1. **Title of the module**

CLAS8280 (CL828) – Rome: The Imperial City

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 History and Archaeology of the Greek and Roman Worlds.; MA Ancient History **The intended subject specific learning outcomes.  
On successfully completing the module students will be able to:**

8.1 Demonstrate transferable skills which will equip them for a further career either for doctoral research in Roman History and/or Archaeology or in employment;

8.2 Demonstrate competence in applying skills to analysis of a diverse body of ancient evidence including that of study of standing remains and museum collections;

8.3 Demonstrate critical and analytical powers of the student in relation to ancient texts, excavation reports, standing remains and publications associated with these forms of evidence;

8.4 Demonstrate critical, analytical problem-based learning skills in relation to the sites of the city of Rome, as well as modern scholarship on the subject matter;

8.5 Command a range of techniques and methodologies, such as bibliographical and library research skills, a range of skills in reading and textual analysis, the varieties of historical method, the visual skills characteristic of art criticism, use of statistics (e.g. in archaeology or the study of ancient demography), academic argumentation and analysis.

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

9.1 Communicate effectively with a wide range of individuals using a variety of means in seminars;

9.2 Evaluate their own academic performance;

9.3 Manage change effectively and respond to changing demands

9.4 Take responsibility for personal and professional learning and development (Personal Development Planning;

9.5 Manage time, prioritise workloads, recognise and manage personal emotions and stress;

9.6 Information management skills, e.g. IT skills.

1. **A synopsis of the curriculum**

This module introduces students to sites and museum resources in the City of Rome through a series of weekly study blocks Each block has been developed to ensure that classroom based learning (including the study of primary sources), and library based research by the students are fully integrated as a thematic package.

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

Claridge, A. (2010) *Rome: An Oxford Archaeological Guide*, Oxford: OUP.

Coarelli, F. (2008) *Rome and Environs: An Archaeological Guide*, Berkeley: University of California Press

Dyson, S.L. (2010) *Rome: Portrait of a Living City*, Baltimore: John Hopkins.

Edwards, C. (1996) *Writing Rome: Textual Approaches to the City*. Cambridge University Press.

Favro, D. (1998) *The Urban Image of Augustan Rome*, Cambridge: CUP.

Galinsky, K. (1998) *Augustan Culture: An Interpretive Introduction*. Princeton University Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

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

* Presentation Blog (1,000 words) – 20%
* Itinerary Design (3,000 words) – 20%
* Itinerary Presentation (120 minutes) – 40%
* Itinerary Blog (2,000 words) – 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* | *8.5* | *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** |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Presentation Blog | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |  |
| Itinerary Design | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |  |
| Itinerary Presentation | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |  |
| Itinerary Blog | **x** | **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**
2. Canterbury **Internationalisation**

This module involves student engagement with archaeological evidence from the city of Rome, including excavated remains and/or objects from a European capital city.

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**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) |
| 14/11/2016 | Minor | January 2018 | 6, 10-14 | No |
| 12/02/2019 | Minor | January 2020 | 10, 16 | No |