CLASSICAL & ARCHAEOLOGICAL STUDIES/ANCIENT HISTORY

Canterbury
Kent is one of the UK’s leading universities. All of our academic schools produce world-class research, and Kent is rated as internationally excellent, leading the way in many fields of study.

The Department of Classical & Archaeological Studies at Kent is within the School of European Culture and Languages (SECL), one of the largest schools in the University. In the National Student Survey 2013, SECL scored 90% for student satisfaction, with many of its subject areas ranking in the top 10 among UK universities.

The Department offers two specialised degree programmes: Classical & Archaeological Studies and Ancient History. The great strength of Classical & Archaeological Studies is the hugely interesting and varied range of subjects it includes – literature, mythology, drama, archaeology, art and architecture, history, languages and philosophy – and the way they all connect in the study of ancient civilisations, including those of Egypt, Greece, Rome and their neighbours. On our Ancient History programme, you explore the ancient civilisations of Egypt, Greece and Rome, focusing on their history or choosing to follow a broader pathway that includes ancient literature or archaeology.

World-leading research
Research at Kent is highly rated. The Guardian University Guide 2015 ranked Kent 8th for Classics and Ancient History. Our academics are at the forefront of their fields and have expertise across ancient history, archaeology and classical literature. We give you a broad understanding of the subject and the ability to think across disciplines. You also have the flexibility to pursue your own interests and do your own research.

First-class teaching
At Kent, we have an experienced and enthusiastic team, and you learn from some of the best teachers in the field. We want you to feel at home in the Department, whatever your background, and we welcome applications from people with non-traditional qualifications. In The Guardian University Guide 2015, Classics and Ancient History is ranked 1st for ‘value added’, which compares entry qualifications with degree results, to show how effective a university’s teaching is.

Wide-ranging study
At Kent, we approach the ancient world through the contrasting disciplines of literature, history and archaeology, and we encourage you to use evidence from these sources comparatively. Chronologically, the degree programme ranges from the third millennium BC to the beginning of the medieval world. You also explore the interaction between the classical world and its neighbours, such as Egypt, the ancient Near East and Britain.

Ideal location
Ancient culture is at the root of what we call ‘civilisation’ and our degrees offer you a window onto that world. One of the many advantages of studying at Kent is that you have immediate access to Canterbury,
a city steeped in history, and you are also close to London and its museums, as well as to Paris.

Practical archaeology and heritage
We offer you the opportunity to get involved in practical archaeology and in heritage work. You can study archaeological fieldwork methods and techniques, including artefact identification and training excavations in the summer vacation. We also offer courses in heritage and museum studies that include internships in a heritage organisation or a museum.

A global outlook
Kent has a reputation as the UK’s European university and has developed international partnerships with a number of prestigious institutions. We have an international community on campus, with 149 nationalities represented. We encourage all our students to develop their studies in an international context and there are many opportunities to study or work abroad.

Studying abroad
All students within the Faculty of Humanities, of which SECL is a part, can apply to spend a year abroad as part of their degree. In particular, we have exciting exchange links in Asia, including the opportunity to study for a year at the University of Hong Kong, the Chinese University of Hong Kong and Renmin University of China in Beijing. Other destinations include our partner university in Belgium, Ghent University, as well as other European destinations via the Erasmus exchange network. There are also opportunities to study at universities in the USA, Canada and South Africa.

Additionally, at most destinations, you can opt to spend a term abroad, in either the spring term of your second year, or the autumn term of your third year. For these options, you need to register during the summer term of your first year.

Supportive community
The Department is small and friendly, which means students and staff get to know each other very quickly. The close working relationships you develop with lecturers and seminar leaders help you to succeed in your studies.

The School’s student support team provides pastoral care and helps you with your academic needs. The University also offers a variety of support services, for details see: www.kent.ac.uk/studentwellbeing or www.kent.ac.uk/studentsupport

A successful future
As well as providing a first-rate academic experience, we want you to be in a good position to face the demands of a tough economic environment. For more information on the careers help we provide at Kent, please go to p8 or see our employability webpage at www.kent.ac.uk/employability

DID YOU KNOW?
Kent is ranked among the UK’s top 20 universities in The Guardian University Guide 2015.
DID YOU KNOW?
Canterbury is consistently rated as one of the safest university cities in the UK in *The Complete University Guide*. 
Superb Student Experience

Our campus at Canterbury provides a stunning location for your studies and offers first-class academic and leisure facilities. The campus benefits from a multicultural learning environment and is within easy reach of both London and mainland Europe.

Excellent resources

Superb facilities include an excellent library on campus with English and foreign periodicals as well as many specialist collections. These include the library of ASL Farquharson, specialising in the age of Marcus Aurelius, a generous donation from the library of Victor Ehrenberg in ancient social history, and archival material from Richard Reece for Roman archaeology (particularly coinage) and from Colin Renfrew and Anthony Snodgrass for the Bronze Age.

There is also access to international collections in London as well as to local collections (Canterbury Cathedral Library, archaeological libraries, collections and the museums in Canterbury).

We currently have Minoan, Roman, Late Antique and Early Medieval archaeological projects in England, Belgium, Italy and Crete. Field trips are associated with these projects so you can visit key sites in the company of your lecturers.

An ancient city

Canterbury, a late Iron Age and Romano-British settlement, is an ideal place to study the ancient world and interaction between cultures. The region is rich in pre-Roman, Roman, post-Roman and Anglo-Saxon finds.

Classical & Archaeological Studies works closely with archaeological organisations in the region, such as the Canterbury Archaeological Trust. Students frequently participate in fieldwork activities with the Trust. We are also conveniently close to London museums.

Today’s Canterbury

Canterbury is a lovely city with medieval buildings, lively bars and atmospheric pubs, as well as a wide range of shops. The pretty coastal town of Whitstable is close by and there are sandy beaches further down the coast. London is under an hour away by high-speed train.

Beautiful green campus

Our campus has plenty of green and tranquil spaces, both lawns and wooded areas, and is set on a hill with a view of the city and Canterbury Cathedral.

The campus has its own cinema, theatre and a student nightclub. It has a reputation for being a very friendly university with a cosmopolitan environment. There are many restaurants, cafés and bars on campus, as well as a sports centre and gym.

Everything you need on campus is within walking distance, including a general store, an off-licence, a bookshop, banks, a medical centre and a pharmacy. From campus, it’s a 25-minute walk or a short bus-ride into town.
You are planning to do a Master’s; do you have plans after that?
I am looking forward to doing my Master’s; I am focusing on Roman history, specifically a study of the patricians in politics. You are expected to write around 12-15,000 words for your dissertation, which is a substantial amount of work, but the subject is something I am fascinated by and passionate about.

After that I am thinking of joining the police force. At the moment, I am training to be a volunteer special constable, which I hope will demonstrate that I am serious about a police career.

What advice would you give to someone thinking of going to university?
Pick a course that you know you will love because then the work will not be a chore. Also, take a good look at the modules and choose ones that you want to focus on because if you create a course that is tailor-made to your interests, you will find that time flies by.

In general, I would say definitely go to university – it has been the best three years of my life so far. After A levels, I wasn’t the most motivated person, but now I am doing two jobs and working hard on my course. Living away from home makes you grow up a lot; you have to organise your own life and eventually you do things naturally that you would have found difficult in the past.

Michael Nash is a final-year Classical & Archaeological Studies student.

Why did you choose Kent?
Primarily for the course; the course at Kent is very flexible and allows you to specialise in areas that you are interested in. I wanted to focus on Roman history and it was possible to do that here.

Has the course lived up to your expectations?
Definitely. I have pretty much done exactly the modules I wanted to do. I have concentrated on Roman history, but have also taken a module on Achaemenid Persia, which I really enjoyed. In my first year, I tried Latin but that wasn’t for me at all!

I have been interested in Roman history since primary school and always hoped that I would be able to study it at this level, so this degree has been fantastic for me.

Has there been a module that you have particularly enjoyed?
I have been able to follow Roman history from the final century of the Republic through to the Emperors and that has been very interesting for me. The modules run across your second and third years, so there is a real sense of progression.

What about your lecturers?
I can’t fault the lecturers; they are inspiring, knowledgeable and happy to give advice. I have received great support from the staff, particularly from my dissertation supervisor. He is a great communicator and when you ask him a question, his answers always move your thinking forward and prompt further questions and ideas. He has been great. I am intending to stay on at Kent to do a Master’s and that is mainly because of the support I have had from the staff.

And your fellow students?
Everyone is very friendly. Seminars have a mix of second and third years so you get to know most of the people on the course. I am also involved in the Kent Classics and Archaeology Society so I meet a lot of the other students through that.

What do you think of the academic facilities?
The library is fantastic and the staff are very helpful – I asked for some documents, which the Library didn’t have, but they managed to get me online versions instead. They are happy to help in any way they can.

And the social facilities?
There are some great places to eat on campus; I try and make a point of visiting each of them in turn! The Venue, the student nightclub, is good and the sports facilities are excellent. I joined lots of societies in my first year, but to be honest it was hard to keep up with them all. Now I concentrate on the Kent Classics and Archaeology Society.

I lived on campus in my first year, which was brilliant and I made many of my closest friends there.
Kent equips you with the skills you need to gain a competitive advantage when it comes to getting a job, and is consistently in the top 20 for graduate starting salaries.

Good career prospects

According to employment statistics, Kent graduates are doing extremely well in an ever-changing job market. Six months after graduation in 2013, only 6% of Kent graduates were without a job or study opportunity.

In recent years, Kent Classical & Archaeological Studies graduates have found jobs in the museum and heritage industry, the civil service, education, archaeological fieldwork, librarianship, journalism, business, computing and marketing. Many others have gone on to do further academic study.

Gain transferable skills

The skills you gain on a Classical & Archaeological Studies or Ancient History degree – thinking critically, expressing yourself clearly and logically, problem-solving and teamwork – are all highly valued by employers. Our programmes are designed to encourage you in the development of these skills, which will serve you well whatever career you choose to go into.

Employability modules

The School of European Culture and Languages (SECL) has developed several unique modules that contain work placement opportunities. These modules provide you with the opportunity to combine study with work experience, so you gain credit towards your degree while working. There are several opportunities, modules that enable classroom experience in local schools and two modules on museum studies and heritage management that are offered in alternate years. See p21 for details.

SECL employability

SECL also has its own employability programme of events to enhance your job skills and vocational awareness during your studies. Many students develop professional skills and gain hands-on experience through our wide range of paid and voluntary work opportunities. For more information on the employability support available within the School, see www.kent.ac.uk/secl/employability

Kent’s Q-Step Centre

Kent has been selected as one of 15 prestigious Q-Step Centres in the UK, funded by, among others, the Higher Education Funding Council for England (HEFCE). The Q-Step initiative provides advanced training in quantitative skills in social sciences, skills which greatly enhance your employability.

Careers advice

Kent’s Careers and Employability Service can give you advice on how to choose your career, how to apply for jobs, how to write a good CV and how to perform well in interviews and aptitude tests. It also provides up-to-date information on graduate opportunities before and after you graduate. For more information, see www.kent.ac.uk/employability

DID YOU KNOW?

Employment prospects for Kent’s Archaeology students were rated 10th in the UK in The Complete University Guide 2015.
Emma Jackson graduated with a first-class degree in Classical & Archaeological Studies in 2010, and is currently studying for a PhD in the subject.

Why did you choose Kent?
I chose Kent for a number of reasons. First, when I attended the Open Day, the course was well explained, the staff were enthusiastic and there was a general vibe of approachability. In other words, it was welcoming and less intimidating than some of the other universities that I had visited. Additionally, I liked the campus, which is compact, easy to navigate and set in picturesque surroundings.

What attracted you to the course?
I like the vast range of topics offered on the course. There was the chance to learn the theoretical skills of archaeology, as well as put these in to practice during participation on summer fieldwork placements. Additionally, there are a vast range of time periods and regions covered in the modules; from the Neolithic to the Anglo-Saxon period (predominantly) over the geographical expanse of Britain and Temperate Europe to the Mediterranean and Egypt. I felt the course enabled me to test various areas of the subject before finding the niche which best suited me.

What was your degree course like?
The degree was largely coursework based (much more desirable than exams in my opinion), which enabled me to develop my research and writing skills, as well as gain experience in a number of the analytical skills that are needed for archaeology.

The modules I selected were taught over one or two terms with weekly lectures and seminars, which I felt was a nice balance as the seminars allowed us to explore topics in greater detail, building up our skills in analysing sites and regions for case studies.

And what about the lecturers?
The teaching staff were generally very enthusiastic about their teaching areas, and approached topics in a range of different manners in order to encourage us to develop our skills. The staff were also approachable, which made it easy to ask for advice or guidance on points that were unclear.

Did you join any societies during your time at Kent?
I joined the Film Society during my first year.

How did your degree course lay the foundations for your chosen career path?
I am now undertaking a PhD at Kent, which differs completely from my taught experience as I have even greater freedom to explore the time period that I have chosen to specialise in. The level of supervision is very good and supervisors are willing to provide feedback and advice on how to progress my thesis, especially during the writing up period.

What are your future plans/aspirations?
Upon completing my PhD, I hope to gain a post-doctoral position, or a lectureship/research contract within a British university, with an archaeological department that has a focus on Iron Age, later pre-historic archaeology.

Finally, what advice would you give to someone thinking of coming to Kent?
Make the most of opportunities offered to you, whether these are related to social opportunities or discipline-specific opportunities, and don't be afraid to ask for advice when you need it. The staff, and the University in general, create a friendly community in which people are always happy to help.
CHOOSING YOUR DEGREE

Not sure which degree to choose? Here’s a guide to what’s available.

Classical & Archaeological Studies
The single honours degree in Classical & Archaeological Studies allows you to focus in depth on your chosen subject area. The programme is wide-ranging and covers literature, mythology, drama, archaeology, art, architecture, history, languages and philosophy, and looks at the way they all connect in the study of ancient civilisations.

Ancient History
The great strength of our Ancient History degree is that it allows you to specialise in the study of the ancient civilisations of Egypt, Greece and Rome that lie at the very heart of European culture and the cultures that border the Mediterranean.

Joint honours
It is possible to take Classical & Archaeological Studies as part of a joint honours degree. Study is normally divided 50:50 between your two honours subjects. Joint honours are available with:
• Asian Studies (TQ48)
• Comparative Literature (QQ28)
• Drama (QW84)
• English and American Literature (QQ38)
• Film (QW86)
• French (QR81)
• German (QR82)
• History & Philosophy of Art (VQ38)
• Italian (QR83)
• Philosophy (QV85)
• Religious Studies (QV68).

In association with the School of History, we also offer a joint honours degree in History and Archaeological Studies (VY14), and in collaboration with the School of Anthropology and Conservation, a joint honours degree in Archaeology and Anthropology (QL86).

Kent’s joint honours degrees with a language (French, German, Italian or Spanish) are all four-year degrees, with a year of study at a European university.

International students
If you need to extend your existing academic qualifications or ability in English to study at university level, Kent’s one-year International Foundation Programme (IFP) gives you the opportunity to do so. The IFP can provide progression to our Classical & Archaeological Studies and Ancient History programmes. For details, see www.kent.ac.uk/international-pathways/ifp

Teaching and assessment
On all modules, you have a weekly seminar, usually in a group of between 10 and 20; many modules also include a weekly lecture. The archaeological studies modules normally include museum and site visits. We also give you guidance on opportunities for fieldwork on a voluntary basis during vacations.

In Stages 1, 2 and 3, depending on the modules you select, assessment is either 100% coursework or a combination of examination and coursework. All students complete a dissertation at Stage 3.

Further information
For details on all our programmes, see www.kent.ac.uk/ug
STUDYING AT STAGE 1

Stage 1 covers the first year of your degree programme. You are trained in the various skills and approaches – literary, historical, archaeological – that you need to study at degree level.

Compulsory modules
Single honours Classical & Archaeological Studies students take:
• Academic Practice
• The Civilisations of Greece and Rome
• Introduction to Archaeology.

Joint honours students take:
• The Civilisations of Greece and Rome
• Introduction to Archaeology.

Single honours Ancient History students take:
• Academic Practice
• The Civilisations of Greece and Rome
• Roman Emperors and Biography: From Caligula to Domitian.

Optional modules
Students then choose further modules from those listed below:
• Aegean Archaeology
• Classical Mythology: Themes and Approaches
• Greek for Beginners
• Latin for Beginners
• Introduction to Archaeology (Ancient History single honours students only)

• Introduction to Egyptian Archaeology
• Roman Emperors and Biography: From Caligula to Domitian (Classical & Archaeological Studies single and joint honours students only).

Further module options are available from a wide range on offer in the faculty.

Modules: Stage 1
Academic Practice
You are taught the academic practices required for study. Practical skills such as the use of IT, referencing and research are combined with the more complex issues of argument synthesis, analysis of primary evidence and written expositions.

The Civilisations of Greece and Rome
Athenian statesman, poet and lawmaker Solon (c638-558 BC) is widely recognised for laying the foundations for democracy. Your study of Greece centres on the history of Athens in the fifth century BC, from Solon’s reforms to its empire under Pericles (c495-429 BC), and its defeat in the Peloponnesian War. You then move to the literature of the period, focusing on the development of tragedy and comedy, and examine staging and dramatic conventions such as the role of actor, chorus and religious function and plot, especially the handling of mythological themes.

The module then moves to Rome, focusing on the end of the republic and start of the empire founded by Augustus (63 BC-14 AD). Themes include political violence, the intrusion of the army into political life and the rise of the warlord. You also look at Roman literature, covering the patronage of the arts under Augustus, looking at the role of the arts as propaganda, and the argument that writers were recruited to act as spokesmen for the policies and ideals of the principate. The central theme is the creation of enduring images of Rome and Empire, using traditional historical and mythological materials.

Introduction to Archaeology
Archaeology requires specific techniques of data recovery and analysis. Here, you are introduced to the discipline, exploring key sites from different periods, and focusing on the problems and constraints of archaeological evidence and its interpretation. You look at contrasting aspects of the ancient world through the exploration of key sites from prehistoric, Roman and medieval periods, such as Stonehenge, Pompeii and Sutton Hoo. The module includes a museum/excavation visit.

Roman Emperors and Biography: From Caligula to Domitian
Today, most adults have a conception of the lives of Roman emperors derived from television or film. Few can discuss how the nature of ancient biography shapes the modern conception of the
Roman emperor. Biography was a genre developed under the Roman Empire, most notably by Suetonius. This can be seen as a response to the presence of the Emperor or Princeps, but is also the genre which created a cultural memory that was shot through with the morals associated with good and bad, virtue and vice, and so on. Few dead emperors were ever seen as paradigms for the virtuous life, whereas the living ones provided moral exemplars. This module unpicks our modern image of the emperors to reveal how biographies from antiquity construct our image of the past.

**Aegean Archaeology**
A great many aspects of the Greek world in Archaic and Classical times can be traced back to the great European Bronze Age of the second millennium BC: this is the world of Mycenaean palaces, of Minoan Crete and the Greek heroic age of the *Iliad* and the *Odyssey*. This module examines the Minoan and Mycenaean world by studying its religion, art and architecture, and its politics and script. You assess the influence this world has had on the world of later antiquity.

**Classical Mythology: Themes and Approaches**
This module is a general introduction to the heritage of myth in the ancient world and to making sense of myth as a means of expression. You study some of the best-known myths and learn a series of theories to explain the ‘workings’ of myth offered from a variety of disciplines, ancient and modern.

**Greek for Beginners**
In this module, you acquire a firm foundation in the Classical Greek language. The textbook used combines grammar and syntax with passages about a farmer and his family living in fifth-century Attica. As the story progresses, the module moves onto the Peloponnesian War and adapted texts of Thucydides. Extracts from the Bible are also used.

**Latin for Beginners**
This module introduces Latin to complete, or near, beginners, covering the basic aspects of grammar required for reading, understanding and translating. By the end of the module, you should have an adequate foundation for pursuing Latin at intermediate level, where you can advance to reading complete, unadapted texts.

**Introduction to Egyptian Archaeology**
In this module, you explore the diversity of methodologies and debates concerning Egyptian archaeology. You are introduced to Egyptian archaeology and its culture, monuments and civilisation. You also examine the history of Egyptology and Egyptian archaeology, and discuss new excavations in Egypt, connecting recent work with the results of projects spanning the later 19th and 20th centuries.
STUDYING AT STAGES 2 AND 3

Stages 2 and 3 are the second and final years of your degree. Our modules are divided into pathways (Literature, History and Archaeology – see below).

Classical & Archaeological Studies
Students may specialise in one pathway, or choose modules from a range of pathways. All students take the Classical & Archaeological Studies Dissertation at Stage 3.

Joint honours students must take into account the requirements of their other subject.

Ancient History
Students take at least half of their modules from the Ancient History or Languages pathways below, and may then select the remainder of their modules from the other pathways.

Both Classical & Archaeological Studies and Ancient History students can choose modules from other subjects in the Faculty of Humanities.

Module pathways
We offer a wide range of modules, some of which only run in alternate years, including the following:

Classical Literature and Culture
- Hellenistic Literature and Culture
- Literature and Cultural Identity of the Imperial Period: Being Greek, Syrian, Jewish, Egyptian under Rome
- Love, Sex and Society in Greece
- Love, Sex and Society in Rome
- Monsters in Roman Literature
- Vergil’s Aeneid (Stage 3 only)
- Torture and Sacrifice: The Literature of Early Christianity

Ancient History
- Egypt and the Classical World
- Graeco-Roman Egypt
- Hieroglyphs without Mystery
- Early Greece and the Formation of the Classical World
- The Rise and Fall of Athens
- Greece: City-State to World Empire
- Greek and Roman Medicine
- Rome: The Imperial Republic
- The Crisis of the Roman Republic
- History of the Roman Empire from Augustus to Domitian
- History of the Roman Empire from Trajan to Constantine
- Roman Britain
- The Roman Family: From Birth to Old Age

CONTINUED OVERLEAF
STUDYING AT StAGES 2 AND 3 (CONT)

Archaeology
• Archaeological Fieldwork Methods and Techniques
• Fieldwork Practice
• Archaeological Project (Stage 3 only)
• The Archaeology of Death
• Barbarians in the West
• Constantinople and the Late Antique City
• Everyday Life in the Roman Empire
• Gods, Heroes and Mystery Cults: Religion in Ancient Greece
• Greek Art and Architecture
• Heads, Heroes and Horses: In Search of the Ancient Celts
• Late Antique Archaeology: The Mediterranean from Constantine to Muhammed
• Roman Art and Architecture
• Roman and Medieval Artefacts (Stage 3 only)

Languages
• Ancient Greek (Beginners, Intermediate, Advanced, and Advanced PLUS)
• Ancient Latin (Beginners, Intermediate, Advanced, and Advanced PLUS)

Placement modules
• Classical Studies and Ancient History in the Classroom (Stage 3 only)
• Museum Studies/Heritage Studies

Modules: Stages 2 and 3

Classical & Archaeological Studies Dissertation
For your final-year dissertation, you choose a topic for independent study and research, and write a substantial 8,000 word essay. You are advised on the choice of topic, which can be based on any area covered in one of your modules.

Classical Literature and Culture
Hellenistic Literature and Culture
In this module, you examine the literature and culture of the period of Hellenistic kingdoms following the death of Alexander of Macedon, with a strong focus on the role of the libraries that developed in the Hellenistic kingdoms and the changes to Greek material culture that arose from the contact with Near Eastern cultures. There is also discussion of developments in religion and philosophy in that period and its impact on literature and culture, and on Roman society.

Love, Sex and Society in Greece/Love, Sex and Society in Rome
These modules give you a range of perspectives on classical attitudes to love and human relationships against both a literary and historical background. We use a wide variety of material – literary, artistic and legal – to explore the role of men and women in ancient Greece and Rome, and to highlight changing fashions in sexual morality.

Monsters in Roman Literature
A vast number of monsters have emerged from classical mythology, including giants and titans, cyclops, centaurs and Medusa. However, the definition of the monster is broad, and includes, for example, the bodily imperfections of ‘bad emperors’ and the strange features of personified concepts such as ‘hunger’ and ‘envy’. This module explores the monsters of Roman culture, mythological and otherwise. Latin poetry in translation is the focus, and Vergil’s Aeneid and Ovid’s Metamorphoses are the central texts, but scientific and
Torture and Sacrifice: The Literature of Early Christianity

You are introduced to the literature of early Christianity. A variety of texts are read – the gospels, apocryphal gospels, early martyrdom texts, edifying tales and hagiography – to show the variety of genres that existed and the intertextual fluidity of these genres. The texts are contextualised against the historical developments of the Roman Empire. Social and cultural issues are also raised, including the new roles of women and men in an emerging Christian world, and the concepts of pain, sacrifice, authority, virginity and asceticism.

Ancient History

Egypt and the Classical World

Egypt was admired by the Classical world but still thought of as an alien culture. Nevertheless, Egypt contributed to Greek thought and learning, historiography, art and architecture, cults and mythology, while the Greek presence led to the creation of a hybrid Hellenistic-Egyptian culture. However, the extent of the Graeco-Roman debt to Egyptian civilisation is contentious. In this module, you analyse this debate and discover the capacities and limitations of classical culture and classical studies.

Graeco-Roman Egypt

You build on the knowledge gained in the module above. Each civilisation appeared to derive much from the other. Egypt made many contributions to the Classical world, while the Greeks and Romans in Egypt created a brilliant hybrid culture. Using archaeological and papyrological evidence, you examine the material aspects of this culture and assess its success and permanence.

Hieroglyphs without Mystery

You are introduced to the study of the various indigenous languages and scripts of ancient Egypt from the earliest times to the Arab conquest (641 AD). During this period of approximately four thousand years, the development of the native Egyptian tongue may historical texts also feature where appropriate. You also explore connections with earlier Greek sources, including the visual arts.

Vergil’s Aeneid

Vergil composed the Aeneid in order to provide Rome with an epic equal to any that Homer produced. Commonly regarded as one of the greatest epics of the ancient world, the Aeneid is the story of the foundation of Rome; a tale of exile, war, passionate love and the deepest humanity. The epic is analysed book by book and then a thematic approach is undertaken, investigating issues concerning the gods, fate, morality, art and gender. The module also briefly explores the Aeneid’s subsequent influence on Dante’s Inferno.
be divided into five distinct phases, each of which may be called a separate language in its own right: Old Egyptian, Middle Egyptian, Late Egyptian, Demotic and, finally, Coptic. A variety of writing systems were developed to record texts in these languages, depending on the function, social and presentational context and time period of the text: hieroglyphic, hieratic, abnormal hieratic, demotic and coptic. The module examines the origins of the ancient Egyptian language, its development and the uses and functions of writing in Egyptian society. You study the Middle Egyptian language written in the hieroglyphic writing system and are taught to read and translate simple texts in this tongue and script.

Early Greece and the Formation of the Classical World
In this module, you study the history of Greece down to the end of the Persian invasions. Topics include the growth of the city-state and its constitution, and the impact of colonisation on the Greek world.

The Rise and Fall of Athens
You study Greek history from the end of the Persian invasions to the fall of Athens in 404 BC. The main themes of the module are the rise and fall of the power of Athens and the role of the Persian Empire in Greek history in the fifth century BC.

Greece: City-State to World Empire
In this module, you examine Greek history from the fall of Athens to the death of Alexander the Great. The main themes studied are: the Spartan hegemony over Greece in the fifth century, the decline of the Greek city-state when faced with the rising power of Macedonia, and the role of the Persian Empire in Greek history in the fourth century.

Greek and Roman Medicine
Classical medicine was a complex mixture of rational and irrational ideas and practices. In this module, you use various sources of evidence that survive in the literary, archaeological and epigraphic records. You go on to look at the influence of Greek medicine on Roman medicine and to study the writings of Celsus, Pliny the Elder and Galen. You will come away with a thorough understanding of the many issues of classical medicine.

Rome: The Imperial Republic
You study Rome from the defeat of Hannibal to the end of the second century BC, focusing on Rome’s diplomatic and military confrontations with the Hellenistic powers of the eastern Mediterranean and the creation of an overseas empire. You also look at the impact of these events on Rome itself.
The Crisis of the Roman Republic
Here, you study the consequences of the acquisition of empire: the effects of diplomatic and military confrontations with eastern Mediterranean powers on Roman social, intellectual and political behaviour, and the gradual disintegration of the Republican state.

History of the Roman Empire from Augustus to Domitian
This module looks at the main administrative, social, economic and religious developments of the period. You read a range of ancient sources, including Tacitus, Pliny and Suetonius, and are introduced to the inscriptive and documentary evidence for imperial history.

History of the Roman Empire from Trajan to Constantine
This module concentrates on the main administrative, social, economic and religious developments of the period. You read a range of ancient sources, including Pliny, Suetonius and the Scriptores Historiae Augustae, and are introduced to the inscriptive and documentary evidence for imperial history.

Roman Britain
In this module, you cover the period of history in Britain from the initial raids of Julius Caesar to the fifth century AD. We will not only discuss the historical changes in Roman Britain, but explore urban and rural settlements, life in the Roman army, death and burial, art, trade and daily life in the province. Throughout the module, we examine theories of ‘Romanisation’, identity and cultural interaction. A variety of sources are studied: ancient texts, inscriptions, burial sites, material culture and architectural structures. When examining these remains, you are introduced to critical methods of historiography and archaeological theories.

The Roman Family: From Birth to Old Age
You are introduced to the study of the Roman family and, through your study, you develop your skills in Roman social history. You examine ancient definitions of the family and family formation through marriage, alongside the definition of both the nature of patriarchy and the role of the pater familias, and the nature of the Roman household. You go on to examine the development of the subject and academic approaches to the family, and review how appropriate these are to the study of the Roman family. Lastly, you focus on the family as a key social institution subject to cultural, political and legal constraints.
STUDYING AT STAGES 2 AND 3 (CONT)

Archaeology

Archaeological Fieldwork Methods and Techniques/Fieldwork Practice
You discover the range of up-to-date techniques used in the discovery, recording and excavation of archaeological sites. Topics covered include strategies for finding and recording sites, from the analysis of historical sources and aerial photographs, to geophysics, field walking, and the survey of earthworks and standing buildings. You also look at excavation techniques and go on to examine post-exavation analysis and strategies for publication and dissemination of archaeological reports. Practical assignments in the field complement lectures and small-group work.

Archaeological Project
In this module, you get the chance to devise a project involving the study of archaeological data with the advice of a tutor. The project could involve: antiquarian literature, archive documentation, sites and monuments records, museum collections, observation of monuments in the field, or participation in approved fieldwork or excavation.

The Archaeology of Death
Archaeology offers an unusual perspective on the study of death, allowing us to compare attitudes to the dead across long timescales, including periods when historical evidence is incomplete or even silent. In this module, you learn how the archaeological study of death is far more than the discovery and forensic analysis of bodies. How peoples have treated their dead provides fascinating insights into culture, society and ideology.

Barbarians in the West
How did the Western Roman Empire undergo its transformation into the early medieval world? In this module, you look at the period between 400 and 700 AD, examining the collision between barbarians and Romans in late antiquity, and the development of the post-Roman and early medieval West. Using evidence from history, art, architecture and archaeology, you examine the changes in culture and society at this time.

Constantinople and the Late Antique City
Constantinople/Istanbul is the largest city in Europe and has been since 450 AD. Its original form is now largely lost, buried beneath the modern metropolis. However, we can still glimpse it from the study of other Mediterranean cities in the fourth to sixth centuries AD. This was a critical time for the development of late medieval urbanism, in which temples closed, city councils changed beyond recognition, and Christian churches and charitable buildings first appeared. Yet the city was still classical, with colonnaded streets, elegant fountains and public squares inhabited by ancient statues. These were places full of memory, as well as of new hope, living through war and revolution and numerous other challenges.
Everyday Life in the Roman Empire

How do you imagine Roman Antiquity? How do the images produced for film, television and popular fiction reflect the lives of those in antiquity? Can we see the everyday experience of Pliny, Juvenal or Augustine or of those who were killed in the eruption of Vesuvius in 79 AD? This module explores everyday life in the Roman world, from haircuts, tattoos and gestures, to everyday rites and rhythms, whether domestic, social, political or religious, focusing on human experience, with its culturally specific organisation rather than abstract scholarly constructions. It ranges from Augustan Rome to Late Antique Constantinople, and draws on depictions, literary evidence (such as poems), documents (from personal letters to minutes of meetings), inscriptions and especially archaeology, focusing on key sites where preservation is good, such as Pompeii, Ostia, Sardis and Petra. Here buildings, graffiti, occupation deposits and other traces allow snapshots of everyday life to be reconstructed: of the houses, workshops, taverns, temples, theatres and churches of Antiquity.

Gods, Heroes and Mystery Cults: Religion in Ancient Greece

In this module, you are introduced to the major gods and goddesses of ancient Greece, their spheres of influence, character, relationships, exploits, and worship. The module focuses on the analysis of religious festivals, cults, beliefs, and the development of religious architecture. Ancient Greek religion is placed in the context of Greek society from the Geometric to the Hellenistic period. The aims of Greek religion are compared to those of early Christianity, in order to discuss the development of religious thinking and Greek cosmology. Through such contrasts, we investigate the needs that ancient Greek religion fulfilled, its problems and aims. The materials used are drawn from the ancient Greeks themselves – from archaeology, Greek poets, artists, playwrights, mythographers and philosophers from the tenth to second centuries BC.

Greek Art and Architecture

You study the main themes and developments of Greek art from the eighth century BC to the Roman Republic. Your main focus is on architecture and sculpture, which were the dominant forms of public art. In addition, you look at private patronage and the role in society of artists producing ceramics, mosaics, paintings and decorative arts.
Heads, Heroes and Horses: In Search of the Ancient Celts
Peoples described as Celts sacked Rome in the early fourth century BC; they probably ravaged Delphi towards the mid-third century BC; and from the later second century BC were in conflict with the expanding Roman Empire. Using archaeological evidence, you search for these Celts of antiquity.

Late Antique Archaeology: The Mediterranean from Constantine to Muhammed
You explore Mediterranean society in the period 283-650 AD, from the time of Diocletian and Constantine to the Arab Conquests, especially in North Africa and the East. It seeks to differentiate the complex political and cultural changes of this period, which have often been lumped together in a single misleading model of ‘decline’. Different aspects of society are explored, using archaeological and some textual evidence, covering such themes as urban development, rural settlement, the economy, politics, technology, war and religion. You develop an understanding of both the last flowering of Hellenistic culture and the political and cultural foundations of the Middle Ages (in Europe, Byzantium and Islam), revealing an important chapter in our history, which is often ignored but is vital to grasp, to understand the legacy of Antiquity to the modern West.

Roman Art and Architecture
You study the main themes and developments of Roman art from the Roman Republic to Late Antiquity. Focusing on architecture and sculpture as the dominant forms of public art, you also look at private patronage and the role in society of artists producing ceramics, mosaics, paintings and decorative arts. Finally, you consider some of the main post-classical survivals and influences of classical art.

Roman and Medieval Artefacts
Through practical sessions, you learn how to identify Roman and medieval material, including coins, pottery and metalwork. You then explore methods for the analysis and interpretation of artefacts and look at their contribution to Roman and medieval studies.
Languages
Intermediate Ancient Greek
This module combines the study of grammar and syntax with unseen translation, to the point where you are capable of autonomous reading of unadapted Greek texts.

Intermediate Ancient Latin
This module continues the study of Latin grammar and syntax, by increasingly concentrating on elementary unseen translation and the study of easy unadapted Latin texts.

Advanced Ancient Greek
You consolidate your knowledge of Greek grammar and syntax, and study a selection of Greek prose and verse designed to give you the skills necessary to read and understand original texts. Time is also devoted to the analysis of the content of the texts being read.

Advanced Ancient Latin
This module continues both unseen work and the study of Latin texts at a more advanced level. Classical and/or later Latin texts may be chosen for study.

Advanced Ancient Greek PLUS/Advanced Ancient Latin PLUS
These modules offer students with advanced knowledge of Greek or Latin the opportunity to study set texts in difficult poetry and prose, discussing complex issues of grammar and style. You are given individual guidance to support you as you conduct independent research into an unadapted Greek or Latin text of your choice and write an essay based on your research.

Placement modules
Classical Studies and Ancient History in the Classroom
Providing you with the opportunity to enter the working world in your third year as a taster for a teaching career, this module involves teaching experience in a secondary school classroom. For one term, you spend half a day each week in a local school under the supervision of a teacher who will act as your mentor. Not only does this provide invaluable work experience, but the teaching will also inform and shape your written work.

Museum Studies (with internship)/Heritage Studies (with internship)
These two distinct modules (run each year on an alternate basis) are for those who wish to study museum studies or cultural heritage studies as an academic subject, and for those who may want to work in these sectors. The modules include class-based seminars, run during the autumn term, which introduce you to the main literature in the field of museum studies or heritage studies, so that you become familiar with the main theories, issues and practices in these fields. These seminars have been devised to give you the tools to prepare yourself for your internship. In the spring term, you undertake an internship, in either a heritage organisation or a museum, which will enhance your employability and improve your CV.
VISIT THE UNIVERSITY

Come along for an Open Day or a UCAS Visit Day and see what it is like to be a student at Kent.

Open Days
Kent runs Open Days during the summer and autumn. These provide an excellent opportunity for you to discover what it is like to live and study at the University. You can meet academic staff and current students, find out about our courses and attend subject displays, workshops and informal lectures. We also offer tours around the campus to view our sports facilities, the library and University accommodation.

UCAS Visit Days
If you apply to study at Kent and we offer you a place (or invite you to attend an interview), you will usually be sent an invitation to one of our UCAS Visit Days. You can book to attend through your online Kent Applicant Portal. The Visit Day includes presentations in your subject area, guided tours of the campus, including University accommodation, and the opportunity to speak with both academic staff and with current students about your chosen subject.

For further information, see www.kent.ac.uk/visitdays

Informal visits
You are also welcome to make an informal visit to our campuses at any time. The University runs tours of the Canterbury and Medway campuses throughout the year for anyone who is unable to attend an Open Day or UCAS Visit Day. It may also be possible to arrange meetings with academic staff, although we cannot guarantee this. For more details and to book your place, see www.kent.ac.uk/informal

Alternatively, we can provide you with a self-guided tour leaflet, which includes the main points of interest. For more details and to download a self-guided tour, go to www.kent.ac.uk/informal
Location
Canterbury.

Award
BA (Hons).

Degree programmes

Single honours
- Ancient History (Q800)
- Classical & Archaeological Studies (QV84)

Joint honours
Classical & Archaeological Studies and...
- Asian Studies (TQ48)
- Comparative Literature (QQ28)
- Drama (QW84)
- English and American Literature (QQ38)
- Film (QW86)
- French (QR81)
- German (QR82)
- History & Philosophy of Art (VQ38)
- Italian (QR83)
- Philosophy (QV85)
- Religious Studies (QV68)

In association with the School of History, we also offer a joint honours programme in History and Archaeological Studies (VV14), and in collaboration with the School of Anthropology and Conservation, a joint honours programme in Archaeology and Anthropology (QL86).

Offer levels

Single honours
ABB at A level, IB 34 points or IB Diploma with 16 points at Higher.

Joint honours
AAB/ABB/BBB at A level, IB 34 points or IB Diploma with 15/16/17 points at Higher.

Year abroad
For more information see p3.

Offer levels and entry requirements are subject to change. For the latest course information see:
www.kent.ac.uk/ug

More information

If you have any further queries on how to choose your degree, our admissions procedures, how to prepare for your studies or would like information about the University of Kent’s facilities and services, please contact us.

T: +44 (0)1227 827272
Freephone (UK only): 0800 975 3777
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Terms and conditions: the University reserves the right to make variations to the content and delivery of courses and other services, or to discontinue courses and other services, if such action is reasonably considered to be necessary. If the University discontinues any course, it will endeavour to provide a suitable alternative. To register for a programme of study, all students must agree to abide by the University Regulations (available online at: www.kent.ac.uk/regulations).

Data protection: for administrative, academic and health and safety reasons, the University needs to process information about its students. Full registration as a student of the University is subject to your consent to process such information.

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COME AND VISIT US

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