1. **Title of the module**

CLAS7620 (CL762) – Virgil’s ‘Aeneid’

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

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 course(s) of study to which the module contributes**

Optional for 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 choice

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

8.1 Articulate responses to key questions about the nature and value of ancient epic;

8.2 Demonstrate critical understanding the importance and implications of ancient epic within its historical context;

8.3 Demonstrate critical, specific and in-depth analyses of the variety of voices and themes contained within the epic;

8.4 Engage reflectively with other people’s analyses and interpretations of primary and secondary sources.

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

9.1 Demonstrate 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.

1. **A synopsis of the curriculum**

Virgil composed the *Aeneid* in order to provide Rome with an epic equal to Homer. Commonly regarded as one the greatest epics of the ancient world, the *Aeneid* is the story of the foundation of Rome; a tale of exile, war, passionate love and the deepest humanity. We will analyse, comment on and explore the epic, book by book. This will be intertwined with a thematic approach, investigating issues concerning the gods, fate, morality, art and gender.

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

Cairns, F. (1990). *Virgil’s Augustan Epic*. Cambridge: Cambridge University Press.

Camps, W.A. (1969). *Introduction to Virgil’s Aeneid*. Oxford: Oxford University Press.

Harrison, S. (ed.). (1990). *Oxford Readings in Vergil’s Aeneid*. Oxford: Clarendon Press.

Johnson, W.R. (1976). *Darkness Visible: A Study of Vergil’s Aeneid*. Berkeley: University of California.

Virgil. (2003). *The Aeneid*, tr. D. West. London: Penguin.

Zanker, P. (1988). *The Power of Images in the Age of Augustus*. Ann Arbor: University of Michigan Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

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

* Essay (2500 words) – 60%
* Critical assessment (1500 words) – 40%

13.2 Reassessment methods

* 100% Coursework (1,500 words)

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 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture |  | **x** | **x** |  |  | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Tutorial | **x** | **x** |  |  |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Critical Assessment | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **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

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, including areas approximate to modern-day Egypt, North Africa, and Italy 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.

**DIVISION 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) |
| 28/01/16 | Major | September 2016 | 3, 8-9, 12-13 | No |
| 10/01/20 | Minor | September 2020 | 12 | No |
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| Revised FSO Feb 2020 |