. Experience and expression across these provinces and 'the barbarian lands' beyond is considered as the Roman template was rolled out across much of western and northern Europe, was adapted and reconfigured regionally and socially. Existing cultural traditions are noted and how these influenced practice and outcomes in the Roman period.

**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) |
| 12/02/2019 | Minor | January 2020 | 17 | No |
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