1. **KentVision Code and title of the module**

CLAS6400/CLAS6380– From Rome to Byzantium: The World of Late Antiquity

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

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

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5 (CLAS6400) and Level 6 (CLAS6380)

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 Classical & Archaeological Studies (Single and Joint Honours); BA Ancient History (Single Honours); BA Classical Studies (Single Honours); BA Ancient, Medieval and Modern History (Joint Honours)

Also available as an elective (‘wild’) module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module Level 5 students will be able to:**

8.1 Demonstrate a broad knowledge of the development of the city in Europe and the Mediterranean between A.D. 300 and 750;

8.2 Demonstrate awareness of the strengths and weakness of different kinds of evidence appropriate to the study of the city in this period;

8.3 Demonstrate understanding of concepts related to the study of cities in the ancient and medieval world;

8.4 Demonstrate appreciation of many aspects of the European urban form.

**On successfully completing the module, Level 6 students will be able to:**

8.5 Demonstrate extensive knowledge of the development of the city in Europe and the Mediterranean between A.D. 300 and 750;

8.6 Critically discuss different kinds of evidence appropriate to the study of the city in this period;

8.7 Demonstrate comprehensive understanding of and challenge concepts related to the study of cities in the ancient and medieval world;

8.8 Demonstrate coherent and detailed knowledge of many aspects of the European urban form.

1. **The intended generic learning outcomes.  
   On successfully completing the module Level 5 students will be able to:**

9.1 Use a range of source material in seminars and lectures;

9.2 Demonstrate appreciation of problems of interpretation in each type of source material through analysis of current studies;

9.3 Communicate information and arguments to specialist and non-specialists.

**On successfully completing the module, Level 6 students will be able to:**

9.4 Use a wide range of source material in seminars and lectures;

9.5 Demonstrate detailed understanding of problems of interpretation in each type of source material through critical analysis of current studies;

9.6 Communicate information, ideas, intellectual approaches and responses to both specialists and non-specialists.

1. **A synopsis of the curriculum**

This module will explore Mediterranean life in the period 283-650, from the time of Diocletian and Constantine to the Arab Conquests covering the world of major figures such as Julian, Augustine, Justinian, and Mohammed. It will separate the complex changes of this period, which have often been lumped together in a single misleading model of 'decline'. Long-term phenomena, such as the centralisation of imperial power, the emergence of a Christian state, the collapse of the Eastern Empire, and the rise of Islam, remain legitimate topics of interest.

Different aspects of society will be explored, using textual, archaeological and iconographic evidence, covering such themes as the emperor and court, war, cities, the countryside, the economy, the end of paganism, and the rise of Christianity. These portraits will draw on the extraordinary preservation of sites and landscapes in North Africa and the East Mediterranean, where cities, villages and monasteries often stand as if they had only recently been abandoned. Rich stratigraphic evidence, from earthquake and abandonment deposits, also makes it possible to perceive the everyday life of the period in a way that is only true of Pompeii in earlier centuries. Students taking this course will develop an understanding of both the last flowering of Greek culture and the cultural foundations of the Middle Ages (in Europe, Byzantium and Islam), revealing an important chapter in our history, which is often ignored but is vital to grasp, to understand the legacy of Antiquity.

1. **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).

1. **Contact hours**

Total Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

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

* Report (2,000 words) – 20%
* Essay 1 (3,000 words) – 30%
* Essay 2 (3,000 words) – 40%
* Seminar Handouts – 10%

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 and 8.5 | 8.2 and 8.6 | 8.3 and 8.7 | 8.4 and 8.8 | 9.1 and 9.4 | 9.2 and 9.5 | 9.3 and 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture/Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Report | **x** |  | **x** |  | **x** | **x** | **x** |
| Essay 1 | **x** |  | **x** | **x** |  | **x** | **x** |
| Essay 2 |  | **x** | **x** | **x** |  | **x** | **x** |
| Seminar Handouts |  | **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**

Different aspects of society will be explored, using archaeological and some textual evidence, covering such themes as urban development, rural settlement, the economy, technology, politics, war and religion. These portraits will draw on the extraordinary preservation of sites and landscapes in North Africa and the East Mediterranean. By completing the assessments within this module students will be develop an understanding of and challenge concepts related to the study of cities in the ancient and medieval world throughout Europe, Africa and the Middle East.

**DIVISIONAL 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) |
| 05/03/18 | Major | September 2018 | 8-9, 11, 13-14 | No |
| 10/01/20 | Minor | September 2020 | 1, 10, 12 | No |
| 20/02/2024 | Major | 2024/25 | Reinstatement of L6 version | No |