1. **Title of the module**

CLAS7640 (CL764) Homeric Epic

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

Arts and Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

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, and BA Ancient History

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 Show a knowledge and understanding of central concepts in the world of Homeric epic;

8.2 Critically evaluate Homeric epic and approaches to it (acknowledging the critical implications of the limitations to our knowledge);

8.3 Understand the opportunities and challenges involved in the use of conventions in Homeric epic;

8.4 Demonstrate an ability to think critically and communicate about epic as a genre;

8.5 Identify key debates in academic scholarship on Homeric epic, and be able to take an individual standpoint.

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

9.1 Apply the skills needed for academic study and enquiry through independent study within a structured and managed environment;

9.2 Select, gather and synthesise relevant information to gain a coherent understanding, be involved in problem-solving, and reach conclusions independently;

9.3 Extract key elements from complex data, select appropriate methodologies and show awareness of the consequences of the unavailability of evidence;

9.4 Construct arguments and communicate ideas using the appropriate academic conventions;

9.5 Demonstrate an ability in problem-solving, taking responsibility for the own learning, use of IT resources, and working on a task collaboratively.

1. **A synopsis of the curriculum**

Homeric epic forms the foundation of literature in the Western tradition, its study therefore enriches our cultural understanding of both the ancient Greek past and our present. This module explores Homeric epic through the study of the Iliad and/or the Odyssey. Students will be introduced to the key concepts of the world of epic, such as xenia (guest friendship), kleos (reputation), and kudos (glory). They will also learn to recognise, and analyse the meaning of, epic conventions, such as stock epithets, type scenes, and formulaic repetition. These concepts and conventions will enhance the examination of the central themes of the Homeric epic, such as the hero, women, ethnicity, gods, war, peace, poetry, and mortality.

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

Burgess, Jonathan S. (2015) *Homer* (London: I.B. Tauris & Co)

Griffin, Jasper (1980) *Homer* (Oxford: Clarendon Press)

Lloyd, Michael (2004) *‘The Politeness of Achilles: Off-Record Conversation Strategies in Homer and the Meaning of ‘Kertomia.’’ The Journal of Hellenic Studies 124* p75–89

Rutherford, Richard (1996) *Homer* (Oxford: Oxford University Press)

Schein, Seth (1984) *The Mortal Hero: An Introduction to Homer’s Iliad* (Berkeley, CA: University of California Press)

1. **Learning and teaching methods**

This module will be taught by means of lectures and seminars.

Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Practical Criticism (1,500 words) – 40%
* Essay (2,500 words) – 60%
	1. Reassessment methods

This module will be reassessed by 100% coursework:

* Reassessment Essay (3,000 words) – 100%
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* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study |  | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** |  | **x** |  | **x** | **x** |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Practical Criticism | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **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 ancient Greece is inherently engaged in internationalisation, it invites students to think beyond the boundary of their UK experience. The content of this module in particular invites further reflection in this regard: a) since Homeric epic is the foundation for, and inspiration to, a significant portion of world literature, and b) the poems reflect deeply on cultural encounters and diversity.

**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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