1. **Title of the module**

CLAS3680 (CL368) Introduction to Greek Civilisation

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**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

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

None

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

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

Also available as a ‘wild’ module choice

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

8.1 Identify the literary genres in fifth-century Athens;

8.2 Address questions of rhetorical and literary conventions;

8.3 Discuss literature’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 Athenian Democracy;

8.5 Understand the social and historical context of the works of Herodotus and Thucydides;

8.6 Draw together a wide range of sources for Greek history and drama (legal, literary, historical, art 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 writing assignments;

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 early Athens, 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 looking at the historical events of this period, we study a range of Greek literature. You will be introduced to the different literary genres of the time, including tragedy and comedy, and will be asked to consider the role of literature as a vehicle for public debate in the democracy, and its treatment of justice, religion, rationalism and patriotic themes.

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

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

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

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

* Critical assessment of a primary text (750 words) – 40%
* Critical assessment of a work of art or material remains (750 words) – 40%
* Online assessment (500 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)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 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** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Critical assessment of a primary text | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Critical assessment of a work of art or material remains |  |  |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Online assessment | **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**

This module is designed to teach students about ancient Greek culture, 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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