1. KentVision Code and title of the module

CLAS5870 The Roman Empire from Augustus to Trajan (level 5)

CLAS7340 The Roman Empire from Augustus to Trajan (level 6)

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

Division of Arts & Humanities, School of Classical and Archaeological Studies, 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 Roman Empire from the commencement of the Principate of Augustus to the establishment of Trajan’s new Principate in the early second century;
  2. Demonstrate a critical understanding of the complex processes relating to administrative, constitutional, social, economic and religious change in the Roman Empire during this period;
  3. Examine special features of the period such as the evolution of the imperial bureaucracy and the working of the mechanism of patronage, both in the centre and the provinces;
  4. Demonstrate an understanding of the relevant different kinds of evidence (literary, epigraphic, numismatic, papyrological, visual, archaeological) and be able to show familiarity with the key documents, and have an understanding of the uses of the different categories of evidence in the investigation of historical problems;
  5. Construct effective historical arguments, orally and in writing, which demonstrate analytical ability, independence of thought and knowledge of the ancient sources, literary and otherwise;
  6. Demonstrate familiarity with the ancient sources, historical, literary and documentary, and will be introduced to the inscriptional evidence for imperial history.

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

* 1. Articulate coherently the main events, issues and themes in the history of the Roman Empire from the commencement of the Principate of Augustus to the establishment of Trajan’s new Principate in the early second century;
  2. Demonstrate a systematic understanding of the complex processes relating to administrative, constitutional, social, economic and religious change in the Roman Empire during this period;
  3. Use accurately established techniques of analysis and enquiry to examine special features of the period such as the evolution of the imperial bureaucracy and the working of the mechanism of patronage, both in the centre and the provinces;
  4. Have coherent and detailed knowledge of the key evidence for this period (literary, epigraphic, numismatic, papyrological, visual, archaeological), demonstrate an ability to deploy accurately established techniques of analysis of the relevant different kinds of evidence, and be able to use evidence and discipline-specific ideas and techniques to devise and sustain historical arguments and/or to solve historical problems;
  5. Demonstrate a conceptual understanding that enables the students to describe, comment, and critically engage with current research on the basis of evidence-based historical arguments while demonstrating an appreciation of the uncertainty, ambiguity and limits of knowledge.

## The intended generic learning outcomes.

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

* 1. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;
  2. Effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;
  3. Identify and make use of opportunities for further training, developing existing skills, and acquiring new competences that will enable them to assume positions of significant responsibility.

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

* 1. Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
  2. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem, thereby demonstrating an appreciation of the uncertainty, ambiguity and limits of knowledge;
  3. Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.
  4. Exercise initiative and personal responsibility; decision-making in complex and unpredictable contexts; and the learning ability needed to undertake appropriate further training at an appropriately advanced level.

## A synopsis of the curriculum

This module examines in detail the history of the Roman Empire from the emergence of the Principate under Octavian/Augustus to the establishment of the Principate 2.0 under Trajan. It will also provide both a survey of a major period of Roman imperial history and an opportunity to study in greater depth the administrative, social, economic and religious developments of this period. Students will read widely from the ancient sources, historical, literary and documentary, and will be introduced to the inscriptional evidence for imperial history. This module will concentrate on the main administrative, social, economic and religious developments throughout the period rather than on the details of political and military history.

Students will read widely in the major ancient sources, including Tacitus, Pliny and Suetonius, and will be introduced to the inscriptional and documentary evidence for imperial history.

## 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

Level 5:

* Analysis of primary evidence (800 words or equivalent) - 30%
* Magazine Project (2,000 words or equivalent) - 70%

Level 6:

* Comparative analysis of primary evidence (1200 words or equivalent) - 30%
* Magazine Project (2,000 words or equivalent) - 70%

13.2 Reassessment methods

* 100% Coursework (2,500 words)

## 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** |  |
| **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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Analysis** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **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

This module introduces students to a broad array of content beyond national boundaries and evidence across a range of specific periods and localities in and surrounding the ancient Mediterranean. Students will demonstrate and 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.

**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 |
| --- | --- | --- | --- | --- |
| 9/12/19 | Minor | September 2020 | 13, 14 | No |
| 14/01/21 | Minor – removal of level 6 version | September 2021 | 1, 3, 8-11, 14 | No |
|  | Major | 2024/25 | 1,3,8-9,13-14 |  |