1. **Title of the module**

CLAS6740/CLAS6750 (CL674/CL675) – Everyday Life in the Roman Empire

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 5 (CLAS6740) and Level 6 (CLAS6750)

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

Also available as a ‘wild’ module choice.

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

8.1 Demonstrate critical knowledge of the distinctive character of Roman society, at the level of everyday experience, as it was conceived by the Romans;

8.2 Demonstrate appreciation of the different everyday experiences of people with different socio-cultural status;

8.3 Demonstrate critical understanding of the biases in the use of archaeological and written sources in this period;

8.4 Demonstrate critical understanding of the potential of engagement with historical reconstruction, not only as a guarantee of authenticity, but also as a means of testing academic hypotheses.

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

8.5 Demonstrate systematic knowledge of the distinctive character of Roman society, at the level of everyday experience, as it was conceived by the Romans;

8.6 Demonstrate extensive knowledge of the different everyday experiences of people with different socio-cultural status;

8.7 Demonstrate comprehensive understanding of the biases in the use of archaeological and written sources in this period;

8.8 Demonstrate systematic understanding of the potential of engagement with historical reconstruction, not only as a guarantee of authenticity, but also as a means of testing academic hypotheses, as well as demonstrating awareness of the limitations of reconstruction authenticity.

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

9.1 Analyse, evaluate and interpret a variety of types of evidence in an independent and critical manner drawing on at least two source types;

9.2 Select, gather and synthesise relevant information from a wide variety of sources to gain understanding;

9.3 Use a range of established techniques to initiate and undertake critical analysis of information;

9.4 Show awareness of the limits of their own knowledge and how this influences analyses and interpretations based on that knowledge;

9.5 Communicate interpretations using the appropriate academic conventions.

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

9.6 Analyse, evaluate and interpret a variety of types of evidence in an independent and critical manner drawing on a full range of textual, archaeological, iconographic and artefactual sources;

9.7 Select, gather and synthesise relevant information from a wide variety of sources to gain a coherent understanding;

9.8 Apply methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding;

9.9 Demonstrate an understanding of the ambiguity and limits of existing knowledge and pose suitable questions as to how to overcome those issues;

9.10 Marshal argument lucidly and communicate interpretations using the appropriate academic conventions.

1. **A synopsis of the curriculum**

How do you imagine Roman Antiquity? How do the images produced for film, TV and popular fiction reflect the lives of those in antiquity? Can we see the everyday experience of Pliny, Juvenal or Augustine or of those who were killed in the eruption of Vesuvius in AD 79? This module will explore everyday life in the Roman world, from haircuts, tattoos and gestures, to everyday rites and rhythms, whether domestic, social, political or religious, focusing on human experience, with its culturally specific organisation rather than abstract scholarly constructions. It will range from Augustan Rome to Late Antique Constantinople, and will draw on depictions, literary evidence (such as poems), original documents (from personal letters to minutes of meetings), inscriptions and especially archaeology, focusing on key sites where preservation is good, such as Pompeii, Ostia, Sardis and Petra. Here buildings, graffiti, occupation deposits and other traces will allow snapshots of everyday life to be constructed: of the houses, workshops, taverns, temples, theatres and churches of Antiquity. Students will be encouraged to undertake both empirical studies and imaginative reconstructions as part of their assessment, so that they understand the importance not only of describing what evidence remains of everyday life, but of actively reconstructing the past, and of engaging different types of evidence in a critical dialogue.

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

Casson L. (1999). *Everyday Life in Ancient Rome* (Revised and Expanded Edition). Baltimore: John Hopkins University Press.

Connolly P. and Dodge H. (1998). *The Ancient City: Life in Classical Athens and Rome*. Oxford: Oxford University Press.

Laurence R. (2007). *Roman Pompeii. Space and Society* (2nd Edition). London: Routledge.

Laurence, R. (2009). *Roman Passions. A History of Pleasure in Imperial Rome*. London: Continuum.

Lavan L., Swift E. and Putzeys T., ed. (2007). *Objects in Context, Objects in Use*. Leiden: Brill.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

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

* Essay 1 (1,700 words) – 20%
* Essay 2 (2,300 words) – 30%
* Historical Reconstruction (3,000 words) – 40%
* 2 x Seminar Handout (equivalent to 500 words each) – 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 / 8.5 | 8.2 / 8.6 | 8.3 / 8.7 | 8.4 / 8.8 | 9.1 / 9.6 | 9.2 / 9.7 | 9.3 / 9.8 | 9.4 / 9.9 | 9.5 / 9.10 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** |  | **x** |  |  |  | **x** |  |
| Seminar |  |  | **x** |  | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** |  |  | **x** | **x** |  |  |  |
| Essay 2 |  |  | **x** |  | **x** |  | **x** |  | **x** |
| Historical Reconstruction | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| Seminar Handout | **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**

The content of this module will range from Augustan Rome to Late Antique Constantinople, and will draw on sources focusing on key sites where archaeological preservation is good, such as Pompeii, Ostia, Sardis and Petra. Students will come to understand the importance not only of describing what evidence remains of everyday life, but of actively reconstructing the past, and of engaging different types of evidence in a critical dialogue. The principles learned in this module can be applied to any such archaeological site or evidence from the world.

**FACULTIES SUPPORT OFFICE 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) |
| 22/01/18 | Major | September 2018 | 5, 7-9, 13 | No |
| 01/12/19 | Minor | September 2020 | 12 | No |