

**Explaining the World**  
(JS)

<b>Module Code</b>	CLU33211
<b>Module Name</b>	Explaining the World
<b>ECTS Weighting</b>	10 ECTS
<b>Semester taught</b>	Semester 1
<b>Module Coordinator/s</b>	Dr Hannah Mitchell
<b><a href="#">Module Learning Outcomes with embedded Graduate Attributes</a></b>	<p>On successful completion of this module, students should be able to:</p> <p>LO1. Demonstrate sound knowledge of the history, geography, culture, and society of the middle Roman Republic and its Mediterranean context.</p> <p>LO2. Analyse critically the primary sources relevant to this module.</p> <p>LO3. Evaluate the major theoretical approaches, debates, and scholarship relevant to the module topic.</p> <p>LO4. Discuss the above, both orally and in writing, in a clear and scholarly manner.</p> <p>LO5. Work effectively in small groups.</p>
<b>Module Content</b>	<p>When Polybius of Megalopolis began to write his <i>Histories</i> in the middle of the second century BCE, he was inspired by the fact that his world – the Mediterranean World – seemed to have been completely transformed in the space of the last fifty-three years (220 – 168/7 BCE). The chief actors were the Romans, who had suddenly and comprehensively exerted their dominance. Polybius said that they had transformed the history of the Mediterranean from a series of independent stories to one universal story: Roman rule.</p> <p>In this module we will examine this time period through the witnesses of this transformation (Polybius, Cato the Elder, and others), and through a series of frameworks they applied to try to understand it (religious, cultural, philosophical, and historical). The witnesses not only tried to explain the world as it now was – dominated by Rome – but tried to explain the Romans to the rest of the world. Who were they? How had they succeeded?</p>

	This period raises fascinating questions of cultural interaction and diversity, and of power, justice, and freedom. Through it, we will question how narratives are created and who they serve.																								
Teaching and Learning Methods	This module is taught through twenty-two one-hour lectures and five seminar discussions.																								
Assessment Details <sup>1</sup>  Please include the following: <ul style="list-style-type: none"><li>Assessment Component</li><li>Assessment description</li><li>Learning Outcome(s) addressed</li><li>% of total</li><li>Assessment due date</li></ul>	<table><tr><th>Assessment Component</th><th>Assessment Description</th><th>LO Addressed</th><th>% of total</th><th>Week due</th></tr><tr><td>1.</td><td>Group presentation</td><td>LO1-5</td><td>30%</td><td>As scheduled</td></tr><tr><td>2.</td><td>Essay</td><td>LO1-4</td><td>40%</td><td>W10</td></tr><tr><td>3.</td><td>Open-book exam</td><td>LO1-4</td><td>30%</td><td>Exam week</td></tr></table>					Assessment Component	Assessment Description	LO Addressed	% of total	Week due	1.	Group presentation	LO1-5	30%	As scheduled	2.	Essay	LO1-4	40%	W10	3.	Open-book exam	LO1-4	30%	Exam week
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Reassessment Requirements	Identical to original assessment. Only failed components are reassessed.																								
Contact Hours and Indicative Student Workload	<table><tr><td>Contact hours: 27 (22 lectures and 5 seminars)</td></tr><tr><td>Independent Study (preparation for course and review of materials): 114</td></tr><tr><td>Independent Study (preparation for assessment, incl. completion of assessment): 114</td></tr></table>					Contact hours: 27 (22 lectures and 5 seminars)	Independent Study (preparation for course and review of materials): 114	Independent Study (preparation for assessment, incl. completion of assessment): 114																	
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<sup>1</sup> [TEP Guidelines on Workload and Assessment](#)

<b>Recommended Reading List</b>	<p>Leigh, M. 2004. <i>Comedy and the Rise of Rome</i>, Oxford.</p> <p>McGing, B.C. 2010. <i>Polybius' Histories</i>, Oxford.</p> <p>Prag, J. &amp; Quin, J. (eds). 2013. <i>The Hellenistic West</i>, Cambridge.</p> <p>Rosenstein, N. 2012. <i>Rome and the Mediterranean 290 to 146 BC: the Imperial Republic</i>, Edinburgh.</p> <p>Sciarrino, E. 2011. <i>Cato the Censor and the Beginnings of Latin prose: From Poetic Translation to Elite Transcription</i>, Ohio.</p>
<b>Module Pre-requisite</b>	N/A
<b>Module Co-requisite</b>	N/A
<b>Module Website</b>	
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	No