1. **Title of the module**

CLAS7060/CLAS7070 (CL706/CL707) – The Rise and Fall of Athens

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 (CLAS7060) and Level 6 (CLAS7070)

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; BA Ancient History; BA Classical Studies; 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 critical understanding of the political, social, economic and military history of Greece in the 5th century BC;

8.2 Demonstrate critical ability in historical interpretations of the source material;

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

8.4 Demonstrate detailed knowledge of interactions between the different Greek tribes and their political and military alliances and between Greeks and Persians;

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

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 political, social, economic and military history of Greece in the 5th century BC;

8.8 Carry out sustained critical historical interpretations of the source material;

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

8.10 Demonstrate a comprehensive understanding of the complexity of interactions between the different Greek tribes and their political and military alliances and between Greeks and Persians;

8.11 Make judgements regarding the role historical events played in the development of classical Greece;

8.12 Demonstrate professional 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 thorough understanding of library and web-based sources;

9.2 Demonstrate confident general critical skills;

9.3 Demonstrate competence in working both independently and in groups;

9.4 Demonstrate confident communication skills, both oral and written.

**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 for the purposes of further research;

9.6 Critically evaluate arguments, assumptions and abstract concepts;

9.7 Take personal responsibility for their own independent learning, and work with others effectively;

9.8 Demonstrate refined communication skills, both oral and written.

1. **A synopsis of the curriculum**

This module examines, in detail, Greek history from the end of the Persian invasions to the fall of Athens in 404 BC. The main themes of the module are the rise and fall of the power of Athens, the Peloponnesian War and the role of the Persian Empire in Greek history in the 5th century BC. Particular attention will be paid to the causes of the conflict between Athens and Sparta and to the political and military history of the last three decades of the 5th century BC.

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

Dillon, M. and Garland, L. (2013). *The Ancient Greeks*, London and New York: Routledge

Hornblower, S. (2011). *The Greek World 479-323 BC*, New York: Routledge

Parker, P. (2014). *A History of Greece 1300 to 30 BC*, Chichester: Wiley Blackwell

Rhodes, P.J. (2010). *A History of the Classical Greek World 478-323 BC*, Chichester: 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

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

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| **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** |  |  |
| 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**

This module is highly suitable for and relevant to internationalisation. The subject content concerns a key period in the history of a Mediterranean country that represents common world cultural heritage and that is directly relevant to Mediterranean (European, Near Eastern and North African) civilisations. Therefore, students from virtually any country around the world but especially those from Europe, the Near East and North Africa, 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.

**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.**

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