1. **Title of the module**

CLAS7360 (CL736) – Advanced Topics in Classical Studies

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**

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

Optional for BA Classical & Archaeological Studies (Single & Joint Honours); BA Ancient History (Single Honours); BA in Classical Studies (Single Honours); BA in 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 Show systematic critical understanding, through clear expression, of selected authors and topics in classical studies;

8.2 Demonstrate developed skills in exegesis, critical analysis, and assessment of a selection of texts and artefacts from ancient Greece and Rome;

8.3 Show systematic understanding of the interpretations of and the relationships between, topics covered in classes. These topics are likely to change from one year to the next, but may include Greek and Roman drama, history, philosophy, art and their reception;

8.4 Manage their learning through the use of primary sources and current research in classical & archaeological studies.

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

9.1 Evaluate critically material discussed in class;

9.2 Apply their knowledge of methods of inquiry to new areas of knowledge;

9.3 Communicate clearly and logically using a variety of methods.

1. **A synopsis of the curriculum**

This module takes a critical and interdisciplinary approach to modern interpretations of ancient literature, culture and art. After first developing a rich and detailed view of a key theme in classical studies (e.g. inebriation, madness, divine signs, humour, emotion, ugliness, the senses), the module will then explore how its central theme is addressed both in the ancient world and in twenty-first century debates.

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

This reading list will change depending on the subject taught, but will typically include primary texts, as this indicative list demonstrates.

Aristotle, *Nicomachean Ethics*. 2009. (Tr.) L. Brown. Oxford: Oxford University Press.

Euripides, *Bacchae*. 1998. (Tr.) P. Woodruff. Indianapolis, IN: Hackett Publishing.

Herodotus, *Histories*. 2008. (Tr.) C. Dewald. Oxford: Oxford University Press.

Osborne, R. (1998). *Archaic and Classical Greek Art*. Oxford: Oxford University Press.

Plato, *Symposium*. 1989. (Tr.) P. Woodruff. Indianapolis, IN: Hackett Publishing.

Xenophon, *Symposium*. 2013. (Tr.) E.C. Marchant. Cambridge, MA: Harvard University Press.

1. **Learning and teaching methods**

Total Contact Hours: 40

Total Private Study Hours: 260

Total Study Hours: 300

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

* Close Analysis Assignment 1 (500 words) – 15%
* Close Analysis Assignment 2 (500 words) – 15%
* Seminar Participation (in line with participation criteria) – 20%
* Final Project (2,500 words) – 50%

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)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** |  | **x** |  | **x** |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Close Analyses Assignments | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Seminar Participation | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Final Project | **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**

Students will demonstrate and appreciation of cultural differences in the ancient world. The skills acquired are applicable to understanding and working with societies outside of the UK. Students will appreciate cultural differences in thinking, language, art and/or material remains (because they will be writing on different topics).

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 10/01/20 | Minor | September 2020 | 9, 12, 13 | No |
| 14/01/21 | Minor – removal of level 5 version | January 2022 | 1, 3, 8-9, 14 | No |