1. **Title of the module**

CLAS7650 (CL765) – Early Greece and the Formation of the Classical World

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

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**

15 Credits (7.5 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 course(s) of study to which the module contributes**

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

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

8.1 Articulate detailed and nuanced responses to key questions about the nature and value of evidence for early Greek history;

8.2 Demonstrate deep understanding of the importance and implications of Greek *polis*-formation, colonisation, and Persian expansion within its historical context;

8.3 Demonstrate understanding of the conceptual nuances (and ambiguities) of key ancient Greek terms used within the period;

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

8.5 Engage reflectively with current research related to early Greek history.

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

9.1 Demonstrate comprehensive skills in critical analysis and argument;

9.2 Demonstrate a comprehensive awareness of complex ideas and making them understandable in their writing, and focussed on precision and clarity;

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

1. **A synopsis of the curriculum**

The module is concerned with the history, archaeology and culture of the ancient Graeco-Roman world, and covers the period from c. 776-479 BC. Among the subjects examined in detail are the growth of the formation of the Greek polis (city-state, a central feature of the civilisation of Greece and Rome), the impact of colonisation on the Greek world, and the circumstances for the invasion of Greece by the contemporary Persian world-empire.

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

De Sélincourt, A. (2003). *Herodotus:The Histories*. London: Penguin.

Dewald, C. and J, Maricola (2006). *The Cambridge Companion to Herodotus*. Cambridge: Cambridge University Press.

Dillon, M. (2010). *Ancient Greece Social and Historical Documents from Archaic Times to the Death of Alexander the Great*. London: Routledge.

Garner, M. (2015). *Proxeny and Polis*. Oxford: Oxford University Press.

Harrison, T. (2011). *Writing Ancient Persia*. London: Duckworth.

Obsborne, R. (1996). *Greece in the Making, 1200-479 BC*. London: Routledge.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay 1 (1,500 words) – 40%
* Essay 2 (2,000 words) – 60%

13.2 Reassessment methods

* 100% Coursework (3,000 words)

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* | *9.1* | *9.2* | *9.3* |
| **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 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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 different cultures, in this case ancient Greece and Persia, 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 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 examples of cultural encounters between Greece and Persia. Both areas of study 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.

**DIVISION 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) |
|  |  |  |  |  |