1. **Title of the module**

CLAS3540 (CL354) – Roman Emperors and Biography: From Caligula to Domitian

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 4

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)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA Ancient History; BA Ancient, Medieval and Modern History; BA Classical Studies; BA Classical & Archaeological Studies

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

8.1 Demonstrate understanding of how the Roman emperor was represented in later times after his death or murder;

8.2 Evaluate the role of biography in ancient culture and as a genre in modern culture for the representation of the past;

8.3 Demonstrate academic skills fundamental to their future learning within the discipline including the evaluation of ancient evidence, modern representations, and the evaluation of modern scholarship;

8.4 Demonstrate appreciation of the interdisciplinary nature of Ancient History and Classical Studies;

8.5 Evaluate existing knowledge within the discipline of the Roman emperor from antiquity and the deployment of that knowledge in more recent times to create a popular image of this figure from antiquity in the recent past;

8.6 Demonstrate understanding of ancient literature and of the use of evidence for the writing of history;

8.7 Grasp the distinctive position occupied by the emperor in Roman society and critically evaluate more recent representations of the Roman emperor;

8.8 Demonstrate knowledge of the ancient genre of biography and understand how that genre differs from its modern equivalent.

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

9.1 Demonstrate the skills needed for academic study and enquiry in the completion of the assessment;

9.2 Select, gather and synthesise relevant information to gain a coherent understanding, be involved in problem-solving, and reach conclusions independently in preparation of material for seminars and for completion of the assessment;

9.3 Marshal argument lucidly and communicate interpretations using the appropriate academic conventions;

9.4 Demonstrate transferable skills including problem-solving and use of IT resources.

1. **A synopsis of the curriculum**

Today most adults have a conception of the lives of Roman emperors derived from TV or film. Few can discuss how the nature of ancient biography shapes the modern conception of the Roman emperor. Biography was a genre developed under the Roman Empire, most notably by Suetonius. This can be seen as a response to the presence of the Emperor (or *Princeps*), but is also the genre which created a cultural memory that was shot through with the morals associated with good and bad; virtue and vice. Few dead emperors were ever seen a paradigms for the virtuous life, whereas the living ones provided moral exemplars. The module is designed to unpick our modern image of the emperors to reveal how this literary genre from antiquity constructs our image of the past. The module will focus mainly on the author Suetonius, but will also include Tacitus’ *Agricola* and *Annals*.

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

Barrett, A. (1989) *Caligula – the Corruption of Power*, London: Routledge

Champlin, E. (2003) *Nero*, Cambridge, MA and London: Harvard University Press

Elsner, J. and Masters, J. (1994) *Reflections of Nero: Culture, History and Representation*, London: Duckworth

Ferrill, A. (1982) *Caligula: Emperor of Rome*, London: Thames and Hudson

Levick, B. (1990) *Claudius*, London: Routledge

Levick, B. (1999) *Vespasian*, London: Routledge

Morgan, G*.* (2006). *69 AD:* *The Year of the Four Emperors,* Oxford: Oxford University Press

Wallace-Hadrill, A. (1983) *Suetonius*, London: Duckworth

Winterling, A. (2009), *Politics and Society in Imperial Rome,* Chichester: Wiley-Blackwell

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

* Critical Summary (1,200 words) – 30%
* Essay (2,500 words) – 70%
  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* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study |  | **x** |  |  | **x** |  | **x** |  |  | **x** |  | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Critical Summary |  | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **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**

Canterbury

1. **Internationalisation**

Internationalisation is embedded within this module with respect to the subject matter and to the modes of delivery. The module introduces students to a range of localities within the ancient Mediterranean, including areas approximate to modern-day Algeria, Turkey, and Italy and France and discussing material and archaeological evidence from those contexts. Students will be encouraged in lectures and seminars to reflect upon the cultural interactions between these areas with case-studies, as for example Suetonius—a local elite in an African township who became a literary figure in Rome—and the emperor Titus’ campaigns in Judaea and his depiction in Greek-Jewish literature. It is therefore possible for students from a range of backgrounds to relate to this module. Moreover, in preparation for their assignments students will critically engage with an array of interdisciplinary scholarship (with a particular attention to the use of modern medical science in the study of ancient mental and physical illness) from a variety of traditions, including not only scholarship from the UK and America but also translated work from continental Europe. With regard to the modes of delivery, there is a substantial focus on group-work and discussion in the seminars and seminar leaders will ensure that the organisation of the class into small groups will reflect the diversity of the cohort as a whole.

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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.**

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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 |