1. **Title of the module**

CLAS3670 (CL367) Classical Archaeology: Great Sites, Key Issues

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)**

Spring

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

None

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

Compulsory for BA Classical & Archaeological Studies (Single and Joint Honours); BA Ancient History; BA Classical Studies

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 an understanding of Mediterranean culture, with an informed sense of the similarities and differences between it and our own culture.

8.2 Demonstrate an understanding a range of techniques and methodologies of study.

8.3 Demonstrate familiarity with the basic concepts that underpin the different branches of classical archaeology.

8.4 Demonstrate an ability to apply the skills needed for academic study and enquiry in classical archaeology.

8.5 Select, gather and synthesise relevant information from a wide variety of sources to gain a coherent understanding.

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

9.1 Take responsibility for their personal and professional learning and development;

9.2 Demonstrate the ability to gather, use and communicate information effectively;

9.3 Utilise problem-solving skills in a variety of theoretical and practical situations;

1. **A synopsis of the curriculum**

This module introduces classical archaeology, and the skills needed to study it. The course reviews the subject chronologically, from Minoans to Late Antiquity, and methodologically, covering the evidence and non-invasive research methods employed to make these tell the societal history of Mediterranean societies. It explores key issues such as Greek colonisation, Roman conquest and Romanisation, the nature of Minoan Palaces, and the city of Rome, as well as equipping students with knowledge of practical skills such as military archaeology, numismatics, epigraphy, ceramics, and other finds. We will look at major sites of classical archaeology, from Thera, Knossos, and Lefkandi, to Athens, Vergina, and Rome. We will also explore heritage issues surrounding the appreciation and looting of classical Greek and Hellenistic art.

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

Alcock S. E. and Osborne R. (2007). Classical Archaeology. Oxford: Blackwell

Bispham E. (2008). Roman Europe, 1000 BC-AD 400. Oxford: OUP

Boardman J. (1991). The Oxford History of Greece and the Hellenistic World. Oxford: OUP

Dickinson O. T. P. K. (1994). The Aegean Bronze Age. Cambridge: CUP

Dickinson O. (2006). The Aegean from Bronze Age to Iron Age. London and New York: Routledge

Sørensen, M. L. S. & Carman, J. (eds). Heritage Studies: Methods and Approaches. London: Routledge, 11-28

Wacher J. S. (ed.) (1987). The Roman World (2 vols). London: Routledge

Wilson A. et al (edd.) (2009). Oxford Studies on the Roman Economy. Oxford: OUP

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

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

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)***

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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** |  |  |  |  |  |
| Lecture | **x** | **x** | **x** |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Assignment 1 |  | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Assignment 2 | **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**

Archaeology is an international methodology and context of study focused upon identifying, recovering and interpreting past cultural evidence in its multifarious types. This module introduces students to a range of classical cultures, which whilst being exotic are simultaneously the foundation of many aspects of common European identity.

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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.**

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