1. **Title of the module**

CLAS6910/CLAS6920 – (CL691/CL692) – Monsters in Roman Literature

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 5 (CLAS6920)

Level 6 (CLAS6910)

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 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 programmes of study to which the module contributes**

Optional for BA Ancient History; BA Classical Studies; BA Classical & Archaeological Studies (Single and Joint Honours); BA Ancient, Medieval and Modern History

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module Level 5 students will be able to:**

8.1 Critically evaluate and understand how Roman texts represent monsters, and how this reflects their historical and cultural context;

8.2 Outline and understand a wide range of Roman literary forms through the examination of primary and secondary sources;

8.3 Demonstrate knowledge and understanding of another culture, whether focused on literature or history.

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

8.4 Demonstrate developed skills in exegesis, critical analysis, and assessment to see how Roman texts represent monsters, and how this reflects their historical and cultural context;

8.5 Show systematic critical understanding, through clear expression of a wide range of Roman literary forms through the examination of primary and secondary sources;

8.6 Show systematic knowledge and understanding of another culture, whether focused on literature or history.

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

9.1 Demonstrate the skill of selective reading;

9.2 Demonstrate the skills of close reading, academic debate and independent research whilst being aware of conflicting sources;

9.3 Carry out analytical study and enquiry;

9.4 Demonstrate understanding of the controversies in relevant scholarship and engage in academic debate;

9.5 Demonstrate the skills of independent and wide-ranging research;

9.6 Manage time effectively and learn reflectively; develop IT, oral communication, and study skills at a level appropriate for advanced study.

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

9.7 Demonstrate systematically the skill of selective reading;

9.8 Communicate effectively the skills of close reading, academic debate and independent research whilst being aware of conflicting sources;

9.9 Carry out analytical study and enquiry at a sophisticated level;

9.10 Apply their knowledge of methods of inquiry to new areas of knowledge understanding of the controversies in relevant scholarship and engage in academic debate;

9.11 Demonstrate developed skills of independent and wide-ranging research;

9.12 Manage time effectively and learn reflectively; develop IT, oral communication, and study skills at a level appropriate for advanced study.

1. **A synopsis of the curriculum**

This module explores the monsters of Roman culture, mythological and otherwise, treated as a series of self-contained but interrelated topics. Most were inherited from Greece but adapted for new tastes and purposes. Latin poetry in translation is the focus, and Virgil’s *Aeneid* and Ovid’s *Metamorphoses* are the central texts, but prose sources and the visual arts are included where appropriate, as well as comparisons with earlier Greek sources. Major figures such as the Cyclopes, the Centaurs and Medusa are included, but the definition of the ‘monster’ is broad, incorporating (for example) the supposed bodily imperfections of emperors, or the strange features of personified figures such as Hunger and Envy.

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

Day Lewis, C. (trans.), (1998). Vergil: The Aeneid (Oxford: OUP)

Melville, A.D. (trans.), (1998). Ovid: Metamorphoses (Oxford: OUP)

1. **Learning and teaching methods**

Total Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (2,500 words) – 40%
* Essay 2 (3,000 words) – 60%
	1. 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)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1 / 8.4* | *8.2 / 8.5* | *8.3 / 8.6* | *9.1 / 9.7* | *9.2 / 9.8* | *9.3 / 9.9* | *9.4 / 9.10* | *9.5 / 9.11* | *9.6 / 9.12* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** |  |  | **x** | **x** |  |  |
| Seminar | **x** | **x** | **x** |  |  | **x** | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **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**

Internationalisation is embedded within this module with respect to the subject matter and to the modes of delivery. The module introduces students to a range of localities within the ancient Mediterranean and discussing textual evidence from those contexts. In preparation for their assignments, students will critically engage with an array of interdisciplinary scholarship from a variety of traditions, including not only scholarship from the UK and America but also translated work from continental Europe. With regard to the modes of delivery, there is a substantial focus on group-work and discussion in the seminars and seminar leaders will ensure that the organisation of the class into small groups will reflect the diversity of the cohort as a whole.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

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

|  |
| --- |
| Revised FSO Jan 2018 |