1. **Title of the module**

CLAS9000 (CL900) – Research Skills in Ancient History: Understanding the City in Antiquity

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

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

None

1. **The programmes of study to which the module contributes**

Compulsory for MA Ancient History; MA Roman History and Archaeology; MA Rome: Ancient and Modern

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

8.1 Demonstrate a 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 analyse a diverse body of ancient evidence and to be critically aware of the current problems of interpretation within the discipline of Ancient History;

8.3 Demonstrate critical and analytical abilities in relation to the ancient material in the context of how established techniques are utilised within the discipline of Ancient History;

8.4 Demonstrate critical, analytical problem-based research skills in relation to the ancient evidence 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;

8.6 Create a PhD research proposal setting out techniques for their own research in the future drawing on the skills gained over the course of the module.

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

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

9.2 Evaluate their own academic performance and develop an ability to learn independently to ensure 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 stress;

9.5 Utilise appropriate information management skills, e.g. IT skills.

1. **A synopsis of the curriculum**

The module introduces students to key research skills for the study of ancient history and the associated discipline of Roman archaeology. The focus will be on group work that will investigate how we can gain greater knowledge of an aspect of the ancient city. In so doing, students will learn new skills ranging from researching bibliographies to the development of a sustained research project. A particular focus will be placed on critique of the modern scholarship on the subject, based on historical, epigraphic, archaeological, numismatic and visual sources.

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

Bodel, J. (2001). *Epigraphic Evidence – Ancient History from Inscriptions*, London: Routledge.

Dyson, S.L. (2010). *Rome: A Living Portrait of an Ancient City*, Baltimore: John Hopkins.

Edwards, C. (1996). *Writing Rome: Textual Approaches to the City*, Cambridge: CUP.

Favro, D. (1996). *The Urban Image of Augustan Rome*, Cambridge: CUP.

Howgego, C. (1995). *Ancient History from Coins*, London: Routledge.

Laurence, R. (2012). *Roman Archaeology for Historians*, London: Routledge.

1. **Learning and teaching methods**

Total Contact Hours: 21

Private Study Hours: 279

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Literature Review (2,500 words) – 30%
* Research Proposal (1,200 words) – 20%
* Essay (5,000 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)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| 1:1 Feedback | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Literature Review | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Research Proposal | **x** | **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**

Internationalisation is embedded within this module with respect to the nature of the material, the intended learning outcomes, and the. With regard to the material studied, students will be encouraged to hone their research skills by independently developing a 5,000-word research project on any aspect of the ancient Mediterranean across a range of cultures and historical boundaries: recent projects have studied (for example) the epigraphy of Archaemenid Persia, Celtic civilisation and migrations, the colonisation and settlement of Dacia (Romania) and interactions between Greece and Rome. Although the course content itself focusses on the history and archaeology of the city of Rome as the centre of a European empire, students are encouraged to choose topics related to that theme from the history of any part of that empire. Moreover, the intended learning outcomes for this module necessarily require students to engage with material, ancient and modern, from a range of localities. ILO 8.4 expects students to engage critically with scholarship from across the international community, showing a sensitivity to the context of its production and the historical development of scholarship in different parts of the world. For satisfactory fulfilment of ILO 9.1 it is also required that students work frequently in groups on presentations and preparation for contact hours, regularly with postgraduates from other countries. Finally, for students undertaking this module as a mandatory component of PGT programmes with a term in Rome, this course on the ancient city serves directly as preparation for three months of residential study in Rome itself and beginner’s Italian lessons are offered to eligible students on this course.

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**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 10/06/16 | Major | September 2016 | 7-13 | No |
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| Revised FSO Jan 2018 |