1. **Title of the module**

CLAS7130/CLAS7140 (CL713/CL714) – Athenian Power Plays

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 5 (CLAS7130) and Level 6 (CLAS7140)

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 BA Ancient History; BA Classical Studies; BA Classical & Archaeological Studies (Single and Joint Honours); BA Ancient, Medieval and Modern History

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module Level 5 students will be able to:**

8.1 Articulate responses to key questions about the nature and value of the dramatic evidence for 5th century Athenian history;

8.2 Understand the importance and implications of ancient drama within its historical context;

8.3 Comprehend the conceptual nuances (and ambiguities) of key ancient Greek terms used within the dramas studied and prevalent in the political discussions of the time;

8.4 Demonstrate critical, specific and in-depth analyses of these issues;

8.5 Engage reflectively with other people’s analyses and interpretations of primary and secondary sources.

**On successfully completing the module Level 6 students will be able to:**

8.6 Articulate detailed and nuanced responses to key questions about the nature and value of the dramatic evidence for 5th century Athenian history;

8.7 Demonstrate deep understanding of the importance and implications of ancient drama within its historical context;

8.8 Understand the conceptual nuances (and ambiguities) of key ancient Greek terms used within the dramas studied and prevalent in the political discussions of the time;

8.9 Devise sustained, critical and evaluative arguments related to the interpretation of these issues;

8.10 Engage reflectively with current research related to primary and secondary sources.

1. **The intended generic learning outcomes.
On successfully completing the module Level 5 students will be able to:**

9.1 Demonstrate skills in critical analysis and argument, both through their reading and through listening to others;

9.2 Demonstrate their ability to make complex ideas clearly understandable in their writing;

9.3 Work autonomously and to take responsibility for their learning.

**On successfully completing the module Level 6 students will be able to:**

9.4 Demonstrate effective skills in critical analysis and argument, both through their reading and through listening to others;

9.5 Demonstrate their ability to make complex ideas understandable in their writing, and focussed on precision and clarity;

9.6 Demonstrate confidence in working autonomously and taking responsibility for their learning.

1. **A synopsis of the curriculum**

This module explores 5th-century Athenian history through the plays that were put on stage during this period of war and political upheaval. Greek tragedies and comedies produced during this tumultuous period (472-405 BC) offer us some of the most enticing, yet challenging, evidence for the state of Athenian politics and attitudes to contemporary events (especially war and empire). In this module, the evidence of key plays will be set against other forms of historical evidence to illuminate the complex relationship between the types of evidence that survive and the nature of 'making history'.

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

Collard, C. (2008), *Aeschylus Oresteia*. Oxford: Oxford University Press.

Davie, J. (1998), *Euripides Suppliant Women, Trojan Women in Electra and Other Plays*. London: Penguin.

De Selincourt, A. (2003) *Herodotus: The Histories* (especially Books 6-9) in *The Histories Revised*. London: Penguin.

Sommerstein, A. (2003), *Aristophanes Acharnians, Lysistrata in Aristophanes Lysistrata and Other Plays*. London: Penguin.

Warner, R. (2000). *Thucydides 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 (2,000 words) – 60%
* Examination (2 hours) – 40%

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 / 8.6 | 8.2 / 8.7 | 8.3 / 8.8 | 8.4 / 8.9 | 8.5 / 8.10 | 9.1 / 9.4 | 9.2 / 9.5 | 9.3 / 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** |  | **x** | **x** |  |  | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **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**

The study of a different culture, in this case ancient Greece, is, in many respects, an inherently international activity since it invites students to look beyond the society in which they are undertaking their studies (i.e. the U.K.). The internationalism inherent to the study of ancient Greek society is reinforced in this particular module. This is done by heightening student awareness of cultural difference through the study of the conceptual nuance of terminology used in ancient Greek society; this understanding of conceptual nuance is central to intercultural competencies (cf Hofstede) and may offer students a point of comparison for further encounters within international contexts. Meanwhile it also invites students to engage reflectively with scholarship in the field; the seminar material and reading list includes contributions from a range of international scholars.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 26/01/17 | Major | September 2017 | 13 | No |
| 01/12/19 | Minor | September 2020 | 12 | No |

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| Revised FSO Feb 2020 |