1. KentVision Code and title of the module

CLAS6500 (level 5) Graeco-Roman Egypt

CLAS5860 (level 6) Graeco-Roman Egypt

## 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:

* 1. Articulate responses to key questions about the nature and value of the historical evidence for Graeco-Roman Egypt;
	2. Understand the importance and implications of the political, social, economic and cultural history of Graeco-Roman Egypt;
	3. Comprehend the nature and extent of interaction between the incoming Graeco-Macedonians and the indigenous Egyptian population (e.g. in politics, society, the economy, religion and in cultural life);
	4. Demonstrate critical, specific and in-depth analyses of the nature and extent of interaction between the incoming Graeco-Macedonians and the indigenous Egyptian population (e.g. in politics, society, the economy, religion and in cultural life);
	5. Engage reflectively with other people’s analyses and interpretations of primary and secondary sources.

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

* 1. Articulate detailed and nuanced responses to key questions about the nature and value of the historical evidence for the history of Graeco-Roman Egypt;
	2. Demonstrate deep understanding of the importance and implications of the political, social, economic and cultural history of Graeco-Roman Egypt;
	3. Understand the nature and extent of interaction between the incoming Graeco-Macedonians, Romans and the indigenous Egyptian population (e.g. in politics, society, the economy, religion and in cultural life);
	4. Devise sustained, critical and evaluative arguments related to the interpretation of the nature and extent of interaction between the incoming Graeco-Macedonians and the indigenous Egyptian population (e.g. in politics, society, the economy, religion and in cultural life);
	5. Engage reflectively with current research related to primary and secondary sources.

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

* 1. Demonstrate their skills in critical analysis and argument both through their reading and through listening to others;
	2. Demonstrate their ability 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 their skills in critical analysis and argument both through their reading and through listening to others;
	2. Demonstrate their ability to make complex ideas understandable in their writing, and focussed on precision and clarity;
	3. Demonstrate confidence in working autonomously and taking responsibility for their learning including making use of scholarly reviews and primary sources.

## A synopsis of the curriculum

This module is concerned with the impact of the Classical World on ancient Egypt between Alexander’s invasion and the Arab conquest, and on the nature and permanence of the brilliant hybrid civilisation which emerged under Greek and Roman rule.

Alexander entered Egypt as a liberator, but he and his successors created a colonial regime with Greek as the ruling language and Greeks as the ruling elite under their own law. Mercenaries were settled on reclaimed land, Greek cities were founded, especially Alexandria, one of the glories of the ancient world. An elaborate system of economic regulation maximised production to support warfare, city-building and display. The temples became a department of state. New cults were created to unite the two peoples and strengthen the regime. Native Egyptians showed their resentment in disaffection and rebellion. Roman rule (after the spectacular end of the Ptolemaic dynasty) was if anything harsher and more remote, and the rise of the Copts is often interpreted as an anti-Roman, anti-Classical movement.

Yet it is a mistake to see the relationship as wholly negative. Art and architecture flourished – most temples surviving today are the work of the Ptolemies. In civil service, army, business the new regime offered avenues to advancement for native Egyptians. A genuinely bilingual upper class emerged, able to make significant contributions to Classical culture. The ancient religion retained its prestige and was adopted by many Greeks, spreading far outside Egypt. Coptic culture was as much Classical as Egyptian, and Greek language long survived the Arab conquest. Sources for this vivid, complex and often neglected phase of Egyptian history are rich and varied: temples, tombs, remains of cities and villages, mummies, inscriptions, sculpture, coins, and an extraordinary range of papyrus documents, able to offer unique insights into an ancient civilisation.

## 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) – 40%
* Essay 2 (1,500 words) – 40%
* Presentation (15 minutes) – 20%

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** | 8.1/8.6 | 8.2/8.7 | 8.3/8.8 | 8.4/8.9 | 8.5/8.10 | 9.1/9.4 | 9.2/9.5 | 9.39.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Lecture** |  | **x** | **x** |  |  | **x** |  |  |
| **Seminar** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1/8.6 | 8.2/8.7 | 8.3/8.8 | 8.4/8.9 | 8.5/8.10 | 9.1/9.4 | 9.2/9.5 | 9.3/9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Essay 1** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Essay 2** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Presentation** | **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 module is highly suitable for and relevant to internationalization. The subject content concerns a key period in the history of a Mediterranean and African country that represents common world cultural heritage and that is directly relevant to African, European and Near Eastern civilisations. Therefore, students from virtually any country around the world but especially those from Africa, Europe and the Near East can relate to this module. The learning outcomes directly reflect this cultural diversity. The teaching methods and seminar activities will take account of the ethnic and cultural diversity of the students registered on this module by offering numerous international and cross-cultural examples and case studies from a wide range of other civilisations to explain and elucidate the historical and cultural phenomena forming the subject of the module.

**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 |
| --- | --- | --- | --- | --- |
| 17/01/18 | Major | September 2018 | 5, 7-9, 12-13 | No |
| 10/01/20 | Minor | September 2020 | 13, 14 | No |
| 14/01/21 | Minor – removal of level 5 version | September 2021 | 1, 3, 8-9 | No |
| 21/11/2023 | Major | 2024/25 | 1, 3, 8-9 | No |