1. **Title of the module**

CLAS8200 (CL820) – The Political, Social and Economic History of the Hellenistic World: An Overview

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 7

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 MA Ancient History

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

8.1 Demonstrate comprehensive knowledge of a selected theme, region or period in the ancient world;

8.2 Demonstrate comprehensive knowledge of the contacts (political, social, economic and cultural) between the Greek World and the Near East during the Hellenistic period;

8.3 Assess the uses of different types of evidence (historiographical, literary, epigraphic, papyrological, archaeological) in the study of an ancient, more specifically Hellenistic, civilization, and to show familiarity with the different methodologies employed;

8.4 Assess and analyse 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);

8.5 Demonstrate a critical perspective on the current debates about the nature of interaction and social stratification between the Graeco-Macedonian conquerors and the native peoples and cultures;

8.6 Demonstrate significant knowledge of an appropriate and diverse range of primary source materials and appropriate methods of interpretation, and will be able to analyse, evaluate and interpret them in an independent and critical manner.

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

9.1 Listen and take notes

9.2 Carry out analytical reading;

9.3 Synthesise arguments and identify key issues;

9.4 Identify, recall and deploy material relevant to a particular question;

9.5 Acquire awareness of controversy in academic literature;

9.6 Make written expositions with structured and coherent arguments, following accepted academic conventions;

9.7 Deliver succinct oral presentations and discussions of prepared material with efficiency and confidence;

9.8 Manage time efficiently and effectively;

9.9 Use academic websites and other IT resources as investigative tools.

1. **A synopsis of the curriculum**

This module aims to provide a detailed overview of the most important events and trends of the political, social and economic history of the Hellenistic period, based on the most recent results of research. Its objective is to familiarise the students with both the diverse ancient sources and the secondary literature, not just from the perspective of the conquering Macedonians and Greeks but also from that of the conquered native civilisations, such as Persians, Jews, Syrians and Egyptians. The module will be taught on the basis of a wide variety of sources, including historical, literary, epigraphic, papyrological and archaeological. Particular attention will be paid to the interaction of different political, social and economic systems and to the emergence of new structures as a consequence.

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

Austin, M.M. (2006). *The Hellenistic World from Alexander to the Roman Conquest, A Selection of Ancient Sources in Translation*, 2nd edn., Cambridge University Press, Cambridge

Crook, J.A, Lintott, A. and Rawson, E. (eds.) (1994). *The Cambridge Ancient History, 2nd edn., Vol. IX: The Last Age of the Roman Republic, 146-43 B.C*. Cambridge University Press, Cambridge

Errington, R.M. (2008). *A History of the Hellenistic World*, Blackwell, Malden, Oxford, Carlton

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

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

Walbank, F.W, Astin, A.E, Frederiksen, M.W. and Ogilvie, R.M. (eds.) (1984). *The Cambridge Ancient History, 2nd edn., Vol. VII, Part I: The Hellenistic World*, Cambridge University Press, Cambridge

Walbank, F.W, Astin, A.E, Frederiksen, M.W. and Ogilvie, R.M. (eds) (1990). *The Cambridge Ancient History, 2nd edn., Vol. VII, Part II: The Rise of Rome to 220 BC*, Cambridge University Press, Cambridge

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

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

* Essay 1 (3,000 words) – 40%
* Essay 2 (3,000 words) – 40%
* Presentation (15 minutes) – 20%
  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)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* | *9.9* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |  | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** | **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 internationalization. The subject content concerns a key period in the history of a large number of Mediterranean, Near Eastern and African countries 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |