1. KentVision Code and title of the module

CLAS5008 The Crisis of the Late Roman Republic (level 5)

CLAS6004 The Crisis of the Late Roman Republic (level 6)

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Arts & Humanities, School of Classics, English and History

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 5 and 6

## The number of credits and the ECTS value which the module represents

15 Credits (7.5 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses: 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

## The intended subject specific learning outcomes.On successfully completing the module level 5 students will be able to:

* 1. Articulate the main events, issues and themes in the history of the Late Roman Republic from the late 2nd century BCE to the late 1st century BCE;
	2. Demonstrate a conceptual understanding of the complex processes relating to political and socio-economic instability of the 1st century BCE;
	3. Demonstrate an understanding of the relevant different kinds of evidence (official, literary, visual and archaeological) and be able to show familiarity with and assess and use of the key documents, and have an understanding of the uses of the different categories of evidence in the investigation of historical problems;
	4. Construct historical arguments, orally and in writing, which deploy established techniques of the discipline, such as independence of thought and knowledge of the ancient sources, literary and otherwise;
	5. Demonstrate familiarity with the ancient sources, historical, literary and documentary, and have an understanding of inscriptional evidence for the history of the Late Roman Republic.

## On successfully completing the module Level-6 students will be able to:

* 1. Demonstrate an advanced understanding of the main aspects of the political, cultural, and economic history of the Roman Republic from the late 2nd century BCE to the late 1st century BCE;
	2. Critically interrogate the main theoretical and scholarly interpretations of the political and socio-economic instability of the 1st century BCE;
	3. Regularly interpret material and archaeological evidence (including coinage, inscriptions, art, and architecture) in combination with historiographical evidence;
	4. Perform detailed investigation of contemporary and later literary sources (letters, biographies, formal historiography, poetry, and political philosophy), giving attention to bias, ideological views, contemporaneity, and reliability;
	5. Recognise the principal features of the institutions, laws, and constitution of the Roman Republic and assess their significance in the political process.

## The intended generic learning outcomes.

**On successfully completing the module Level-5 students will be able to:**

* 1. Demonstrate the skills necessary for documentary and textual analysis;
	2. Demonstrate initiative to undertake research and reading;
	3. Demonstrate skills and experience in group working;
	4. Demonstrate their communication skills.

## On successfully completing the module Level-6 students will be able to:

* 1. Show connoisseurship in the selection and use of reference and encyclopaedic materials;
	2. Demonstrate mastery of bibliographical conventions in the citation of primary and secondary sources;
	3. Show independence and initiative in the selection and design of research questions for assessment;
	4. Use a range of bibliographical and research resources in preparation for contact-hours and in the preparation of summative work;
	5. Work effectively with others, responding appropriately to other participants’ ideas and engaging in group work and plenary discussion.

## A synopsis of the curriculum

This module will provide a detailed and research-led study of the century of political instability now known commonly to historians as the ‘crisis’ of the Roman Republic. It begins at the end of the 2nd century BCE amidst a period of rising populism, demagoguery, and socio-economic strain and fragmentation among the traditional elite. Proceeding through the civil wars of the 1st century BCE, from Sulla and Marius, Pompey and Caesar, and finally Antony and Octavian, the study ends with the defeat of Antony and Cleopatra at the Battle of Actium in 31 BCE and the accession of Octavian/Augustus as monarch over the Roman Empire.

The lectures will give detailed discussion of the varying scholarly interpretations of this much-discussed and famous period of Roman history, introducing students to the sources of evidence (historiography, biography, political philosophy, art, coinage, architecture, inscriptions) and providing models of their effective combination. In addition to the chronological survey of the period discussed, lectures will also develop major themes essential to the students’ understanding of the century of political crisis that precipitated the transition from Republic to monarchy. Topics covered may include tradition and innovation; art and the political; consensus models; crisis theory; women and the sub-elite as political actors; rhetoric and its abuse; warfare and imperialism.

The seminars will provide hands-on training in the interpretation of the evidence for these periods and themes, both material and literary, arising out of the content of the immediately preceding lecture. Some seminars will also be reserved for discussion in order to clarify best practice for the assessments.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 130

Contact Hours: 20

Total: 150

## Assessment methods

* 1. Main assessment methods

• Collaborative Wiki Entry (1,500 words) – 30%

• Thematic Portfolio Project (2,500 words) – 70%

Level distinguished by challenge and questions set

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 8.11 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Lecture** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** | **x** |  |
| **Seminar** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 8.11 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Collaborative Wiki** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Portfolio Project** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The core reading (all translated into English) for this module draws from the full international range of the Classical tradition, with particular emphasis on scholarship produced in continental Europe and the Americas. In addition, participants who are studying (or possess) a second language will be actively encouraged to search for and engage critically with scholarship produced in modern foreign languages. The ‘formal’ aspects of the curriculum are necessarily international, with a consistent focus not only on the city of Rome itself but also on the spread of Greek and Roman culture throughout Europe and the interactions between Roman and non-Roman communities. Research-led teaching on this module will furthermore give students the opportunity to read and discuss the findings of major international research collaborations and conferences on the topic of Late Roman Republican history in recent years.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New or major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 21/11/2023 | New | 2024/25 | N/A |  |
|  |  |  |  |  |