1. **Title of the module**

CLAS3530 (CL353) – The Civilisations of Greece and Rome

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 4

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 and Spring

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

None

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

Compulsory for: BA Classical & Archaeological Studies; BA History & Archaeological Studies; BA Ancient History; BA Classical Studies; BA Ancient, Medieval and Modern History

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

8.1 Explain the development of theatre (tragic and comic) in fifth-century Athens;

8.2 Address questions of staging, dramatic conventions and mythological themes;

8.3 Discuss Greek drama’s role as a vehicle for the treatment of major areas of public debate in democratic Athens: justice, war and peace, rationalism;

8.4 Understand the nature of Augustan ideology;

8.5 Understand the social and historical context of the works of Livy, Virgil, Ovid, Propertius and Horace;

8.6 Understand the position of women in the age of Augustus;

8.7 Draw together a wide range of sources for Greek and Roman history (legal, literary, historical, and biographical).

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

9.1 Analyse, evaluate and interpret a variety of types of evidence in an independent and critical manner, through case studies examined in seminars;

9.2 Select, gather and synthesise relevant information from a wide variety of sources to gain a coherent understanding;

9.3 Study and reach conclusions independently through preparation of written assignments;

9.4 Select and apply appropriate methodologies in assessing data, such as bibliographical research, through class discussion;

9.5 Deploy evidence and information, and show awareness of the consequences of the unavailability of evidence” in critical discussions of evidence for different topics in seminars and essays;

9.6 Marshal argument lucidly and communicate interpretations using the appropriate academic conventions”, through working independently to produce historical reconstruction based on primary data.

1. **A synopsis of the curriculum**

The history will centre on Athens in the 5th century B.C. We begin with Solon’s reforms, then after considering the period of the Persian invasions we study the developed democracy with its empire under Pericles and its destruction in the Peloponnesian War. After 5 weeks, we move to the literature of the period, more specifically, the development of tragedy and comedy in fifth-century Athens, examining staging and dramatic conventions such as the role of actor, chorus and religious function and plot, especially the handling of mythological themes. We will analyse a selection of major plays by Aeschylus, Sophocles, Euripides and Aristophanes. Within this framework the module explores the role of tragedy and comedy as vehicles for public debate in the democracy, and its treatment of justice, religion, rationalism and patriotic themes.

In the Roman part of the course we shall treat the last century of the republic. Our focus will be on how that republic fell and was replaced by the empire whose founder was Augustus. Among the themes examined will be political violence, the intrusion of the army into political life and the rise of the warlord. In the literature part of the Spring term the module is concerned with the patronage of the arts (poetry, history writing, art and architecture) under Augustus, with the role of the arts as propaganda, and the thesis 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; alongside this the module treats areas of public policy such as moral legislation, festivals, religious reform and the position of women. The module is also concerned with the responses of the writers, whether as supporters of public policy, or as commenting on and reacting against it. Thus, its content is much better understood as a result of the historical development outlined in the first part of term.

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

Camps, W, (1979) *An Introduction to Virgil’s Aeneid*. Oxford: Oxford University Press.

Easterling, P, (1998) (ed.), *The Cambridge Companion to Greek Tragedy*. Cambridge: Cambridge University Press.

Hornblower, S, (2005), *The Greek World 479-323 BC*. London: Routledge.

North, J, (1998) *Plutarch, Selected Lives*. Ware: Wordsworth Editions.

Northedge, A. (2005) *The Good Study Guide*. Milton Keynes. The Open University

Scullard, H, (1985) *From the Gracchi to Nero*. London: Routledge.

Warner, R, (2000) *Thucydides The History of the Peloponnesian War*. London: Penguin.

1. **Learning and teaching methods**

Total contact hours: 40

Private study hours: 260

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (1,500 words) – 40%
* Essay 2 (1,500 words) – 40%
* Article Review (1,000 words) – 20%

13.2 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* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** |  | **x** | **x** | **x** |  |  |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Book Review |  |  |  |  |  |  | **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**

This module is designed to teach students about ancient Greek and Roman cultures, providing them with skills applicable to understanding and working with cultures outside of the UK. Students will appreciate cultural differences in thinking, language, art and material remains.

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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) |
| 02/02/17 | Major | September 2017 | 7,8,11,12,14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018