1. **Title of the module**

CLAS6390 (CL639) – Constantinople and the Late Antique City

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 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 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 Distinguish different forms of urbanism, both between different periods and between different regions and how these concepts overlap or are distinguished at a conceptual level;

8.2 Distinguish between different types of city within the same settlement network, and understand the relationship of cities to the surrounding countryside, fully appreciating advanced theories to explain such patterns;

8.3 Demonstrate systematic understanding of the problems of interpreting fragmentary and problematic sources for urban life in this period;

8.4 Systematically relate changes in settlement morphology, building types and occupation to contemporary societal processes.

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

9.1 Demonstrate their systematic ability for critical thought, in methodological discussion over the nature and value of evidence, especially in relation to case studies;

9.2 Use argument and justified imagination in reconstructing of the past from a variety of sources, and to articulate their opinions;

9.3 Locate and synthesise a variety of published sources:

9.4 Systematically match different methods of enquiry to different research issues within the field.

1. **A synopsis of the curriculum**

This course will survey the evolution of the Mediterranean city from AD 300 to 650, the urban crisis that followed, and the direction which urban life took thereafter. City life in this period was, until recently, poorly understood, hindered by the prejudices of classical archaeologists, who removed late levels without record, and the selective interests of Christian archaeologists who concentrated on churches. Now new archaeological fieldwork has revealed much greater complexity, from urban collapse in the West to the flourishing cities of the sixth century East, which provided a foundation for much of Early Islamic urbanism.

Although north-west Europe is included, the Mediterranean is the predominantly the focus of this module where urban life was strongest, throughout the period. Lectures will explore both thematic and regional syntheses, with a major distinction drawn, not between a Greek East and a Latin West, but between a Mediterranean core and a northern periphery. An attempt will be made to link changes in the physical appearance of cities to wider events and processes: whether military, political, religious or economic in character. Seminars will explore aspects of the rich source material available, whether drawn from architectural remains, stratigraphic archaeology, epigraphy, or selected written sources of the period.

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

Christie N. and Loseby S.T. (1996) ed. *Towns in Transition: Urban Evolution in Late. Antiquity and the Early Middle Ages*. Aldershot: Scholar Press

Lavan L. (2001) ed. *Recent Research in Late Antique Urbanism*. Portsmouth: Rhode Island

Liebeschuetz J. H. W. G. (2001). *The Decline and Fall of the Roman City*. Oxford: OUP

Mango C. (1985). *Byzantine Architecture*. London: Faber

Rich J. (1992) ed. *The City in Late Antiquity*. London and New York: Routledge

Saradi H. G. (2006). T*he Byzantine City in the Sixth Century. Literary Images and Historical Reality*. Athens: Society of Messenian Archaeological Studies

1. **Learning and teaching methods**

Total Contact Hours: 40

Total Private Study Hours: 260

Total Study Hours: 300

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

* Essay 1 (1,600 words) – 20%
* Essay 2 (2,400 words) – 30%
* Essay 3 (3,000 words) – 40%
* 2 x Seminar Handout (500 words each) – 10%

13.2 Reassessment methods

* 100% Coursework (3,000 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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** |  | **x** |  |  |  | **x** |
| Lecture | **x** | **x** |  | **x** |  | **x** |  |  |
| Seminar |  |  | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 3 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Handout |  |  | **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 is primarily concerned with the archaeology of the Mediterranean and Near East. As such, it provides understanding about the origins of the European urban form, and key skills to interpret cities as they exist today in the West. Many of the key sites, such as Ephesus, Antioch, Corinth, Lepcis Magna, Ostia, Complutum, or St Bertrand de Comminges, are in European, Maghreban or middle eastern countries, and a multilingual bibliography can be used in support of this module.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 01/03/19 | Major | January 2020 | 8-9,12-14,17 | No |
| 14/01/21 | Minor – removal of level 5 version | January 2022 | 1, 3, 8-9, 14 | No |