1. **Title of the module**

CLAS7040/CLAS7050 (CL704/CL705) – Egypt and the Classical World

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 (CLAS7040) and Level 6 (CLAS7050)

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 Classical & Archaeological Studies (Single and Joint Honours); BA Classical Studies; BA Ancient History; 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 Demonstrate detailed knowledge of the contacts (material, artistic, cultural and intellectual) between the Greek World and Egypt during the Archaic and Classical periods (Egyptian Dynasties XXV-XXX);

8.2 Demonstrate critical understanding of the historical interpretations of the sources;

8.3 Demonstrate critical understanding of the importance of using interdisciplinary source material, such as historical textual sources and archaeological remains;

8.4 Demonstrate detailed knowledge of interactions between Greeks and Egyptians;

8.5 Demonstrate a thorough understanding of the role historical events played in the development of Egypt;

8.6 Demonstrate confident skills in historiography and textual analysis.

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

8.7 Demonstrate a systematic understanding of the contacts (material, artistic, cultural and intellectual) between the Greek World and Egypt during the Archaic and Classical periods (Egyptian Dynasties XXV-XXX);

8.8 Make sustained critical historical interpretations of sources;

8.9 Demonstrate extensive understanding of the importance of using interdisciplinary source material, such as historical textual sources and archaeological remains;

8.10 Demonstrate significant understanding of the complexity of interactions between Greeks and Egyptians;

8.11 Make independent judgements regarding the role historical events played in the development of Egypt based on their research;

8.12 Demonstrate substantial skills in historiography and textual analysis including a developed critical awareness.

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

9.1 Demonstrate a confident understanding of library and web-based sources;

9.2 Demonstrate assured critical skills;

9.3 Demonstrate confidence in working independently and in groups;

9.4 Demonstrate confident communication skills both orally and in writing.

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

9.5 Exercise personal initiative in the use of library and web-based sources;

9.6 Critically evaluate arguments, assumptions and abstract concepts;

9.7 Take personal responsibility for their own learning independently and when working with others;

9.8 Demonstrate confident and professional communication skills both orally and in writing.

1. **A synopsis of the curriculum**

This module is concerned with the interaction between two contiguous but very different peoples, Egypt in the Late Period and Classical Greece. Though the Aegean world had a long history of contact with Egypt, the volume of contact increased dramatically under the XXVI (Saïte) Dynasty, with the foundation of commercial settlements, the development of vigorous trade relations and the arrival of many Greeks as traders, mercenaries and tourists. That contact had profound consequences both in the short and longer term; provided an essential support for the last great dynasty of independent Egypt; aided the rise of the East Greek cities of Ionia; and it influenced the development of Greek sculpture and architecture.

Equally important, it revealed to the Greeks a civilisation, which was deeply impressive, in many ways superior, yet alien. The immediate fruit of that perception lies in the stimulus to Greek thought and history writing, especially through Herodotus (a vital witness to Egyptian religion and society of this age). In the longer term, it shaped the way in which the West perceived Egypt, creating myths about its antiquity, its religion and its wisdom that continues to affect us today, not least in the shaping of traditional Egyptology. The module will be taught from a range of sources, archaeological, papyrological, historical and literary.

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

Baines, J. & Málek, J. (2005). *Atlas of Ancient Egypt*, Oxford: Checkmark

Bernal, J.M. (2012). *Black Athena: The Afroasiatic Roots of Classical Civilization*, London: Free Association Books

Boardman, J. (2011). *The Greeks Overseas, 4th edn*., London: Thames & Hudson

Munson, R.V. (2013). *Herodotus*. Oxford: Oxford University Press.

Shaw, I. (2003) ed. *The Oxford History of Ancient Egypt*, Oxford: Oxford University Press

Shaw, I. & Nicholson, P. (2008). *The British Museum Dictionary of Ancient Egypt*, London: British Museum Press

Van de Mieroop, M. (2011). *A History of Ancient Egypt*, Malden, Massachusetts: Wiley-Blackwell

1. **Learning and teaching methods**

Total Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

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

For CLAS7040:

* Essay 1 (1,500 words) – 50%
* Essay 2 (2,500 words) – 50%

For CLAS7050:

* Essay 1 (2,000 words) – 50%
* Essay 2 (3,000 words) – 50%

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)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 / 8.7 | 8.2 / 8.8 | 8.3 / 8.9 | 8.4 / 8.10 | 8.5 / 8.11 | 8.6 / 8.12 | 9.1 / 9.5 | 9.2 / 9.6 | 9.3 / 9.7 | 9.4 / 9.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **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** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **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**

The module opens the students’ minds to a new idea of the Archaic and Classical World thanks to the study of the complex cultural, political and economic interactions of Late Period Egypt with Greece and the Near East. This module has a broad geographical and chronological focus that will interest European students as well as students from different parts of the world. International scholarship will be used and contrasting theories will be compared in thought-provoking seminar debates.

‘Traditional’ frontal lectures will be flanked by innovative seminar activities (presentations, library research, poster presentations) which have been improved over the years thanks to the input from colleagues and students from all over the world. Every year, students will be invited to offer detailed feedback and ideas for seminar activities through a mid-term module evaluation.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |