1. **Title of the module**

CLAS7520 (CL752) – Gods, Heroes and Mystery Cults: Religion in Ancient Greece

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 6

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

Also available as a ‘wild’ module.

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

8.1 Demonstrate comprehensive knowledge of the archaeology and the historical sources on ancient Greek cults from the 10th–2nd centuries BC;

8.2 Demonstrate a comprehensive understanding of the development of Greek religious architecture in relation to the needs of religious rites and cult practices;

8.3 Demonstrate systematic understanding when assessing the strengths and weaknesses of the archaeological evidence and historical sources dealing with religious practice and cult for the periods covered;

8.4 Demonstrate independent learning skills and discuss with confidence aspects of ancient Greek religion, beliefs of the cosmos and the divine;

8.5 Using established techniques, accurately identify artistic representations of the major gods, goddesses, and heroes of ancient Greece, their spheres of influence, character, relationships, exploits, and worship.

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

9.1 Discuss issues in written work using coherent and logical arguments;

9.2 Develop critical ability in assessing the strengths and weaknesses of sources and arguments;

9.3 Demonstrate comprehensive awareness of the main types of evidence and how they may be combined to produce an understanding of the discipline being studied;

9.4 Demonstrate confidence in working creatively, flexibly and adaptably with others whilst devising and sustaining arguments using current research within the discipline.

1. **A synopsis of the curriculum**

This module is an introduction to ancient Greek ritual and religion, including the Mystery cults. The module offers a comprehensive introduction to the major gods and goddesses of ancient Greece, spheres of influence, characters, relationships, exploits, and worship. It is concerned with the analysis of religious festivals, cults, beliefs, and the development of religious architecture. The module additionally briefly contrasts Greek religion to Christianity, as an example of investigating how Greek religion differs from, and resembles modern religions. The materials of the module are drawn from archaeology, Greek poets, artists, playwrights, mythographers, and philosophers from the 10th–2nd centuries BC.

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

Alcock, S. and Osborne, R. (eds) (1999). *Placing the Gods. Sanctuaries and Sacred Space in Ancient Greece*. Oxford: Clarendon Press.

Antonaccio, C.M. (1995). *An Archaeology of Ancestors: Tomb, Cult and Hero Cult in Early Greece*. Lanham: Rowman and Littlefield Publishers.

Burkert, W. (1983). *Homo Necans. The Anthropology of Ancient Greek Sacrificial Ritual and Myth*. Berkeley: University of California Press.

Burkert, W. (1985). *Greek Religion. Archaic and Classical*. Oxford: Blackwell/Cambridge, MA: Harvard University Press.

Cole, S.G. (2004). *Landscapes, Gender and Ritual Space. The Ancient Greek Experience*. Berkeley and Los Angeles: University of California Press.

Easterling, P.E. and Muir, J.V. (1985). *Greek Religion and Society*. Cambridge: Cambridge University Press.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Presentation (20 minutes) – 20%
* Essay (3,000 words) – 80%

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)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **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** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **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 ancient Greece is inherently engaged in internationalisation since it invites students to think beyond the boundary of their own cultural experience. The content of this particular module invites further reflection in this regard, since: a) Classical mythology and religion is the foundation for, and inspiration to, a significant portion of world literature, and b) the myths and religious practices reflect deeply on cultural encounters and diversity. With regard to the material studied, students will be encouraged to hone their research skills by independently developing a presentation and essay on aspect of Ancient Greek religion across a range of historical boundaries. The intended learning outcomes for this module necessarily require students to engage with material, ancient and modern, from a range of localities. The module 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.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 25/02/19 | Major | January 2020 | 3, 5, 7-10, 13-14, 17 | No |
| 10/12/19 | Major | September 2020 | 12 | No |