1. **Title of the module**

CLAS8360 (CL836) – Ancient History from Inscriptions

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 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 – although a basic understanding of ancient languages (Greek, Latin, Aramaic, etc.) would be helpful.

1. **The course(s) of study to which the module contributes**

Optional for MA Ancient History and MA History and Archaeology of the Greek and Roman Worlds

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

8.1 Demonstrate a comprehensive understanding of the role and value of epigraphic evidence in relation to other types of evidence in the study of Ancient History;

8.2 Demonstrate critical, analytical problem-based research skills in relation to the ancient evidence and modern scholarship on the subject matter;

8.3 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, and the use of statistics.

8.4 Demonstrate the capability to design and carry out a research project and collect evidence in support.

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 writing;

9.2 Evaluate their own academic performance and develop an ability to learn independently to ensure ongoing professional development;

9.3 Exercise initiative and take responsibility for personal and professional learning and development;

9.4 Manage time, prioritise workloads and recognise and manage stress;

9.5 Utilise appropriate information management skills, e.g. IT skills.

1. **A synopsis of the curriculum**

Inscriptions are crucial for the study of ancient history. Straddling the divide between material evidence and literary sources, they are challenging to read because of their (often) fragmentary state and formulaic language.

This module will train students to handle epigraphic evidence and exploit its potential to the fullest extent. Key themes include but are not limited to textual problems, statistical approaches, and the confrontation of epigraphic and literary sources. Each theme will be explored in the context of a topic from political and/or social history (e.g. status, migration, multiculturalism, religion, law, the military). No knowledge of an ancient language is required.

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

Bodel, J. (2001). *Epigraphic Evidence – Ancient History from Inscriptions*, London: Routledge.

Bruun, C. & J. Edmondson (eds.) (2014). *The Oxford Handbook to Roman Epigraphy*. Oxford: Oxford University Press.

Cooley, A. (2012). *The Cambridge Manual of Latin Epigraphy*. Cambridge: Cambridge University Press.

McLean, B.H. (2002). *An Introduction to Greek Epigraphy.* Ann Arbor: University of Michigan Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 280

Total Study Hours: 300

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

* Research Proposal 1 (750 words) – 20%
* Research Proposal 2 (750 words) – 20%
* Research paper (2,500 words) – 45%
* Presentation (15 minutes) – 15%

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 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** |  |  |  |  | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Research Proposal 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Research Proposal 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Research Paper | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** | **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**

Students will demonstrate an appreciation of cultural differences in the ancient world. The skills acquired are applicable to understanding and working with societies outside of the UK. Students will appreciate cultural differences in thinking, language, art and/or material remains (because they will be writing on different topics).

**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) |
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