1. KentVision Code and title of the module

CLAS5007 Early Greece and the Formation of the Classical World (level 5)

CLAS7650 Early Greece and the Formation of the Classical World (level 6)

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

Division of Arts & Humanities, School of Classical and Archaeological Studies, English and History

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

Level 5 and 6

## 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 Ancient History (Single Honours); BA Classical Studies (Single Honours); BA Classical & Archaeological Studies (Single and Joint 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 Level-5 students will be able to:

8.1    Articulate responses to key questions about the nature and value of evidence for early Greek history;

8.2    Demonstrate understanding of the importance and implications of Greek polis-formation, colonisation, and Persian expansion within its historical context;

8.3    Comprehend the conceptual nuances (and ambiguities) of key ancient Greek terms used within the period studied;

8.4    Demonstrate critical, specific and in-depth analyses of these issues;

8.5    Engage reflectively with other people’s analyses and interpretations of primary and secondary sources relating to early Greek history.

**On successfully completing the module Level 6 students will be able to:**

8.6    Articulate detailed and nuanced responses to key questions about the nature and value of evidence for early Greek history;

8.7    Demonstrate deep understanding of the importance and implications of Greek *polis*-formation, colonisation, and Persian expansion within its historical context;

8.8    Demonstrate understanding of the conceptual nuances (and ambiguities) of key ancient Greek terms used within the period;

8.9    Devise sustained, critical and evaluative arguments related to the interpretation of these issues;

8.10 Engage reflectively with current research related to early Greek history.

## The intended generic learning outcomes.On successfully completing the module Level-5 students will be able to:

* 1. Demonstrate skills in critical analysis and argument;
	2. Demonstrate a critical awareness to make complex ideas clearly understandable in their writing;
	3. Demonstrate the ability to work autonomously and to take responsibility for their learning.

**On successfully completing the module Level 6 students will be able to:**

* 1. Demonstrate comprehensive skills in critical analysis and argument;
	2. Demonstrate a comprehensive awareness of complex ideas and making them understandable in their writing, and focussed on precision and clarity;
	3. Demonstrate confidence in working autonomously and taking responsibility for their learning.

## A synopsis of the curriculum

The module is concerned with the history, archaeology and culture of the Ancient Greek world from the Late Bronze Age to the Archaic period (ca 1600 BC – 480 BC). Among the subjects examined in detail are the Greek trade and colonisation on the Mediterranean, the Tyrrhenian and the Black Sea; the cultural, architectural and artistic exchanges of the Greeks with Near Eastern, North African and Italian populations; the formation of the Greek polis (city-state) and the circumstances for the invasion of Greece by the contemporary Persian Empire.

## 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
* Essay 1 (1,500 words) – 45%
* Essay 2 (1,500 words) – 45%
* Presentation (5 minutes) – 10%

Level distinguished by challenge and questions set

13.2 Reassessment methods

* 100% Coursework (3,000 words)

## 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 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **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** | **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 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Essay 1** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Essay 2** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Presentation** | **x** | **x** | **x** | **x** | **x** | **x** | **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

The study of different cultures, in this case ancient Greece and Persia, is, in many respects, an inherently international activity since it invites students to look beyond the society in which they are undertaking their studies (i.e. the U.K.). The internationalism inherent to the study of ancient Greek society is reinforced in this particular module by heightening student awareness of cultural difference through the study of the conceptual nuance of terminology used in ancient Greek society (this understanding of conceptual nuance is central to intercultural competencies (cf Hofstede)) and examples of cultural encounters between Greece and Persia. Both areas of study may offer students a point of comparison for further encounters within international contexts. Meanwhile it also invites students to engage reflectively with scholarship in the field; the seminar material and reading list includes contributions from a range of international scholars.

**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 |
| --- | --- | --- | --- | --- |
| 21/11/2023 | New | 2024/25 | N/A |  |
|  |  |  |  |  |