

**DEPARTMENT OF CLASSICS**

**&**

**ANCIENT HISTORY**

List of modules

available as options

2017/2018

**DEPARTMENT OF CLASSICS & ANCIENT HISTORY**

**1st YEAR HISTORY, CULTURE AND LANGUAGE MODULES**

**GREEK LANGUAGE CX120, 220, 320**

Module Tutor: Mr Clive Letchford

This module offers the opportunity to learn the basics of the classical Greek Language and is designed for students who have little or no previous experience of the language. The department believes that language is at the heart of the discipline and all students should, at the minimum, have a basic knowledge of one of the classical languages. Assessment is by 4 assessed tests and a 2 hour examination. Students should note that classes continue through reading week.

This module is also open to 2nd- and 3rd- year students who have shown a commitment to language learning. This will normally mean that 2nd year students will have achieved 70% in Latin Language in their 1st year and 3rd- year students will have achieved 70% in Latin Language & Literature.

Assessment Method: 40% term exams/60% final exam

**LATIN LANGUAGE CX115, 215, 315**

Module Tutor: Mr Clive Letchford

This module offers the opportunity to learn the basics of the Latin language and is designed for students who have little or no experience of the language. The department believes that language is at the heart of the discipline and all students should, at the minimum, have a basic knowledge of one of the classical languages. There will be three 1 hour classes each week and assessment is by 4 assessed tests and a two hour examination.

Assessment Method: 40% term exams/60% final exam

**ROMAN CULTURE & SOCIETY CX110**

Module Tutor: Dr Abigail Graham

"All right, but apart from the sanitation, the medicine, education, wine, public order, irrigation, roads, the fresh-water system, and public health, what have the Romans ever done for us?" Reg, in Monty Python's Life of Brian.

What have the Romans done for us... and who were "the Romans"?

Come and explore how the Romans have shaped the modern world through their literary and material cultures. This module will assess how we define terms such as "Roman" across the broad spectrum of time and geography in the Roman Empire. The material evidence focuses from the start of the Empire under Augustus to its zenith and decline in the late 2nd/ 3rd century AD (with some analysis of Christianity into the 4th century AD). From Britain to Bulgaria and from the Nile to the Euphrates, we will consider how societies were united in Roman culture, and equally, how a number of different cultures would contribute to the concept of what is "Roman". From high literature in Rome to graffiti in a Pompeian Latrine, from massive Imperial monuments (e.g. the Colosseum) to an epitaph of a maligned Gladiator, from Trajan's column depicting the defeat of the Dacians in Rome to an altar for a Palmyrene deity in Roman Britain, we will observe and analyse Roman culture at its best (engineering aqueducts, fountains, and bathhouses across an Empire)… and its worst (engineering a volcano to shoot a man into a pack of hungry dogs at a public execution). This module will illustrate how we analyse different sources from the ancient world and what these sources can reveal about the development of culture in ancient and modern contexts.

Assessment Method: 50% assessed/50% examined

**GREEK CULTURE & SOCIETY CX109**

Module Tutor: Dr Emmanuela Bakola/Prof James Davidson/ Dr David Fearn (spring/summer)

This module provides an orientation for students of diverse backgrounds across the vast and immensely rich panorama of Greek culture. The module combines detailed literary and artistic appreciation with an understanding of the cultural contexts in which Greek art and literature flourished.

Assessment method: 50% assessed/50% examined

**INTRODUCTION TO GREEK & ROMAN HISTORY CX102**

Module Tutor: tbc (autumn); Dr Abigail Graham (spring/summer)

This module is intended as an introduction to central themes in Greek and Roman history from the Greek Archaic Period to the beginning of the Roman Empire under Augustus (AD 14). In the first term the module covers the Archaic (800-500), Classical (500-323), and the Early Hellenistic (323-275) periods of Greek history, during which the Greeks developed political processes (e.g. democracy, laws and foreign policy), ethical values (e.g. liberty, nationalism) and intellectual methods (e.g. philosophical analysis) and imagery (art, architecture, and a written alphabet) which are still influential today. Students are introduced to the main types of evidence for ancient history and to various modern methodologies. No previous knowledge of classical languages or ancient history is assumed. Also covered in the first term is the early history of Rome, the emergence of the Roman constitution, and the birth of the Republic.

Assessment method: 50% assessed/50% examined

**2nd YEAR CORE MODULE**

**THE HELLENISTIC WORLD CX251**

Module Tutor: Dr Conor Trainor

The Hellenistic World was a time of change, experimentation and innovation. This module examines the history of the Hellenistic World, encompassing Alexander the Great, the successor kingdoms, and the rise of Rome. Cultural, artistic, economic, literary and intellectual developments are explored, as is the legacy of the Hellenistic World in the Mediterranean and beyond. Seminars will focus on the analysis of primary material, and the differing ways we can engage with present and understanding the ancient world and its artefacts.

Assessment methods: 50% assessed/50% examined

**3rd YEAR CORE MODULE**

**DISSERTATION CX303**

Module Tutors: All academic Staff- Convenor, Prof A Cooley

A Dissertation of c. 8,000-10,000 words on an approved topic in consultation with tutors.

Assessment method: 100% assessed.

**2nd AND 3rd YEAR MODULES**

(When choosing from this list, please consult the regulations specific to your Degree Title)

**LATIN LANGUAGE & LITERATURE CX101, 201, 301**

Module Tutor: Mr Clive Letchford

This module builds upon *Latin Language* module. The aims of the course are to: complete an introduction to the syntax of the language; Build up a good working vocabulary; introduce the student to unadapted Latin by major authors; and start to develop an awareness of different literary styles.

To continue to the next level, Latin Literary Texts, the department recommends a minimum of 70% in this module.

Students who have studied *Latin Language (Beginners)* module usually need to have achieved 70% to be eligible for this module.

Assessment method: 20% exam (January)/ 80% final exam

**GREEK LANGUAGE & LITERATURE CX126, 226, 336**

Module Tutor: Mr Clive Letchford

This module builds upon the *Greek Language (Beginners)* module.

The aims of the course are to: complete an introduction to the grammar and syntax of the language; Build up a good working vocabulary; introduce the student to unadapted Classical Greek by major authors; and start to develop an awareness of different literary styles.

Students who have studied *Greek Language (Beginners*) module usually need to have achieved 70% to be eligible for this module.

Assessment method: 20% exam (January)/ 80% final exam

**GREEK LITERARY TEXTS CX106, 206, 306**

Module Tutor: Dr Elena Giusti (autumn)/ Dr David Fearn (spring/summer)

This module is open to students who have taken Greek Language & Literature, or who have A grade in ‘A’ Level Greek. It is designed to broaden students’ knowledge of Greek literature by study of a diverse range of genres.

Assessment method: 20% exam (January)/ 80% final exam

**LATIN LITERARY TEXTS CX136, 236, 336**

Module Tutor: Dr Elena Giusti

It is designed to broaden students’ knowledge of Latin literature by study of a diverse range of genres. The module is open to students with A grade in ‘A’ Leve; Latin or equivalent.

Assessment method: 20% exam (January)/ 80% final exam

**DEMOCRACY & IMPERIALISM CX235, 335**

Module Tutor: TBC

In this course we will study the parallel evolution of the democracy and the empire from the reforms of Cleisthenes at the end of the archaic period to the city's demise almost two hundred years later at the beginning of the Hellenistic period, including comparisons with other forms of hegemony and political structure. This course will look not only at the literary sources, but also the epigraphic, numismatic and archaeological evidence for both democracy and imperialism. In addition, we will also think about how the legacy of Greek democracy and imperialism was created, articulated and reacted to through the Hellenistic and Roman periods, as well as how it has been received in the modern day world.

Assessment methods: 50% assessed/50% examined

*Also available as Greek text option*

**ROMAN ECONOMY CX260, 360**

Module Tutor: Prof K Butcher

How do you reconstruct an economy without hard data?

Nothing is more likely to provoke furious debate among Roman archaeologists and historians than ideas about the nature of the Roman economy. Did the Roman Empire experience economic growth? Did slavery contribute to increased productivity, or did it stifle innovation? Did the empire witness technological advances that had economic consequences? Did the empire run out of gold and silver? Why was there long distance trade in the Mediterranean, and beyond the boundaries of the empire? Was there a market economy, and was there an important merchant class in the Roman world? To these simple questions there are no easy answers, as we will discover through an examination of the textual and archaeological evidence.

Assessment methods: 50% assessed/50% examined

**THE ROMAN EMPIRE FROM TIBERIUS TO HADRIAN CX244, 344**

Module Tutor: Prof Alison Cooley

This module explores the politics, culture, and society of Rome and the provinces, AD 14-138, looking at art, archaeology, epigraphy, and literature. It considers how the power of emperors was consolidated and developed after the death of Augustus, and how the relationship between Rome and its provinces changed during this period.

Term 1 has a chronological framework, covering the whole period in terms of key characteristics of each emperor's reign, and is primarily political in emphasis. With the death of Rome's first emperor, Augustus, and the accession of his chosen heir Tiberius in AD 14, Rome witnessed for the first time the implementation of a dynastic succession. Heirs of Augustus (the 'Julio-Claudians') ruled Rome until the suicide of Nero in AD 68 heralded the tumultuous 'year of the four emperors'. The ending of the civil wars was achieved by the emergence of a new dynasty - the Flavians - who adopted a variety of strategies in order to consolidate their primacy at Rome. The advent of Trajan, the first provincial to become emperor at Rome, confirms the gradual shift towards integration of provincials in Roman political, social, and cultural life, and marks the emergence of a system for passing on imperial power by adoption rather than birth right.

Term 2 has a more thematic framework, and explores significant changes in culture and society. The module draws upon the rich diversity of material and literary culture from the period. Key literary works for detailed examination include the historical works of Tacitus, the letters of the Younger Pliny, and the imperial biographies of Suetonius. Urban life in both West and East is explored via art, architecture, and archaeology.

Term 3 explores aspects of the modern 'reception' of the era.

Assessment methods: 50% assessed/50% examined

*Also available as Latin text option*

**COINAGE OF GREECE & ROME CX246, 346**

Module Tutor: Prof Suzanne Frey-Kupper

The aim of the module is to introduce students to the main developments in the coinage of the ancient world, from its Anatolian beginnings in the 7th century BC to the late Roman period and beyond.

Assessment methods: 50% assessed/50% examined

**DOMESTIC SPACE IN THE ROMAN WORLD CX254, 354**

Module Tutor: TBC

This module looks at the layout and decoration of houses, villas, and palaces in the Roman world over a period of some 600 years (from the Late Republic to the Late Empire). While concentrating on the material from Italy, it will also look at comparative material from other provinces around the Roman Empire and at the reception of this material in post-classical times. The subject will be approached from a variety of angles. Looking at ancient literature, modern theories of space and the archaeological remains of domestic buildings, we will consider the ways in which Romans shaped domestic space to accommodate important social rituals at different levels of society. The decoration of these spaces with mosaics, sculptures and wall-paintings will also be an important focus of the course. The material will thus be examined both from an art-historical perspective, and within its broader social and cultural contexts.

Assessment methods: 50% assessed/50% examined

**PRINCIPLES & METHODS OF CLASSICAL ARCHAEOLOGY CX233, 333**

Module Tutor: Prof Suzanne Frey-Kupper

The module aims to introduce students to some of the main areas relevant to uncovering the substance and significance of material evidence from classical antiquity. Much of this evidence is still clearly extant above ground, but more still - often material highly relevant to the everyday lives of people - has only been discovered by excavation. Yet the very act of excavation poses problems for our understanding of the past. Within the vast territory that was once the classical world, sites often lie in areas where political considerations play a large part in determining attitudes and action. Even in circumstances favourable to investigation the act of disturbing the past has its ramifications both physical and ethical, while the paramount position of the discrete site, which held sway in earlier decades, must now be placed in the much wider context of its hinterland.

From the gathering of specimens destined for cabinets of curiosities or museums, archaeology has moved to the quest for information, and in doing so has embraced many of the resources of science currently available. The module will seek to show the background to this process and how scientific techniques have introduced an element of relative precision into areas where previously there had only been a qualitative set of criteria.

From the discovery and extraction of finds, the module will take students into the realm of museum work to discover the rationale that lies behind these institutions today. It will allow them access to those areas of activity that inevitably underpin the production of research and display.

Assessment methods: 50% assessed/50% examined

**SEXUALITY & GENDER IN ANTIQUITY CX247, 347**

Module Tutor: Prof James Davidson

The study of gender and sexuality in the classical world is a relatively new field of enquiry, which has really only developed over the last twenty or thirty years. It remains one of the most vigorous and challenging areas of classical scholarship, a battleground where many claims are still contested. It is also one of the most truly interdisciplinary research areas, where theories and methodologies drawn from politics and sociology, anthropology, feminism, psychoanalysis and lesbian and gay studies can all be validly employed. The ancient Greek world occupies a unique position in this interdisciplinary debate, as the most conspicuous example of an apparently other sexual universe – often caricatured as a ‘Reign of the Phallus’ – which shoulders the burden of proof for the cultural, constructed nature of human sexuality.  
Currently there is a great deal of dispute between scholars over the nature of Greek sexuality and the position of women in Greek society. Although students need to identify areas of debate in every topic they cover, this is particularly vital for students of ancient sexuality. You will be studying ‘modern interpretations of Greek sex and gender’ as much as you are studying ‘Greek sex and gender’; and many of the books on the bibliography represent important contributions to the debate rather than important contributions to the study of the ancient world. Students will be expected to come to each session with a decent knowledge of the basic themes of the course, as well as the ancient sources and key secondary analysis specified for that session, and to be able to contribute to discussions.

Assessment methods: 50% assessed/50% examined

*Also available as Greek text option*

**SPACE & PLACE IN GREEK LITERATURE CX269, 369**

Module Tutor: Dr Emmanuela Bakola

This module explores images and ideas through which Greeks conceptualised space, and the ways that certain spaces and places were imagined, constructed and characterised in Greek poetry and literature from Archaic to Hellenistic times. Students will get an understanding of theoretical approaches to space in humanities and gain an in-depth overview of Greek literature from the Archaic to the Hellenistic period through the angle of space. They will be able to make crossovers between genres usually taught and thought of separately and will be encouraged to think innovatively on traditional questions of Classical scholarship.

The questions which this module will ask include: how was the underworld imagined in different periods and what does this say about Greek understandings of space? Why do journeys, returns and separations form the heart of so much poetry and literature, and how have these motifs helped the Greeks to think about themselves? When was cartography invented and what influence did it have on the ways poets constructed and represented spaces? How did the Ionian philosophers think about the universe and its coming-to-be? How was the relationship between the human body and the cosmos imagined? Is the centre point a significant space in Greek drama? How did the sea and the mountains of Greece capture the imagination of poets and travellers, and what connotations were attributed to them? How useful is the concept of gendered space in Greek poetry and literature? What is so philosophical about caves? How did Greeks (and Athenians in particular) think about, and represent, the spaces of Athens and those of other city-states? What were the poets’ reactions to early formation of urban spaces?

Assessment methods: The module will be examined through one 10-minute video presentation (term 1, 10% of the total mark; training will be provided through a workshop); one 1500-word practical criticism (term 1, 15% of the total mark); one 2500-word essay (term 2, 25% of the total mark); one 2-hour exam paper (50% of the total mark).

*Also available as Greek text option*

**ROMAN LAUGHTER CX268, 368**

Module Tutor: Dr Victoria Rimell

Can we ever get a window onto what made the Romans laugh? Is such a question naïve? Studying how the comic operates in Latin texts is a slippery exercise that seems to connect us (physically, emotionally, intellectually) with Roman experience while at the same time revealing the strangeness and unknowability of the Roman world. In this honours module, we will read a range of Latin texts that perform or have something to say about wit and humour – whether puerile, grotesque, bitter, farcical, subtle, philosophical, aggressive or abusive – and cover genres and forms from epigram to satire, theatre to oratory, from the second century BCE to the early second century CE. We will also juxtapose ancient thinking about humour with both the latest classical scholarship on Roman laughter and selected modern texts on the sociology, psychoanalysis and philosophy of joking (e.g. Freud, Bakhtin, Bergson). Investigating what and who gets laughed at (and why) in Latin literature will make us giggle, balk, and scratch our heads: it will also take us straight to the heart of questions to do with literary history, cultural identity, gender, politics and power in ancient Rome.

A wide range of texts and genres will be considered, but individual lectures and seminars will be devoted to single authors and texts, and you will be able to narrow your focus in the termly coursework. Everyone should read the full list of core texts in English as soon as possible. In preparation for this course, it would also be useful to read over the summer the relevant chapters of G.B.Conte’s Latin Literature: A History (1994, Johns Hopkins), on the authors Terence, Cicero, Virgil, Ovid, Seneca the Younger, Petronius, Martial, Quintilian, Pliny the Elder and Suetonius.

Assessment methods: 50% assessed/50% examined

*Also available as Latin text option*

**RHETORICS: FROM CLASSICAL RHETORIC TO MODERN COMMUNICATION CX271, 371**

Module Tutor: Dr Caroline Petit

The main aims of this module are for students to get an understanding of ancient rhetorical strategies and practices, from the role of rhetoric in ancient societies to in-depth study of classical theoretical texts and practitioners; to recognize key steps and outstanding figures in the history of rhetoric, in antiquity and from later perspectives (reception); to learn to handle the categories of ancient rhetoric and compare them to modern communication strategies in an efficient way, so as to be able to decrypt the latter; in the longer term, to build up skills as future professionals and citizens: 1) help them reflect on their academic practice and envisage confidently their professional futures through transferable skills; 2) help them reflect on public/official discourse and its manipulations by various powers/entities; on the political role of communication and its implications for public life and citizenship.

Assessment methods: 50% assessed/50% examined

*Also available as Latin text option*