1. **Title of the module**

CLAS7660 (CL766) – History of the Roman Empire from Trajan to Constantine

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

Division of Arts & Humanities

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

Level 6

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)**

Autumn or Spring

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

None, although it is recommended that students have completed CLAS5870 (History of the Roman Empire from Augustus to Trajan) as the content is related.

1. **The course(s) of study to which the module contributes**

Optional for 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 choice.

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

8.1 Articulate the main events, issues and themes in the history of the Roman Empire from the end of the Flavian Period (96 CE) until Constantine’s establishment as sole emperor (324 CE);

8.2 Demonstrate a systematic understanding of the complex processes relating to administrative, constitutional, social, economic and religious change in the Roman Empire during this period;

8.3 Critically evaluate arguments, assumptions, abstract concepts and data pertaining to 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;

8.4 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;

8.5 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;

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

9.1 Demonstrate the skills necessary for documentary and textual analysis;

9.2 Demonstrate the ability to manage their own learning;

9.3 Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

9.5 Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge.

1. **A synopsis of the curriculum**

This module examines in detail the history of the Roman Empire from the death of the last Flavian emperor (96 CE) to Constantine’s establishment as sole emperor in 324 CE. It thus provides 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 in the ancient sources (historical, literary and documentary) and will be introduced to the inscriptional, numismatic, and papyrological 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 Pliny, Dio Cassius, Herodian, and the Historia Augusta. Students will also get experience in working with the documentary evidence for imperial history, including inscriptions, coins, papyri, as well as legal sources.

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

Ando, C. (2012). *Imperial Rome: The Critical Century (AD 193-284)*. Edinburgh: Edinburgh University Press.

Bowman, A., P. Garnsey & D. Rathbone (eds.) (2008). *The Cambridge Ancient History. Volume 11: The High Empire, AD 70-192*, 2nd edition. Cambridge: Cambridge University Press.

Garnsey, P. & Saller, R. (2015). *The Roman Empire*, 2nd edition, London: University of California Press.

Harries, J. (2012). *Imperial Rome (AD 284-363): The New Empire*. Edinburgh: Edinburgh University Press.

Lenski, N. (2011). *The Cambridge Companion to the Age of Constantine*, revised edition. Cambridge: Cambridge University Press.

Lewis, N. & M. Reinhold. (1990). *Roman Civilisation: A Sourcebook, Vol II: The Empire*, (3rd ed.) New York: Harper & Row.

Millar, F. (1981). *The Roman Empire and its Neighbours*, (2nd ed.) London: Duckworth.

Potter, D.S. (2010). *A Companion to the Roman Empire*, Oxford: Blackwell.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Material Source Podcast (Max. 3.5 minutes) – 15%
* Short Critical Assessment (1,000 words) – 25%
* Research Paper (2,000 words) – 60%

13.2 Reassessment methods

* 100% Coursework (3,000 words)
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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Material Source Podcast |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Short Critical Assessment | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Research Paper | **x** | **x** | **x** | **x** | **x** | **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**

Students will be required throughout the course to engage with international content, course materials, and participants. The subject-matter will familiarise students not only with the culture and history of Rome, but the culture and history of the Mediterranean world more generally, and their continuing visibility in the history, languages, and material culture of Europe today. Moreover, students will be introduced in the first half of the course to ancient theories of civilisation and identity and will be provoked in lectures to relate those to attitudes today.

Scholarship on the topic will be international in focus: the reading list published will encourage students to engage with scholarship produced not only in the UK, but also in Europe, North America, and elsewhere in the world. There will also be some (non-essential) bibliography in French, Italian, and German, to which students will be exposed and with which students in SECL in possession of the requisite language skills will be regularly invited to engage.

**DIVISION USE ONLY**

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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