1. **Title of the module**

CLAS8980 (CL898) – Rome: The Myth of the Eternal City

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 7

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 MA Ancient History; MA Roman History & Archaeology; MA Rome: Ancient and Modern; MA Archaeology

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

8.1 Demonstrate comprehensive understanding of the skills/techniques of historical analysis to equip them for a further career either for doctoral research in Ancient History or in employment through the use of these transferable skills;

8.2 Demonstrate competence in applying skills to analysis of a diverse body of ancient evidence and to be critically aware of the current problems of interpretation within the area of reception studies and in the interpretation of the sue of the past of ancient Rome;

8.3 Demonstrate critical and analytical powers in relation to the ancient material and its reception in the context of how established techniques are utilised to understand within the disciplines associated with Classical and Archaeological Studies;

8.4 Demonstrate critical and appropriate analytical problem-based learning skills in relation to the ancient evidence, the reception of antiquity, and modern scholarship on the subject matter;

8.5 Command a range of techniques and methodologies, such as bibliographical and library research skills, a range of skills in reading and textual analysis, the varieties of historical method, the visual skills characteristic of art criticism, use of statistics (e.g. in archaeology), philosophical argument and analysis, as well as an understanding of the role of public engagement in the context of research.

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

9.1 Communicate effectively in writing with a wide range of individuals using a variety of techniques;

9.2 Evaluate his/her own academic performance and develop an ability to learn independently to ensure for ongoing professional development;

9.3 Exercise initiative and take responsibility for personal and professional learning and development;

9.4 Manage time, prioritise workloads and recognise and manage personal emotions and stress;

9.5 Demonstrate information management skills (e.g. IT skills).

1. **A synopsis of the curriculum**

The module introduces students to key skills for the study of the mythology of Rome as an eternal city. The focus will be on group work that will investigate how we can gain greater knowledge of key aspects of the creation of myths of the city of Rome and how mythology can be adjusted through reception and incorporation of new ideas, yet proclaiming a continuity with the past. The curriculum is designed to develop students’ research skills and the development of their awareness of public engagement with research. The seminars will also focus on the development of blogs as well as the research skills to develop a longer piece of academic writing in the form of an essay. Students will learn new skills ranging from researching bibliographies, writing succinctly, using hyperlinks in blog formats, through to the development of a sustained research project to underpin their essay.

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

Bondanella, P. (1987) *The Eternal City: Roman Images in the Modern World*. University of North Carolina Press: Chapel Hill.

Galinsky, K. (1998) *Augustan Culture: An Interpretive Introduction*. Princeton University Press.

Jenkyns, R., ed. (1992) *The Legacy of Rome*. Oxford: Oxford University Press.

Maraniss, D. (2008) *Rome 1960: The Olympics That Changed the World*. New York: Simon & Schuster.

Millon, H. & L. Nochlin, eds. (1978) *Art and Architecture in the Service of Politics*. Massachusetts: MIT Press Cambridge.

Wyke, Maria, (1997) *Projecting the Past: Ancient Rome, Cinema and History* London: Routledge.

1. **Learning and teaching methods**

Total Contact Hours: 22

Private Study Hours: 278

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Blog Post 1 (1,000 words) – 20%
* Blog Post 2 (1,500 words) – 30%
* Interpretive Essay (4,000 words) – 50%
	1. 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* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| 1:1 Feedback | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Blog Post 1: Antiquity | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Blog Post 2: Reception | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **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**
2. The subject content of this module is international because it focuses on ancient Rome but it also covers a broad chronological and geographical span. Students are asked to think critically about the myth of Rome in ancient, medieval, early modern and contemporary times and in various parts of the world. The seminars offer many opportunities for peer-evaluation among mixed-nationality students. More broadly, the teaching activities are designed to show how particular cultural interpretations or applications of knowledge may differ from region to region. The reading list has references to up to date international research. Teachers and academic advisers with international experience are provided to support both home and international students in relation to the varying challenges of students from diverse backgrounds.

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

|  |
| --- |
| Revised FSO Jan 2018 |