1. KentVision Code and title of the module

CLAS3700 Mediterranean Empires from Carthage to the Indus

## Division and School/Department or partner institution which will be responsible for management of the module

Arts and Humanities, Department of Classical and Archaeological Studies

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 4

## The number of credits and the ECTS value which the module represents

15 Credits (7.5 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses: BA Classical & Archaeological Studies (Single and Joint Honours); BA Ancient History (Single Honours); BA Classical Studies (Single Honours); BA Ancient, Medieval and Modern History (Joint Honours)

Also available as an elective module

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

* 1. Demonstrate a fundamental knowledge of some of the main aspects of the political, cultural, diplomatic, military, and archaeological history of the Mediterranean world from the 5th century BCE to the 2nd century BCE;
  2. Interpret a range of literary and material evidence for the history and culture of the Persians, Phoenicians, Carthaginians, Macedonians, Greeks, Bactrians, Mauryans, and Romans;
  3. Recognise common indicators of the reliability and usefulness of ancient sources for the period studied, for example bias, ideological or philosophical views, and contemporaneity;
  4. Understand basic techniques in combining ancient evidence, including coinage, inscriptions, historiography, biography, archaeological sites, art, and architecture;
  5. Understand and compare the principal features of the political and constitutional organisation of ancient Mediterranean societies in the 4th–2nd centuries BCE.

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

* 1. Use interdisciplinary approaches, recognising such approaches in lectures and seminars and incorporating them into their own work;
  2. Demonstrate awareness of bibliographical conventions in the citation of primary and secondary sources;
  3. Identify and pursue, independently, areas of interest for further study;
  4. Show awareness of use of bibliographical and research resources in preparation for contact-hours and in the preparation of summative work;
  5. Manage their time effectively in the submission of coursework and attendance at scheduled events.

## A synopsis of the curriculum

This module introduces the history of the wider Mediterranean from (roughly) the rise of Macedon to the destruction of Carthage. Focusing on the period’s key events, main players, and various cultural traditions, the module enables students to widen their perspective on ancient history beyond Greece and Rome. The lectures, seminars, and readings are based around the history, archaeology, and literature of various ancient societies that met, fought, traded, and interacted culturally. These include the Persians, Phoenicians, Carthaginians, Macedonians, Greeks, Bactrians, Mauryans, and Romans.

The lectures are thematic, following a loosely chronological framework. The module kicks off with a survey of Near Eastern history to explore notions of empire, city state, and cultural interaction. The survey continues by introducing further ancient societies through the lens of thematic topics. The lectures form the basis for broader discussion of the transfer of cultural ideas across the ancient world. Topics include, among other things, the Greco-Buddhist art of the Hellenistic Far East and the legacy of the Persian empire across the Eurasian continent.

The seminars focus on training in the use and interpretation of ancient literary, documentary and material evidence. This includes written evidence, inscriptions and papyri, coins, and art and architecture. Where appropriate, discussion of these sources in the seminars will be used to introduce major debates in the study of the ancient Mediterranean. This includes questions about the legacies of the ancient world and their connections to contemporary debates around orientalism and colonialism.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 130

Contact Hours: 20

Total: 150

## Assessment methods

* 1. Main assessment methods

• Encyclopaedia Entry (800 words) – 20%

• Research Journal (2,200 words) – 80%

14.2 Reassessment methods

* Reassessment Instrument: 100% Coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study |  | **x** | **x** |  | **x** | **x** |  | **x** |  |  |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Encyclopaedia Entry | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Research Journal | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

This multi-disciplinary module straddles diverse ancient cultures and periods, ranging from India to Carthage, Greece to Rome, and Syria to Egypt. In focussing on these diverse cultures and periods, the course content underlines the shared heritage of not only cultures and communities within continental Europe but also between continental Europe and the Middle East and North Africa.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New or major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 10/01/2020 | Minor | September 2020 | 13 | No |
| 19/12/2022 | Minor | 2023/24 | 8,10 | No |