1. **Title of the module**

CLAS7370/CLAS7380 (CL737/CL738) – The Hellenistic World: History and Material Culture

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 (CL737); Level 6 (CL738)

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

15 Credits (7.5 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 & Joint Honours); BA Ancient History (Single Honours); BA Classical Studies (Single Honours); BA Ancient, Medieval and Modern History (Joint Honours)

Also 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 Articulate responses to key questions about the nature and value of the historical evidence for Hellenistic history;

8.2 Demonstrate understanding of the importance and implications of Hellenistic political, social, economic and cultural history;

8.3 Comprehend the nature and extent of interaction between the incoming Graeco-Macedonians and the indigenous Near Eastern populations (e.g. in politics, society, the economy, religion and in cultural life);

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 the Hellenistic period.

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

8.1 Articulate detailed and nuanced responses to key questions about the nature and value of the historical evidence for Hellenistic history;

8.2 Demonstrate detailed understanding of the importance and implications of Hellenistic political, social, economic and cultural history;

8.3 Demonstrate thorough understanding of the nature and extent of interaction between the incoming Graeco-Macedonians and the indigenous Near Eastern populations (e.g. in politics, society, the economy, religion and in cultural life);

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

8.5 Engage reflectively with current research related to primary and secondary sources relating to the Hellenistic period.

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

9.1 Demonstrate confident skills in critical analysis and argument both through their reading and through listening to others;

9.2 Demonstrate their ability to make complex ideas clearly understandable in their writing;

9.3 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:**

9.1 Demonstrate comprehensive skills in critical analysis and argument both through their reading and through listening to others;

9.2 Demonstrate their ability to make complex ideas understandable in their writing, and focussed on precision and clarity;

9.3 Demonstrate confidence in working autonomously and taking responsibility for their learning.

1. **A synopsis of the curriculum**

This module is concerned with the Hellenistic period, which saw an expansion of the Greek world into the Near East and, as a result, the profound political and cultural transformation of the whole of the Eastern Mediterranean. The Hellenistic world played a crucial role not just in the transmission of classical Greek civilisation but also in the shaping of the Roman Empire and its culture, particularly in the Eastern Mediterranean. For these reasons, it is a key period in the development of Greek, Roman and later European civilisations. The module intends to provide a general survey of the political, social, economic and cultural history of the Eastern Mediterranean in the period between 336 and 30 BC, following on from the classical Greek and in part dovetailing with and in part preparing the ground for the Roman historical modules. The module will be taught from a range of sources, historical, literary, papyrological, epigraphic and archaeological. Particular attention will be paid to the interaction between the incoming Graeco-Macedonian and indigenous local populations and the formation of new states and cultures.

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

Errington, R.M, (2008). *A History of the Hellenistic World 323-30 BC*. Malden: Blackwell.

Erskine, A, (2003). *A Companion to the Hellenistic World*, Oxford: Blackwell.

Hammond, N.G.L, (1997). *The Genius of Alexander the Great*, London: Duckworth.

Shipley, G, (2000). *The Greek World after Alexander, 323-30 B.C*. London: Routledge.

Whitehorne, J.E.G, (1994). *Cleopatras*, London: Routledge.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (1,500 words) – 40%
* Essay 2 (1,500 words) – 40%
* Presentation (15 minutes) – 20%

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 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture |  | **x** | **x** |  |  | **x** |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| 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** |

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 Mediterranean, African and Near Eastern regions 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.

**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) |
| 12/12/19 | Minor | September 2020 | 11, 13, 14 | No |
|  |  |  |  |  |