



PROGRAMME OF STUDY HANDBOOK

POSTGRADUATE DIPLOMA in GREEK

POSTGRADUATE DIPLOMA in LATIN

MA ANCIENT HISTORY

MA CLASSICS

MA CLASSICAL STUDIES

LEVEL 7

SCHOOL OF CLASSICS

FACULTY OF HUMANITIES

2012-2013

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INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study in the academic year 2012-2013.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

CURRENT MEMBERS OF STAFF

The following members of staff will be teaching on your Programme of Study:

Head of School of Classics

Prof Michael Edwards m.edwards@tsd.ac.uk 01570424895

Programme Coordinators

MA Ancient History Dr James Richardson j.richardson@tsd.ac.uk
01570 4244928

MA Classics Dr Magdalena Ohrman m.ohrman@tsd.ac.uk
01570 424899

MA Classical Studies Dr Magdalena Ohrman m.ohrman@tsd.ac.uk
01570 424899

**PG Diploma
Greek/Latin** Dr Magdalena Ohrman m.ohrman@tsd.ac.uk
01570 424899

Other members of staff

Dr Errietta Bissa e.bissa@tsd.ac.uk 01570 424896
Dr Kyle Erickson k.erickson@tsd.ac.uk 01570 424828
Dr Pauline Hanesworth p.hanesworth@tsd.ac.uk 01570 424787
Dr Marta Garcia Morcillo m.morcillo@tsd.ac.uk 01570 424710
Dr David Noy d.noy@tsd.ac.uk
Dr Janet Watson

Postgraduate Admissions and Exams Officer

Dr James Richardson j.richardson@tsd.ac.uk 01570 4244928

Pastoral Support

Each student will be allocated a personal tutor at the beginning of the academic year. Details of the arrangements for Pastoral Support are contained in the *University Regulations – Postgraduate Student Guide*, and reference is also made to it in the *Student Survival Guide*.

Administrative Procedures

Details of the administrative procedures are contained in the *University Regulations – Postgraduate Student Guide*.

All relevant forms (e.g. essay submission form, dissertation form, extension request form) can be found in the postgraduate student section on the University's VLE and / or on the University's intranet.

Faculty Office administrative lead (Postgraduate) for the School of Classics:

Cerri Shail

c.shail@tsd.ac.uk

01570 424865

ACADEMIC YEAR 2012/2013

The academic year 2012/2013 will be divided up as follows:

Induction Session Week of 24 September 2012 (Residential Students only)

Semester 1: 24/09/12 - 25/01/13

Semester 2: 28/01/13 - 12/07/13

Examination Boards: normally November, March and June annually

It is vitally important that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are registered on the correct Programme of Study and on the correct modules. Each academic year, you will need to register as a student **and** you will need to register on the modules that you will be studying during the academic year. Failure to register properly or to inform the Registry of any changes to your personal details is likely to cause some or all of the following problems;

- failure to keep you generally informed;
- not being able to borrow materials from the Learning Resources Centre;
- not being able to use the Information Technology services;
- failure to contact you in an emergency;
- delay in progressing from Part I to Part II;
- delay in graduation as a result of not completing sufficient credits at the correct level;

- general inefficiencies in administrative processes resulting in delays for other students.

You are also required to provide the Registry with a Medical Certificate if you are unable to complete your coursework by the published deadline or to attend an examination for medical reasons. Your doctor may charge a fee for producing a Medical Certificate if you have been ill for less than 7 days. Since coursework assessment tasks are set at the start of each Semester, it should be possible for you to plan your work in such a way that production of a Medical Certificate is unnecessary unless you have been ill for more than 7 days. In other words, you should aim wherever possible to complete each coursework assessment task at least a week before the hand in date.

For regulations regarding extenuating circumstances and extensions to assessment submission dates see Chapter 7 of the *Academic Quality Handbook*.

If you have any special needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that they can be taken into account as the assessment is planned.

MODULAR TERMINOLOGY

Programme of Study

A Programme of Study or course is the collection of modules leading to a particular award.

Module

A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

Module Credit Rating

Every module has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

Level of Study

A level is assigned to each module to define the standard of its academic demand. The basic characteristics of study at Master's level, which is called Level 7 in the National Qualifications Framework, may be defined as follows:

Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.

Credit and Qualification Framework for Wales Level Descriptors, February 2009

Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
7	Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address	Reformulate and use practical, conceptual or technological understanding to create ways forward in contexts in which there are many interacting	Conceptualise and address problematic situations that involve many interacting factors. Determine and use	Take responsibility for planning and developing courses of action that initiate or underpin substantial changes or

	problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.	factors. Critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions. Understand the wider contexts in which the area of study or work is located. Understand current developments in the area of study or work. Understand different theoretical and methodological perspectives and how they affect the area of study or work.	appropriate methodologies and approaches. Design and undertake research, development or strategic activities to inform the area of work or study or produce organisational or professional change. Critically evaluate actions, methods and results and their short- and long-term implications.	developments Exercise broad autonomy and judgement across a significant area of work or study. Initiate and lead complex tasks and processes, taking responsibility, where relevant, for the work and roles of others.
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Students should note that the expectations and demands of work at Level 7 is higher than those at undergraduate Levels 4-6, and that this will be reflected in the assessment and marking of the module assessments.

ASSESSMENT

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

If you have registered on Welsh-medium modules, you will normally be required to complete the assessment through the medium of Welsh. Whenever possible, and subject to the constraints of the programme aims, students following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so.

You will receive a transcript of your assessment marks at the end of each academic year. Note that any marks released prior to formal approval by the summer Progression / Award Examination Board are provisional.

CRIMINAL RECORDS BUREAU (CRB) – ENHANCED DISCLOSURE

As/If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a CRB check (Enhanced Disclosure). Further details will be provided by the University Registry or Head of School.

As part of each programme's procedures relating to CRB, continuing students will normally be required to inform their Programme Co-ordinator immediately of any change to their criminal convictions status.

You will also be asked to complete a formal self declaration during the registration period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept within Registry and a copy provided to the relevant Faculty Administrative Officer with responsibility for CRB checks.

PROGRAMME OF STUDY SPECIFICATION AND MODULE GRIDS

PROGRAMME SPECIFICATION FOR DIPLOMA IN GREEK/LATIN

Programme aims and outcomes

Aims

The aims of the Postgraduate Diploma in Greek or Latin are:

- A1: to offer graduate students from TSD and elsewhere the opportunity to develop their knowledge of Greek or Latin, beginning at a level appropriate to their prior knowledge of the language;
- A2 to offer a postgraduate qualification in its own right, but also to equip students with the linguistic skills required for further study of Greek or Latin at MA level.

Outcomes

The following programme-specific outcomes are required. [They are informed by the *Credit and Qualifications Framework for Wales Level Descriptors*, 2009]. On graduating with a Postgraduate Diploma in Greek/Latin, students should be able to:

Knowledge and understanding

- LO1: demonstrate an analytical knowledge of Greek or Latin language appropriate to the level attained as shown through translation;
- LO2: demonstrate the ability to apply their language skills in close-reading and interpretation of texts in the original language, showing a capacity for sustained independent analysis;

Intellectual skills

- LO3: demonstrate the ability to deal with complex issues systematically and creatively, drawing on appropriate methodologies and a sound knowledge of the ancient languages;

Transferable skills

- LO4: take responsibility for planning and executing tasks independently;
- LO5: ability to identify individual learning needs and understand the personal responsibility required for further professional education.

Programme Grid

MODULE CODE	TITLE	CREDITS	SEMESTER
CLGK7001	Beginners' Greek I	20	1
CLLA7001	Beginners' Latin I	20	1
CLGK7002	Beginners' Greek II	20	2
CLLA7002	Beginners' Latin II	20	2
CLGK7003	Intermediate Greek I	20	1
CLLA7003	Intermediate Latin I	20	1
CLGK7004	Intermediate Greek II	20	2
CLLA7004	Intermediate Latin II	20	2
CLGK7005	Advanced Greek: Verse	20	1
CLLA7005	Advanced Latin: Verse	20	1
CLGK7006	Advanced Greek: Prose	20	2
CLLA7006	Advanced Latin: Prose	20	2
CLGK7007	Further Advanced Greek: Verse	20	1
CLLA7007	Further Advanced Latin: Verse	20	1
CLGK7008	Further Advanced Greek: Prose	20	2
CLLA7008	Further Advanced Latin: Prose	20	2
CLGK7009	Higher Advanced Greek: Verse	20	1
CLLA7009	Higher Advanced Latin: Verse	20	1
CLGK7010	Higher Advanced Greek: Prose	20	2
CLLA7010	Higher Advanced Latin: Prose	20	2

PROGRAMME SPECIFICATION FOR MA ANCIENT HISTORY

Programme aims and outcomes

Aims

The aims of the MA degree in Ancient History are:

- A1: to offer graduate students from TSD and elsewhere the opportunity to enhance their knowledge of the classical world, in particular through advanced study of its history and culture;
- A2 to offer an MA qualification in its own right, but also to equip students with a range of knowledge and skills for research at MPhil and PhD level.

Outcomes

The following programme-specific outcomes are required. [They are informed by the *Credit and Qualifications Framework for Wales Level Descriptors*, 2009]. On graduating with an MA in Classics, students should be able to:

Knowledge and understanding

- LO1: demonstrate critical awareness of the main problems and issues bearing upon the history and culture of the ancient world, and awareness of and critical engagement with different aspects of ancient society; be able to analyse them critically and creatively and be able to evaluate the similarities and differences with our own culture;
- LO2: demonstrate an independent knowledge and understanding of the major ancient historians sufficient to be able to offer comment and reasoned analysis of their respective historiographical aims, methods, use of sources and their position within the historiographical tradition, and analyse in general terms the complex interrelationship between history and literature in the context of one or more ancient societies;
- LO3: demonstrate an independent knowledge and understanding of a range of literary and non-literary sources for Greece and Rome, read critically individual works, and demonstrate an awareness of the way texts reflect changes in ancient society and perceptions thereof;
- LO4: many students will also demonstrate an analytical knowledge of either Greek or Latin at an appropriate level.

Intellectual skills

- LO5: demonstrate the ability to deal with complex issues systematically and creatively, drawing on appropriate methodologies and a sound knowledge of ancient history and its sources, their diverse uses and development;

LO6: demonstrate the ability to draw on, synthesise and analyse a range of different types of evidence through the development of research and relevant specialist methodologies;

Transferable skills

LO7: ability to apply a range of communication methods and media to present material clearly and effectively;

LO8: take responsibility for planning and executing tasks independently;

LO9: ability to identify individual learning needs and understand the personal responsibility required for further professional education.

Programme Grid

A total of 180 credits at Level 7 will be required for the award of **MA Ancient History**. Credits are allocated as follows:

Part 1: 120 credits

Part 2: 60 credits

Postgraduate Certificate in Ancient History

- Candidates may be awarded a Postgraduate Certificate in Ancient History on the successful completion of 60 credits (three taught modules from Part 1). Students are required to take the compulsory Methodology module, one of the two core modules, and one optional module.

Postgraduate Diploma in Ancient History

- Candidates may be awarded a Postgraduate Diploma in Classical Studies on the successful completion of 120 credits (six taught modules from Part 1).

Programme Grid

Part 1

Module code	Module name	Credits	Semester
Compulsory Modules			
CLCL7001	General Study and Research Methodology	10 credits	1
CLAH7009	Methodology for the MA in Ancient History	10 credits	1
Core Modules			
CLAH7010	Power and Culture in the Hellenistic East	20 credits	1
CLAH7002	Julius Caesar and his Times	20 credits	1
Optional			
CLAH7001	Between Narrative and Interpretation: Writing History in the Ancient World	20 credits	2
CLAH7005	Ancient Medicine: Myth and Practice	20 credits	1 & 2
CLAH7006	Pagans, Jews, and Christians in Late Antiquity	20 credits	2
CLCS7008	Women in Ancient Myth and Society	20 credits	1 & 2
CLAH7011	The Greek Economy in the Archaic and Classical Periods	20 credits	2
CLAH7012	Early Rome and Italy	20 credits	Not currently offered
	Greek or Latin at appropriate level*	20 credits	1 or 2
	A module in Classical Studies or a module offered by the Faculty	20 credits	1 or 2

*** Please consult the Table of available language modules at the end of this document.**

Part 2

Module code	Module name	Credits
CLCL7002	Dissertation	60 credits

MA Ancient History Language Options:

MODULE CODE	TITLE	CREDITS	SEMESTER
CLGK7001	Beginners' Greek I	20	1
CLLA7001	Beginners' Latin I	20	1
CLGK7002	Beginners' Greek II	20	2
CLLA7002	Beginners' Latin II	20	2
CLGK7003	Intermediate Greek I	20	1
CLLA7003	Intermediate Latin I	20	1
CLGK7004	Intermediate Greek II	20	2
CLLA7004	Intermediate Latin II	20	2
CLGK7005	Advanced Greek: Verse	20	1
CLLA7005	Advanced Latin: Verse	20	1
CLGK7006	Advanced Greek: Prose	20	2
CLLA7006	Advanced Latin: Prose	20	2
CLGK7007	Further Advanced Greek: Verse	20	1
CLLA7007	Further Advanced Latin: Verse	20	1
CLGK7008	Further Advanced Greek: Prose	20	2
CLLA7008	Further Advanced Latin: Prose	20	2
CLGK7009	Higher Advanced Greek: Verse	20	1
CLLA7009	Higher Advanced Latin: Verse	20	1
CLGK7010	Higher Advanced Greek: Prose	20	2
CLLA7010	Higher Advanced Latin: Prose	20	2

PROGRAMME SPECIFICATION FOR MA CLASSICAL STUDIES

Programme aims and outcomes

Aims

The aims of the MA degree in Classical Studies are:

- A1: to offer graduate students from TSD and elsewhere the opportunity to enhance their knowledge of the classical Greek and Roman worlds, in particular through advanced study of their literatures and cultures;
- A2 to offer an MA qualification in its own right, but also to equip students with a range of knowledge and skills for research at MPhil and PhD level.

Outcomes

The following programme-specific outcomes are required. [They are informed by the *Credit and Qualifications Framework for Wales Level Descriptors*, 2009]. On graduating with an MA in Classical Studies, students should be able to:

Knowledge and understanding

- LO1: demonstrate a critical understanding of Greek and Roman literature and society gained through guided study and independent research;
- LO2: demonstrate a conceptual understanding of the range of approaches taken by modern scholars to the study of ancient literature, such as narratology and feminism, and an ability to situate themselves in relation to this range of methodologies;
- LO3: demonstrate an analytical knowledge of Greek and/or Latin language appropriate to the level attained as shown through translation and interpretation;

Intellectual skills

- LO4: demonstrate the ability to deal with complex issues systematically and creatively, drawing on appropriate methodologies and a sound knowledge of ancient literature and languages, their diverse uses and development;
- LO5: demonstrate the ability to draw on, synthesise and analyse a range of different types of evidence through the development of research and relevant specialist methodologies;

Transferable skills

- LO6: ability to apply a range of communication methods and media to present material clearly and effectively;
- LO7: take responsibility for planning and executing tasks independently;
- LO8: ability to identify individual learning needs and understand the personal responsibility required for further professional education.

Programme Grid

A total of 180 credits at Level 7 will be required for the award of **MA Classical Studies**. Credits are allocated as follows:

Part 1: 120 credits

Part 2: 60 credits

The structure for each exit point of the programme is presented below:

Postgraduate Certificate in Classical Studies

- Candidates may be awarded a Postgraduate Certificate in Classical Studies on the successful completion of 60 credits (three taught modules from Part 1). Students are required to take the compulsory Methodology and language modules, and one optional module.

Postgraduate Diploma in Classics

- Candidates may be awarded a Postgraduate Diploma in Classical Studies on the successful completion of 120 credits (six taught modules from Part 1).

Part 1

Module code	Module name	Credits	Semester
Compulsory			
CLCL7001	General Study and Research Methodology	10 credits	1
CLCS7012	Methodology for the MA in Classical Studies and Classics	10 credits	1
	Greek or Latin at appropriate level*	20 credits	1 or 2
Optional			
CLCS7002	The Invention of Fiction in Greece	20 credits	Not currently offered
CLCS7006	Myth in Greek and Roman Epic	20 credits	1
CLCS7008	Women in Ancient Myth and Society	20 credits	1 & 2
CLCS7014	Erotic Poetry in the Ancient World	20 credits	2
CLCS7013	Mythmakers and Mythographers: uses, responses and approaches to Classical Mythology in the Greco-Roman worlds	20 credits	2
CLCS7015	Classical Oratory and Rhetoric	20 credits	Not currently offered
	Greek or Latin at appropriate level*	20 credits	1 or 2
	A module in Ancient History or a module offered by the Faculty	20 credits	1 or 2

* Please consult the Table of available language modules at the end of this document.

Part 2

Module code	Module name	Credits
CLCL7002	Dissertation	60 credits

MA Classical Studies Language Options:

MODULE CODE	TITLE	CREDITS	SEMESTER
CLGK7001	Beginners' Greek I	20	1
CLLA7001	Beginners' Latin I	20	1
CLGK7002	Beginners' Greek II	20	2
CLLA7002	Beginners' Latin II	20	2
CLGK7003	Intermediate Greek I	20	1
CLLA7003	Intermediate Latin I	20	1
CLGK7004	Intermediate Greek II	20	2
CLLA7004	Intermediate Latin II	20	2
CLGK7005	Advanced Greek: Verse	20	1
CLLA7005	Advanced Latin: Verse	20	1
CLGK7006	Advanced Greek: Prose	20	2
CLLA7006	Advanced Latin: Prose	20	2
CLGK7007	Further Advanced Greek: Verse	20	1
CLLA7007	Further Advanced Latin: Verse	20	1
CLGK7008	Further Advanced Greek: Prose	20	2
CLLA7008	Further Advanced Latin: Prose	20	2
CLGK7009	Higher Advanced Greek: Verse	20	1
CLLA7009	Higher Advanced Latin: Verse	20	1
CLGK7010	Higher Advanced Greek: Prose	20	2
CLLA7010	Higher Advanced Latin: Prose	20	2

PROGRAMME SPECIFICATION FOR MA CLASSICS

Programme aims and outcomes

Aims

The aims of the MA degree in Classics are:

- A1: to offer graduate students from TSD and elsewhere the opportunity to enhance their knowledge of the classical Greek and Roman worlds, in particular through advanced study of their languages and literatures;
- A2 to offer an MA qualification in its own right, but also to equip students with a range of knowledge and skills for research at MPhil and PhD level.

Outcomes

The following programme-specific outcomes are required. [They are informed by the *Credit and Qualifications Framework for Wales Level Descriptors*, 2009]. On graduating with an MA in Classics, students should be able to:

Knowledge and understanding

- LO1: demonstrate an advanced, analytical knowledge of Greek and/or Latin language appropriate to the level attained as shown through translation;
- LO2: demonstrate the ability to apply their language skills in close-reading and interpretation of texts in the original language, showing a capacity for sustained independent analysis;
- LO3: demonstrate a conceptual understanding of the range of approaches taken by modern scholars to the study of ancient literature and culture, such as narratology and feminism, and an ability to situate themselves in relation to this range of methodologies;

Intellectual skills

- LO4: demonstrate the ability to deal with complex issues systematically and creatively, drawing on appropriate methodologies and a sound knowledge of the ancient languages and literature, their diverse uses and development;
- LO5: demonstrate the ability to draw on, synthesise and analyse a range of different types of evidence through the development of research and relevant specialist methodologies;

Transferable skills

- LO6: ability to apply a range of communication methods and media to present material clearly and effectively;
- LO7: take responsibility for planning and executing tasks independently;

LO8: ability to identify individual learning needs and understand the personal responsibility required for further professional education.

Programme Grid

A total of 180 credits at Level 7 will be required for the award of **MA Classics**.

Credits are allocated as follows:

Part 1: 120 credits

Part 2: 60 credits

Postgraduate Certificate in Classics

- Candidates may be awarded a Postgraduate Certificate in Classics on the successful completion of 60 credits (three taught modules from Part 1). Students are required to take the compulsory Methodology module and 40 credits of language at an appropriate level, including one module each of Greek and Latin.

Postgraduate Diploma in Classics

- Candidates may be awarded a Postgraduate Diploma in Classics on the successful completion of 120 credits (six taught modules from Part 1).

Part 1

Module code	Module name	Credits	Semester
Compulsory			
CLCL7001	General Study and Research Methodology	10 credits	1
CLCS7012	Methodology for the MA in Classical Studies and Classics	10 credits	1
Core Modules (2 from each language at appropriate level)			
CLGK/CLLA7005	Advanced Greek or Latin: Verse	20 credits	1
CLGK/CLLA7006	Advanced Greek or Latin: Prose	20 credits	2
CLGK/CLLA7007	Further Advanced Greek or Latin: Verse	20 credits	1
CLGK/CLLA7008	Further Advanced Greek or Latin: Prose	20 credits	2
Optional			
CLGK/CLLA7009	Higher Advanced Greek or Latin: Verse	20 credits	1
CLGK/CLLA7010	Higher Advanced Greek or Latin: Prose	20 credits	2
CLCS7002	The Invention of Fiction in Greece	20 credits	Not currently offered
CLCS7006	Myth in Greek and Roman Epic	20 credits	1
CLCS7014	Erotic Poetry in the Ancient World	20 credits	2
CLCS7015	Classical Oratory and Rhetoric	20 credits	Not currently offered

Part 2

Module code	Module name	Credits
CLCL7002	Dissertation	60 credits

MODULE DESCRIPTORS

Level 7

All Master's students must normally pursue 180 credits at Level 7. The credit rating of each module is specified in the module details.

The modules that are delivered each academic year will depend on a number of factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

Module details are correct on 1 September 2012, and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing.

MODULE CODE:	CLCL7001
TITLE:	General Study and Research Methodology
DATE:	16/03/2012
MODULE AUTHOR:	Dr James Richardson
LEVEL:	7
CREDITS:	10
TEACHING METHODS:	Directed Learning 100%
JACS CODE:	V110, Q800

AIM(S)

To enable students to:

- carry out independent research, to assess and engage with modern scholarship in a critical manner, and to become aware of the importance of the scholarly context in which scholarship has been produced.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- analyse modern scholarship in a critical manner and with a sound understanding of the contexts in which that scholarship is located, so that developments and trends can be taken in account;
- take responsibility for planning and developing their own research and to exercise autonomy and sound judgement.

CONTENT

The purpose of the General Study and Research Methodology module is to equip students for postgraduate study, and to give them a firm grounding in the general study and research skills that are necessary for successful study at postgraduate level. Consequently this module needs to be taken by any student reading for a PG Certificate, Diploma, or MA – regardless of the specific degree scheme on which the student is enrolled (the only exceptions are those programmes which are purely linguistic in nature, the Certificate and Diploma in Latin or Greek). The module examines the differences between ancient evidence and modern scholarship, the different types of modern scholarship, how to reference it correctly, how to read it in a critical manner and engage with it, and finally how to set about researching and writing an academic essay at postgraduate level. The module is also designed to introduce students to some of the fundamental differences between undergraduate and postgraduate study. The course is taught entirely by means of directed learning, so that students are made aware that the planning and development of their coursework is their own responsibility, that they are expected to exercise autonomy and judgement, and that it is their responsibility to engage with the appropriate member of staff for advice with their chosen topic for the assessed work.

ASSESSMENT

Coursework (100%)

One 1,000 word book review (25%)

One fully and correctly referenced survey article (1,500 words) with bibliography (75%)

The choice of book to be reviewed and of the subject for the survey article and bibliography is to be decided in consultation with the relevant (i.e. according to topic) member of staff.

BIBLIOGRAPHY

Essential

Agreed in consultation with the relevant (i.e. according to topic) member of staff.

Recommended

N/a

MODULE CODE:	CLCS7012						
TITLE:	Methodology for MA in Classical Studies and MA in Classics						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Magdalena Öhrman						
LEVEL:	7						
CREDITS:	10						
TEACHING METHODS:	<table> <tr> <td>Seminars</td><td>10% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>90% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at a distance]</td></tr> </table>	Seminars	10% [if taught on campus]	Directed Learning	90% [if taught on campus]	Directed Learning	100% [if taught at a distance]
Seminars	10% [if taught on campus]						
Directed Learning	90% [if taught on campus]						
Directed Learning	100% [if taught at a distance]						
JACS CODE:	Q800						

AIM(S)

To enable students to:

- gain sound knowledge of and to evaluate critically principal ancient and modern theories of literature and its role in ancient society;
- identify and critically assess the usefulness of modern theoretical approaches in the study of ancient literature.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate a critically underpinned understanding of the main trends of ancient and modern literary theory;
- determine and apply appropriate methodologies and approaches for literary analysis of ancient texts;
- critically evaluate modern scholarly arguments and debates on classical literature.

CONTENT

This module will build upon the skills acquired by students in the general Methodology module and aims to provide students with the practical training needed to read and interpret texts successfully. Through close literary analysis of a number of texts, students are introduced to some of the problems associated with the reading and advanced analysis of classical texts. The module consists of ten separate units and covers topics such as the use of commentaries, style, rhetoric, genre, allusion, character, gender, and a number of modern literary theories. At the end of the module students will be asked to write a literary analysis of or a commentary on a passage chosen in consultation with one of the module tutors. Residential students will discuss the module units in seminars. Distance learners will be provided with introductory material for each unit, and will be asked to submit two pieces of formative written work for tutor comment. Both will share a discussion forum.

ASSESSMENT

Coursework (100%)

One assessed assignment (2,500 words)

The topic of the essay is chosen by the student in consultation with the module tutor but must be related to the content of the module.

For example:

Propertius 1.7: An analysis.

BIBLIOGRAPHY

Essential

Schmitz, T.A. *Modern Literary Theory and Ancient Texts. An Introduction*, London, 2002.

Edmunds, L. *Intertextuality and the Reading of Roman Poetry*. Baltimore: John Hopkins University Press, 2001.

Recommended

Bodel, J. (ed) *Epigraphic Evidence: Approaching History from Inscriptions*. London: Routledge, 2001.

Crawford, M. H. *Sources for Ancient History*. Cambridge: Cambridge University Press, 1983.

Howgego, C. *Ancient History from Coins*. London: Routledge, 1997.

James, S. *Learned Girls and Male Persuasion. Gender and Reading in Roman Love Elegy*. Berkeley: University of California Press, 2003.

Lewis, S. *The Athenian Woman: an iconographic handbook*. London: Routledge, 2002.

Pelling, C. *Literary Texts and the Greek Historian*. London: Routledge, 2000.

Perkell, C. *Reading Vergil's Aeneid. An Interpretive Guide*. Norman: University of Oklahoma Press, 1999.

Potter, D. S. *Literary Texts and the Roman Historian*. London: Routledge, 1999.

Skinner, M. *Sexuality in Greek and Roman Culture*. Oxford: Blackwell, 2007.

MODULE CODE:	CLAH7009						
TITLE:	Methodology for MA in Ancient History						
DATE:	16/03/2012						
MODULE AUTHOR:	Dr James Richardson and Dr Errietta Bissa						
LEVEL:	7						
CREDITS:	10						
TEACHING METHODS:	<table> <tr> <td>Seminars</td><td>10% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>90% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught on distance]</td></tr> </table>	Seminars	10% [if taught on campus]	Directed Learning	90% [if taught on campus]	Directed Learning	100% [if taught on distance]
Seminars	10% [if taught on campus]						
Directed Learning	90% [if taught on campus]						
Directed Learning	100% [if taught on distance]						
JACS CODE:	V110						

AIM(S)

- To provide students with a critical awareness of the main types of evidence for the history of the ancient world and of the main methodological and theoretical approaches to it.
- To equip students with the skills and knowledge necessary to allow them to evaluate and utilise often disparate ancient evidence and to reformulate current methodologies and theories for the interpretation of that evidence.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- determine and use the appropriate methodologies for the study of any aspect of ancient history;
- critically analyse, interpret and evaluate the different methodologies available to the study of classical antiquity;
- understand the different methodological approaches to each type of ancient source and evidence and utilise them critically in their own work.

CONTENT

After an introductory seminar that provides an overview of the main methodological problems posed by the use of sources for the study of ancient history, the first seminars/online tutorials will focus on the study of the literary evidence for the ancient world: we shall consider historiography and the problems of its transmission, and we shall then move on to such topics as drama and oratory. Subsequent seminars/online tutorials will look at a wide range of themes and subjects, including the use of inscriptional evidence, the problems associated with religious evidence, the crossroads between history and literature, the historical significance of fictional literature, and the constructions of gender in the ancient world. Residential students will discuss the module units in seminars. Distance learners will be provided with introductory material for each unit, and will be asked to submit two pieces of formative written work for tutor comment. Both will share a discussion forum.

ASSESSMENT

Coursework (100%)

One 2,500-word essay

E.g. Examine critically the problems that arise in using either dramatic or rhetorical texts as historical sources.

BIBLIOGRAPHY

Essential

Bodel, J. *Epigraphic Evidence*, 2001

Crawford, M. H. *Sources for Ancient History*, Cambridge: CUP, 1983.

Morley, N. *Theories, Models and Concepts in Ancient History*, 2004

Recommended

Finley, M. *Ancient History: Evidence and Models*, 1985

Cameron, A. (ed.), *History as Text: the Writing of Ancient History*, 1989

Howgego, C. *Ancient History from Coins*, London: Routledge, 1997

Lewis, S. *The Athenian Woman: an iconographic handbook*, London: Routledge, 2002.

Pelling, C. *Literary Texts and the Greek Historian*, London: Routledge, 2000.

Potter, D.S. *Literary Texts and the Roman Historian*, London: Routledge, 1999.

MODULE CODE:	CLGK7001						
TITLE:	Beginners' Greek I						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Pauline Hanesworth						
LEVEL:	7						
CREDITS:	20						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>20% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>80% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at distance]</td></tr> </table>	Classes	20% [if taught on campus]	Directed Learning	80% [if taught on campus]	Directed Learning	100% [if taught at distance]
Classes	20% [if taught on campus]						
Directed Learning	80% [if taught on campus]						
Directed Learning	100% [if taught at distance]						
JACS CODE:	Q710						

AIM(S)

- To enable students who have no or very little prior knowledge of the language to gain a basic knowledge of ancient Greek grammar and syntax.

LEARNING OUTCOMES

By the end of this module students should be able to:

- translate short adapted passages;
- demonstrate knowledge of basic grammar and syntax;
- acquire a basic vocabulary of approximately 250 words;
- demonstrate basic dictionary skills.

CONTENT

This module introduces the study of ancient Greek to students with no or very little prior knowledge of the language. The module introduces students to basic key grammatical patterns and structures, and a basic core vocabulary, so that they can identify the function performed by the individual words in a Greek sentence and so translate short adapted passages of ancient Greek. This module also introduces the student to 'dictionary skills': how to work back to the form of a Greek word to be looked up, from its form in a text; how to take into account the range of meanings and connotations many Greek words carry. In class and at home residential students will work on a variety of grammatical exercises and on the reading and translation of specially adapted texts whilst distance students (who will be offered individual distance tutor support, complementing the use of the module VLE forum accessible to all students) will follow the textbook independently, submitting set grammatical and translation exercises throughout the module. In so doing, students will slowly gain a solid foundation both to progress to Beginners Greek II and to appreciate better the ancient world of the Greeks.

ASSESSMENT

Coursework (20%)

One portfolio of short assignments

Examination (80%)

One examination (2 hours)

BIBLIOGRAPHY**Essential**

Balme, M. and Lawall, G. *Athenaze: An Introduction to Ancient Greek, Book I*, 2nd ed., New York and Oxford, 2003.

Recommended

Morwood, J. *Oxford Grammar of Classical Greek*, Oxford, 2001.

Morwood, J. and Taylor, J. *Pocket Oxford Classical Greek Dictionary*, Oxford, 2002.

NB: If you are continuing to Intermediate Greek, buy a dictionary recommended for that level.

MODULE CODE:	CLGK7002						
TITLE:	Beginners' Greek II						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Pauline Hanesworth						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Standard of Beginners' Greek I						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>20% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>80% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at distance]</td></tr> </table>	Classes	20% [if taught on campus]	Directed Learning	80% [if taught on campus]	Directed Learning	100% [if taught at distance]
Classes	20% [if taught on campus]						
Directed Learning	80% [if taught on campus]						
Directed Learning	100% [if taught at distance]						
JACS CODE:	Q710						

AIM(S)

- To enable students to complete their basic introduction to Greek grammar and syntax and read adapted texts of increased difficulty.

LEARNING OUTCOMES

By the end of this module students should be able to:

- translate more complex adapted passages;
- demonstrate a thorough knowledge of more advanced basic grammar and syntax;
- acquire a basic vocabulary of approximately 500 words;
- demonstrate more advanced dictionary skills.

CONTENT

This module begins where the Beginners Greek I course finished. Students will build upon the grammar, syntax and vocabulary learning already accumulated in order to identify a wider range of functions performed by individual words in Greek sentences so as to translate more advanced basic adapted passages of ancient Greek. Students will also build upon the basic dictionary skills acquired in Beginners Greek I so as to be able to identify the dictionary form of more complex words found in texts and to correctly identify the appropriate meaning. Like Beginners Greek I, this course will consist of a mixture of grammar, translation, and comprehension exercises, conducted in class and at home by residential students and at home by distance students who will independently follow the textbook and submit set exercises throughout the module and who will be offered individual distance tutor support, complementing the use of the module VLE forum accessible to all students. In so doing, students will gain a greater foundation both to progress to Intermediate Greek I, where more complex adapted passages will be translated, and to appreciate better the ancient world of the Greeks.

ASSESSMENT

Coursework (20%)

One portfolio of short assignments

Examination (80%)

One examination (2 hours)

BIBLIOGRAPHY**Essential**

Balme, M. and Lawall, G. *Athenaze: An Introduction to Ancient Greek, Book I*, 2nd ed., New York and Oxford, 2003.

Recommended

Morwood, J. *Oxford Grammar of Classical Greek*, Oxford, 2001. [ISBN 0198604564]
Morwood, J. and Taylor, J. *Pocket Oxford Classical Greek Dictionary*, Oxford, 2002.

NB: If you are continuing to Intermediate Greek, buy a dictionary recommended for that level.

MODULE CODE:	CLGK7003						
TITLE:	Intermediate Greek I						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Magdalena Öhrman						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Standard of Beginners' Greek II or equivalent.						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught on distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught on distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught on distance]						
JACS CODE:	Q710						

AIM(S)

To enable students to:

- further enhance their level of knowledge of the Greek language (grammar, syntax, vocabulary) beyond beginners' level, to the point where they can read more difficult and longer adapted Greek texts;
- acquire greater reading, translation, and comprehension skills.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a knowledge of a large proportion of the major grammatical and syntactical constructions of the Greek language, and of a range of vocabulary commensurate with the level;
- demonstrate an ability to read, understand and translate longer prepared passages of adapted Greek, and to translate unprepared passages with some vocabulary and grammatical assistance and the use of a dictionary;
- translate and demonstrate understanding of more difficult adapted Greek texts independently, with the use of a reference grammar and a dictionary.

CONTENT

This module enables students to consolidate and deepen their knowledge of the language beyond beginners' level. It follows on from where Greek Beginners II finished, adding further to the students' knowledge of the grammatical forms and constructions of Ancient Greek. The texts are especially graded to allow new pieces of grammar and syntax to be introduced at regular intervals, whilst at the same time consolidating the knowledge of more familiar elements. Students will be expected to translate these texts with the aid of a vocabulary list, dictionary and with tutor support where necessary. All set text prescription will be translated in class; distance learners will submit set sections for tutor comments. The tutor will also comment, where appropriate, on matters arising from the text to aid the students' appreciation of the subject-matter. Students will also be asked to complete a number of grammatical

exercises to supplement the reading done, and to submit written translation exercises from time to time.

ASSESSMENT

Coursework (20%)

One portfolio of short assignments

Examination (80%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Balme, M. & Lawall, G. *Athenaze: An Introduction to Ancient Greek, Book II*, New York & Oxford: Oxford University Press, 2003.

A good dictionary is essential: for this level, use Liddell & Scott, *An Intermediate Greek-English Lexicon*, Oxford: Oxford University Press, 1963. (ISBN 0199102066)

Recommended

Morwood, J. *Oxford Grammar of Classical Greek*, Oxford, 2001. [ISBN 0198604564]

MODULE CODE:	CLGK7004						
TITLE:	Intermediate Greek II						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Magdalena Öhrman						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Standard of Greek Intermediate I or equivalent						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught on distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught on distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught on distance]						
JACS CODE:	Q710						

AIM(S)

To enable students to:

- further enhance their level of knowledge of the Greek language (grammar, syntax, vocabulary) to the point where they can read easier Greek texts in the original and unadapted;
- acquire greater reading, translation, and comprehension skills while developing skills of literary analysis and appreciation through acquiring knowledge of literary techniques.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a knowledge of all the major grammatical and syntactical constructions of the Greek language, and of a wide range of vocabulary;
- demonstrate an appreciation of some more common literary techniques and devices, and an ability to analyse a prepared passage in terms of literary features;
- translate and demonstrate an understanding of easier unadapted Greek texts independently, with the use of a reference grammar and a dictionary.

CONTENT

This module enables students to consolidate and deepen their knowledge and extend their awareness of the language, and to read some continuous Greek prose. Students will continue to use the textbook *Athenaze II*, carrying on from where Greek Intermediate I finished, to complete the knowledge of the grammatical forms and constructions of Ancient Greek. In addition students will read a selection of extracts from a Greek author. The module will focus primarily on translating the text and on understanding the grammar and syntax of the Greek. Students will, however, also be strongly encouraged to begin to develop their skills of literary criticism, through discussion of the literary style and content of the Greek, and of the techniques the author employs. The module will facilitate the transition to Greek Advanced: Verse

and Prose for those who continue study of the language with the School, and enable others to read unadapted original texts on their own with the help of a dictionary and reference grammar on completion of the module. All set text prescription will be translated in class; distance learners will submit set sections for tutor comments. Students will not have to read parts of the set text independently without consolidation through tutor support.

ASSESSMENT

Coursework (50%)

One portfolio of two short assignments (25%)

One translation and 1,000-word commentary exercise (25%)

Examination (50%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Balme, M. & Lawall, G. *Athenaze: An Introduction to Ancient Greek, Book II*, New York & Oxford: Oxford University Press, 2003.

Plus set text (selections of unadapted Greek text appropriate for the level)

A good dictionary is essential: for this level, use Liddell & Scott, *An Intermediate Greek-English Lexicon*, Oxford: Oxford University Press, 1963.

Recommended

Morwood, J. *Oxford Grammar of Classical Greek*, Oxford, 2001. [ISBN 0198604564]

MODULE CODE:	CLGK7005						
TITLE:	Advanced Greek: Verse						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Pauline Hanesworth						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Standard of Intermediate Greek II, or Greek A Level (at grade C or above) or equivalent						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught at distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught at distance]						
JACS CODE:	Q720						

AIM(S)

To enable students to:

- translate accurately a Greek poetic text at an advanced level;
- develop further skills of literary analysis and interpretation, and gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate advanced knowledge of Greek grammar and syntax through translations of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and of modern scholarship on this text in literary and linguistic analysis.

CONTENT

Students will study a work of Greek literature in the original language. The module will focus on verse (e.g. a Euripidean tragedy, a selection from Homer's *Iliad*). A different text is chosen each year. All set text prescription will normally be translated in class; distance learners will submit set sections of translation and commentary for distance tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component. Students in this module are taught in the same group as students in Further Advanced Greek: Verse and Higher Advanced Greek: Verse.

ASSESSMENT

Coursework (50%)

One 3,000 word critical analyses

For example: Write a critical commentary on Hom. *Il.* 24.33-63.

Examination (50%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Liddell & Scott, *An Intermediate Greek-English Dictionary*, Oxford, 1963.

Plus set text (selections of unadapted Greek text appropriate for the level)

Recommended

Morwood, J. *Oxford Grammar of Classical Greek*, Oxford, 2001.

MODULE CODE:	CLGK7006						
TITLE:	Advanced Greek: Prose						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Pauline Hanesworth						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Standard of Intermediate Greek II, or Greek A Level (at grade C or above) or equivalent.						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught at distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught at distance]						
JACS CODE:	Q720						

AIM(S)

To enable students to:

- translate accurately the Greek language of a prose text at an advanced level;
- develop further skills of literary analysis and interpretation, and gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate advanced knowledge of Greek grammar and syntax through translations of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

CONTENT

Students will study a work of Greek literature in the original language. The module will focus on prose (e.g. a book by Thucydides, a Platonic dialogue, a selection of Demosthenes' speeches). A different text is chosen each year. All set text prescription will normally be translated in class; distance learners will submit set sections of translation and commentary for distance tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component to continue linguistic teaching at an advanced level. Students in this module are taught in the same group as students in Further Advanced Greek: Prose and Higher Advanced Greek: Prose.

ASSESSMENT

Coursework (50%)

One 3,000 word critical analysis

For example: Write a critical commentary on Pl. *Symp.* 172a1-173b8.

Examination (50%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Liddell & Scott, *An Intermediate Greek-English Dictionary*, Oxford, 1963.

Plus set text (selections of unadapted Greek text appropriate for the level)

Recommended

Morwood, J. *Oxford Grammar of Classical Greek*, Oxford, 2001.

MODULE CODE:	CLGK7007						
TITLE:	Further Advanced Greek: Verse						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Magdalena Öhrman						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Advanced Greek: Verse, Advanced Greek: Prose, or equivalent						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught at distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught at distance]						
JACS CODE:	Q720						

AIM(S)

To enable students to:

- translate the Greek language accurately and independently at an advanced level;
- develop further skills of literary analysis and interpretation, and gain an independent understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate sound knowledge of Greek grammar and syntax through accurate and independent translations of the text studied and unseen translation work;
- demonstrate the ability to analyse and employ modern scholarship on the studied text;
- demonstrate sound and critically informed knowledge of the text studied in literary and linguistic analysis.

CONTENT

Students will study a work of Greek literature in the original language. The module will focus on verse (e.g. a Euripidean tragedy, a selection from Homer's *Iliad*). A different text is chosen each year. Students will be expected to translate a certain amount of text, over and above that translated in class, independently; the inclusion of a self-study element builds on the linguistic and critical skills developed in Advanced Greek: Verse and Prose, and allows students to develop the ability to work independently with advanced Greek text. Distance learners will submit set sections of translation and commentary for distance tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater

skill and accuracy the module contains an unseen translation component. Students in this module are taught in the same group as students in Advanced Greek: Verse and Higher Advanced Greek: Verse.

ASSESSMENT

Coursework (50%)

One 3,000 word critical commentary or essay

For example: Write a critical commentary on Hom. *Il.* 24.33-63 OR Analyse the ways in which Homer creates the tone of *Iliad* 24.

Examination (50%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Liddell & Scott, *An Intermediate Greek-English Dictionary*, Oxford, 1963.

Plus set text (selections of unadapted Greek text appropriate for the level)

Recommended

Morwood, J. *Oxford Grammar of Classical Greek*, Oxford, 2001.

MODULE CODE:	CLGK7008						
TITLE:	Further Advanced Greek: Prose						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Pauline Hanesworth						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Advanced Greek: Verse, Advanced Greek: Prose, or equivalent						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught at distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught at distance]						
JACS CODE:	Q720						

AIM(S)

To enable students to:

- translate the Greek language accurately and independently at an advanced level;
- develop further skills of literary analysis and interpretation, and gain an independent understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate sound knowledge of Greek grammar and syntax through accurate and independent translations of the text studied and unseen translation work;
- demonstrate the ability to analyse and employ modern scholarship on the studied text;
- demonstrate sound and critically informed knowledge of the text studied in literary and linguistic analysis.

CONTENT

Students will study a work of Greek literature in the original language. The module will focus on prose (e.g. a book by Thucydides, a Platonic dialogue, a selection of Demosthenes' speeches). A different text is chosen each year. Students will be expected to translate a certain amount of text, over and above that translated in class, independently; the inclusion of a self-study element builds on the linguistic and critical skills developed in Advanced Greek: Verse and Prose, and allows students to develop the ability to work independently with advanced Greek text. Distance learners will submit set sections of translation and commentary for distance tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In

order to help students translate with greater skill and accuracy the module contains an unseen translation component. Students in this module are taught in the same group as students in Advanced Greek: Prose and Higher Advanced Greek: Prose.

ASSESSMENT

Coursework (50%)

One 3,000 word critical commentary or essay

For example: Write a critical commentary on Pl. *Symp.* 172a1-173b8 OR Analyse the ways in which Plato creates the tone of Aristophanes' speech.

Examination (50%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Liddell & Scott, *An Intermediate Greek-English Dictionary*, Oxford, 1963.

Plus set text (selections of unadapted Greek text appropriate for the level)

Recommended

Morwood, J. *Oxford Grammar of Classical Greek*, Oxford, 2001.

MODULE CODE:	CLGK7009						
TITLE:	Higher Advanced Greek: Verse						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Pauline Hanesworth						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Further Advanced Greek: Verse, Further Advanced Greek: Prose, or equivalent						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught at distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught at distance]						
JACS CODE:	Q720						

AIM(S)

To enable students to:

- translate the Greek language at an advanced level accurately and independently while demonstrating stylistic sensitivity;
- develop further skills of literary analysis and interpretation, and gain an in-depth independent understanding of the text's historical, cultural and literary context as reflected both in the text studied and modern scholarship.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate detailed and advanced knowledge of Greek language and style through stylistically sensitive translations of the text studied and unseen translation work;
- demonstrate the ability to evaluate critically and employ independently methods and results of modern scholarship relating to the studied text;
- demonstrate and apply critically detailed knowledge of the text studied in independent literary and linguistic analysis.

CONTENT

Students will study a work of Greek literature in the original language. The module will focus on poetic texts (e.g. a Euripidean tragedy, a selection from Homer's *Iliad*). A different text is chosen each year. Students will be expected to translate a significant amount of text, over and above that translated in class, independently. Distance learners will submit set sections of translation and commentary for distance tutor comments. This module emphasises independent translation work, building on the advanced linguistic and critical skills reached in Further Advanced Greek: Verse and Prose. Detailed language work will be combined with the further development of

skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component. Students in this module are taught in the same group as students in Advanced Greek: Verse and Further Advanced Greek: Verse.

ASSESSMENT

Coursework (50%)

One 3,000 word commentary

For example: Write a critical commentary on Hom. *Il.* 24.33-92.

Examination (50%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Liddell & Scott, *An Intermediate Greek-English Dictionary*, Oxford, 1963.

Plus set text (selections of unadapted Greek text appropriate for the level)

Recommended

Morwood, J. *Oxford Grammar of Classical Greek*, Oxford, 2001.

MODULE CODE:	CLGK7010						
TITLE:	Higher Advanced Greek: Prose						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Pauline Hanesworth						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITES:	Further Advanced Greek: Verse, Further Advanced Greek: Prose, or equivalent						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught at distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught at distance]						
JACS CODE:	Q720						

AIM(S)

To enable students to:

- translate the Greek language at an advanced level accurately and independently while demonstrating stylistic sensitivity;
- develop further skills of literary analysis and interpretation, and gain an in-depth independent understanding of the text's historical, cultural and literary context as reflected both in the text studied and modern scholarship.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate detailed and advanced knowledge of Greek language and style through stylistically sensitive translations of the text studied and unseen translation work;
- demonstrate the ability to evaluate critically and employ independently methods and results of modern scholarship relating to the studied text;
- demonstrate and apply critically detailed knowledge of the text studied in independent literary and linguistic analysis.

CONTENT

Students will study a work of Greek literature in the original language. The module will focus on prose (e.g. a book by Thucydides, a Platonic dialogue, a selection of Demosthenes' speeches). A different text is chosen each year. Students will be expected to translate a significant amount of text, over and above that translated in class, independently. Distance learners will submit set sections of translation and commentary for distance tutor comments. This module emphasises independent translation work, building on the advanced linguistic and critical skills reached in Further Advanced Greek: Verse and Prose. Detailed language work will be combined

with the further development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component. Students in this module are taught in the same group as students in Advanced Greek: Prose and Further Advanced Greek: Prose.

ASSESSMENT

Coursework (50%)

One 3,000 word commentary

For example: Write a critical commentary on Pl. *Symp.* 185e6-188e5.

Examination (50%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Liddell & Scott, *An Intermediate Greek-English Dictionary*, Oxford, 1963.

Plus set text (selections of unadapted Greek text appropriate for the level)

Recommended

Morwood, J. *Oxford Grammar of Classical Greek*, Oxford, 2001.

MODULE CODE: CLLA7001
TITLE: Beginners' Latin I
DATE: 16/03/2012

MODULE AUTHOR: Dr James Richardson
LEVEL: 7
CREDITS: 20

TEACHING METHODS:

Classes	20% [if taught on campus]
Directed Learning	80% [if taught on campus]
Directed Learning	100% [if taught at distance]

JACS CODE: Q610

AIM(S)

- To enable students who have no previous knowledge of the language to acquire a basic grounding in Latin grammar and syntax.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- translate short adapted passages;
- demonstrate knowledge of basic grammar and syntax;
- acquire a basic vocabulary of approximately 250 words.

CONTENT

This module introduces the study of Latin to students with no previous knowledge of the language. The module gives a grounding in the basics of Latin grammar, vocabulary and syntax. Knowledge of Latin opens up a wealth of great literary works, developing students' independence to read Latin sources without having to rely on translations. A Beginners' Latin course is therefore of great value for all students interested in classical literature, ancient history, theology and philosophy. For this course the text book *Reading Latin* is used. For this module students will work on a variety of grammatical exercises and on the reading and translation of adapted texts (e.g. from Plautus and Cicero). These texts will introduce you not only to the grammar and syntax of Classical Latin, but also to Roman civilisation and culture in general.

ASSESSMENT

Coursework (20%)

One portfolio of short assignments

Examination (80%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Jones, P. V. and Sidwell, K. C. *Reading Latin: Grammar, Vocabulary and Exercises*, Cambridge, 1986

Jones, P. V. and Sidwell, K. C. *Reading Latin: Text*, Cambridge, 1986

Recommended

Morwood, J. *A Latin Grammar*. Oxford, 1999.

MODULE CODE:	CLLA7002						
TITLE:	Beginners' Latin II						
DATE:	16/03/2012						
MODULE AUTHOR:	Dr James Richardson						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Standard of Beginners' Latin I						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>20% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>80% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at distance]</td></tr> </table>	Classes	20% [if taught on campus]	Directed Learning	80% [if taught on campus]	Directed Learning	100% [if taught at distance]
Classes	20% [if taught on campus]						
Directed Learning	80% [if taught on campus]						
Directed Learning	100% [if taught at distance]						
JACS CODE:	Q610						

AIM(S)

- To enable students to complete their basic introduction to Latin grammar and syntax and read adapted texts of increased difficulty.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- translate more complex adapted passages;
- demonstrate a thorough knowledge of more advanced, basic grammar and syntax;
- acquire a basic vocabulary of approximately 250 words.

CONTENT

This module continues with the study of Latin, picking up where Beginners' Latin I finished (usually chapter 2A in the text book). Like Beginners' Latin I, this course will consist of a mixture of grammar, translation and comprehension exercises. The adapted texts used in this module will introduce students not only to the Latin language itself, but also to Roman civilisation and culture in general. The knowledge and skills acquired in the Beginners' Latin II course help to prepare students for progression to the higher levels.

ASSESSMENT

Coursework (20%)

One portfolio of short assignments

Examination (80%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Jones, P. V. and Sidwell, K. C. *Reading Latin: Grammar, Vocabulary and Exercises*, Cambridge, 1986.

Jones, P. V. and Sidwell, K. C. *Reading Latin: Text*, Cambridge, 1986.

Recommended

Morwood, J. *A Latin Grammar*. Oxford, 1999.

MODULE CODE:	CLLA7003						
TITLE:	Intermediate Latin I						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Owen Hodkinson						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Standard of Beginners' Latin II or equivalent						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught on distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught on distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught on distance]						
JACS CODE:	Q610						

AIM(S)

To enable students to:

- further enhance their level of knowledge of the Latin language (grammar, syntax, vocabulary) beyond beginners level, to the point where they can read more difficult and longer adapted Latin texts;
- acquire greater reading, translation, and comprehension skills.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a knowledge of a large proportion of the major grammatical and syntactical constructions of the Latin language, and of a range of vocabulary commensurate with the level;
- demonstrate an ability to read, understand and translate longer prepared passages of adapted Latin, and to translate unprepared passages with some vocabulary and grammatical assistance and the use of a dictionary;
- translate and demonstrate understanding of more difficult adapted Latin texts independently, with the use of a reference grammar and a dictionary.

CONTENT

This module enables students to consolidate and deepen their knowledge and extend their awareness of the language beyond beginners level. It follows on from where Latin Beginners II finished, adding further to the students' knowledge of the grammatical forms and constructions of Latin. The texts are especially graded to allow new pieces of grammar and syntax to be introduced at regular intervals, whilst at the same time consolidating the knowledge of more familiar elements. Students will be expected to translate these texts with the aid of a vocabulary list and with tutor support where necessary. The tutor will also comment, where appropriate, on matters arising from the text to aid students' appreciation of the subject-matter. Students will also be asked to complete a number of grammatical exercises to supplement the reading done, and to submit written translation exercises from time to

time. If taken at a distance, individual tutor support will be offered via email contact, complementing the use of the module VLE forum accessible to all students.

ASSESSMENT

Coursework (20%)

One portfolio of short assignments

Examination (80%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Jones, P. V. & Sidwell, K. C. *Reading Latin, Grammar, Vocabulary and Exercises*. Cambridge, 1986.

Jones, P. V. & Sidwell, K. C. *Reading Latin, Text*. Cambridge, 1986.

A good dictionary is essential: for this level, use Simpson, D. P. *Cassell's Latin Dictionary*. London, 1977, or Morwood, J. *The Pocket Oxford Latin Dictionary*. Oxford, 2000.

Recommended

Morwood, J. *A Latin Grammar*. Oxford, 1999.

NB: Students considering going on to Advanced Latin, may wish to consider the following:

Morwood, J. *Oxford Latin Desk Dictionary*. Oxford, 2005.

Smith, W. and J. Lockwood, *Latin-English Dictionary*. Chambers, 1992.

Lewis, C. T. *Elementary Latin Dictionary*. Oxford, 1962.

MODULE CODE:	CLLA7004						
TITLE:	Intermediate Latin II						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Owen Hodkinson						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Standard of Intermediate Latin I or equivalent						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught on distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught on distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught on distance]						
JACS CODE:	Q610						

AIM(S)

To enable students to:

- further enhance their level of knowledge of the Latin language (grammar, syntax, vocabulary) to the point where they can read easier Latin texts in the original and unadapted;
- acquire greater reading, translation, and comprehension skills while developing skills of literary analysis and appreciation through acquiring knowledge of literary techniques.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a knowledge of all the major grammatical and syntactical constructions of the Latin language, and of a wide range of vocabulary;
- demonstrate an appreciation of some more common literary techniques and devices, and an ability to analyse a prepared passage in terms of literary features;
- translate and demonstrate an understanding of easier unadapted Latin texts independently, with the use of a reference grammar and a dictionary.

CONTENT

This module enables students to consolidate and deepen their knowledge and extend their awareness of the language, and to read some continuous Latin text. We will continue to use the textbook *Reading Latin*, carrying on from where Latin Intermediate I finished, to complete the knowledge of the grammatical forms and constructions of Latin. In addition students will read a selection of extracts from a Latin author. The module will focus primarily on translating the text and on understanding the grammar and syntax of the Latin. Students will, however, also be strongly encouraged to begin to develop their skills of literary criticism, through discussion of the literary style and content of the Latin, and of the techniques the author employs. The module will facilitate the transition to Latin Advanced I for those

who continue study of the language with the School, and enable others to read unadapted original texts on their own with the help of a dictionary and reference grammar on completion of the module. All set text prescription will be translated in class, or for distance learners, be submitted for tutor comments via email. Students will not have to read parts of the set text independently without consolidation through tutor support.

ASSESSMENT

Coursework (50%)

1. One portfolio of two short assignments (25%)
2. One translation and 1,000-word commentary exercise (25%)

Examination (50%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Jones, P. V. & Sidwell, K. C. *Reading Latin, Grammar, Vocabulary and Exercises*. Cambridge, 1986.

Plus set text (selections of unadapted Latin text appropriate for the level)

A good dictionary is essential: for this level, use Simpson, D. P. *Cassell's Latin Dictionary*. London, 1977, or Morwood, J. *The Pocket Oxford Latin Dictionary*. Oxford, 2000.

Recommended

NB: students considering going on to Advanced Latin may wish to consider the following:

Morwood, J. *Oxford Latin Desk Dictionary*. Oxford, 2005.

Smith, W. and J. Lockwood, *Latin-English Dictionary*. Chambers, 1992.

Lewis, C. T. *Elementary Latin Dictionary*. Oxford, 1962.

MODULE CODE:	CLLA7005						
TITLE:	Advanced Latin: Verse						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Magdalena Öhrman						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Standard of Intermediate Latin II, or Latin A Level (at grade C or above) or equivalent						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught on distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught on distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught on distance]						
JACS CODE:	Q620						

AIM(S)

To enable students to:

- translate accurately the Latin language of a poetic text at an advanced level;
- develop further skills of literary analysis and interpretation, and to gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate advanced knowledge of Latin grammar and syntax through translation of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

CONTENT

Students will study a work of Latin literature in the original language. The module will focus on verse (e.g. a Seneca tragedy, a selection from Virgil's *Aeneid*). A different text is chosen each semester and year. All set text prescription will normally be translated in class; distance learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component. Students in this module are taught in the same group as students in Further Advanced Latin: Verse and Higher Advanced Latin: Verse.

ASSESSMENT

Coursework (50%)

One 3,000 word critical analysis

For example: Write a critical commentary on Verg. *Aen.* 1.1-30.

Examination (50%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Lewis, C. T. and C. Short, *A Latin Dictionary*. Oxford, 1956 (or a good dictionary from the selection below)

Plus set text (selections of unadapted Latin text appropriate for the level)

Recommended

Morwood, J. *A Latin Grammar*, Oxford, 1999.

Glare, P. *Oxford Latin Dictionary*. Oxford, 1983.

Lewis, C. T. *Elementary Latin Dictionary*. Oxford, 1962.

Morwood, J. *Oxford Latin Desk Dictionary*. Oxford, 2005.

Smith, W. and J. Lockwood, *Latin-English Dictionary*. Chambers, 1992.

MODULE CODE:	CLLA7006						
TITLE:	Advanced Latin: Prose						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Magdalena Öhrman						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Standard of Intermediate Latin II, or Latin A Level (at grade C and above) or equivalent						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught on distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught on distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught on distance]						
JACS CODE:	Q620						

AIM(S)

To enable students to:

- translate accurately the Latin language of a prose text at an advanced level;
- develop further skills of literary analysis and interpretation, and gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate advanced knowledge of Latin grammar and syntax through translation of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

CONTENT

Students will study a work of Latin literature in the original language. The module will focus on prose (e.g. a book by Tacitus or Caesar, a selection of Cicero's speeches). A different text is chosen each year. All set text prescription will normally be translated in class; distance learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component to continue linguistic teaching at an advanced level. Students in this module are taught in the same group as students in Further Advanced Latin: Prose and Higher Advanced Latin: Prose.

ASSESSMENT

Coursework (50%)

One 3,000 word critical analysis

For example: Write a critical commentary on Cic. *Cat.* 1.1-3.

Examination (50%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Lewis, C. T. and C. Short, *A Latin Dictionary*. Oxford, 1956 (or a good dictionary from the selection below)

Plus set text (selections of unadapted Latin text appropriate for the level)

Recommended

Morwood, J. *A Latin Grammar*, Oxford, 1999.

Glare, P. *Oxford Latin Dictionary*. Oxford, 1983.

Lewis, C. T. *Elementary Latin Dictionary*. Oxford, 1962.

Morwood, J. *Oxford Latin Desk Dictionary*. Oxford, 2005.

Smith, W. and J. Lockwood, *Latin-English Dictionary*. Chambers, 1992.

MODULE CODE:	CLLA7007						
TITLE:	Further Advanced Latin: Verse						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Magdalena Öhrman						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Advanced Latin: Verse, Advanced Latin: Prose, or equivalent						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught on distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught on distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught on distance]						
JACS CODE:	Q620						

AIM(S)

To enable students to:

- translate the Latin language accurately and independently at an advanced level;
- develop further skills of literary analysis and interpretation, and gain an independent understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate sound knowledge of Latin grammar and syntax through accurate and independent translation of the text studied and unseen translation work;
- demonstrate the ability to analyse and employ modern scholarship on the studied text;
- demonstrate sound and critically informed knowledge of the text studied in literary and linguistic analysis.

CONTENT

Students will study a work of Latin literature in the original language. The module will focus on verse (e.g. a Seneca tragedy, a selection from Virgil's *Aeneid*). A different text is chosen each year. Students will be expected to translate a certain amount of text, over and above that translated in class, independently; the inclusion of a self-study element builds on the linguistic and critical skills developed in Advanced Latin: Verse and Prose, and allows students to develop the ability to work independently with advanced Latin text. Distance learners will submit sections of translation and commentary for tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the

module contains an unseen translation component. Students in this module are taught in the same group as students in Advanced Latin: Verse and Higher Advanced Latin: Verse.

ASSESSMENT

Coursework (50%)

One 3,000-word critical commentary or essay

For example: Write a critical commentary on Verg. *Aen.* 1.1-30 OR Analyse the ways in which Vergil creates a specifically Latin epic vocabulary in *Aen.* 1.

Examination (50%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Lewis, C. T. and C. Short, *A Latin Dictionary*. Oxford, 1956 (or a good dictionary from the selection below)

Plus set text (selections of unadapted Latin text appropriate for the level)

Recommended

Morwood, J. *A Latin Grammar*, Oxford, 1999.

Glare, P. *Oxford Latin Dictionary*. Oxford, 1983.

Lewis, C. T. *Elementary Latin Dictionary*. Oxford, 1962.

Morwood, J. *Oxford Latin Desk Dictionary*. Oxford, 2005.

Smith, W. and J. Lockwood, *Latin-English Dictionary*. Chambers, 1992.

MODULE CODE:	CLLA7008						
TITLE:	Further Advanced Latin: Prose						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Magdalena Öhrman						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Advanced Latin: Verse, Advanced Latin: Prose, or equivalent						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught on distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught on distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught on distance]						
JACS CODE:	Q620						

AIM(S)

To enable students to:

- translate the Latin language accurately and independently at an advanced level;
- develop further skills of literary analysis and interpretation, and gain an independent understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate sound knowledge of Latin grammar and syntax through accurate and independent translation of the text studied and unseen translation work;
- demonstrate the ability to analyse and employ modern scholarship on the studied text;
- demonstrate sound and critically informed knowledge of the text studied in literary and linguistic analysis.

CONTENT

Students will study a work of Latin literature in the original language. The module will focus on prose (e.g. a book by Tacitus or Caesar, a selection of Cicero's speeches). A different text is chosen each year. Students will be expected to translate a certain amount of text, over and above that translated in class, independently; the inclusion of a self-study element builds on the linguistic and critical skills developed in Advanced Latin: Verse and Prose, and allows students to develop the ability to work independently with advanced Latin text. Distance learners will submit sections of translation and commentary for tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater

skill and accuracy the module contains an unseen translation component. Students in this module are taught in the same group as students in Advanced Latin: Prose and Higher Advanced Latin: Prose.

ASSESSMENT

Coursework (50%)

One 3,000 word critical commentary or essay

For example: Write a critical commentary on Cic. *Cat.* 1.1-3 OR Analyse the ways in which Cicero uses rhetorical strategies in the proemium of *Cat.* 1.

Examination (50%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Lewis, C. T. and C. Short, *A Latin Dictionary*. Oxford, 1956 (or a good dictionary from the selection below)

Plus set text (selections of unadapted Latin text appropriate for the level)

Recommended

Morwood, J. *A Latin Grammar*, Oxford, 1999.

Glare, P. *Oxford Latin Dictionary*. Oxford, 1983.

Lewis, C. T. *Elementary Latin Dictionary*. Oxford, 1962.

Morwood, J. *Oxford Latin Desk Dictionary*. Oxford, 2005.

Smith, W. and J. Lockwood, *Latin-English Dictionary*. Chambers, 1992.

MODULE CODE:	CLLA7009						
TITLE:	Higher Advanced Latin: Verse						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Magdalena Öhrman						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITE:	Further Advanced Latin: Verse, Further Advanced Latin: Prose, or equivalent						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught on distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught on distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught on distance]						
JACS CODE:	Q620						

AIM(S)

To enable students to:

- translate the Latin language at an advanced level accurately and independently while demonstrating stylistic sensitivity;
- develop further skills of literary analysis and interpretation, and gain an in-depth independent understanding of the text's historical, cultural and literary context as reflected both in the text studied and modern scholarship.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate detailed and advanced knowledge of Latin language and style through stylistically sensitive translation of the text studied and unseen translation work;
- demonstrate the ability to evaluate critically and employ independently methods and results of modern scholarship relating to the studied text;
- demonstrate and apply critically detailed knowledge of the text studied in independent literary and linguistic analysis.

CONTENT

Students will study a work of Latin literature in the original language. The module will focus on poetic texts (e.g. a Seneca tragedy, a selection from Virgil's *Aeneid*). A different text is chosen each year. Students will be expected to translate a significant amount of text, over and above that translated in class, independently. Distance learners will submit set sections of translation and commentary for tutor comments. This module emphasises independent translation work, building on the advanced linguistic and critical skills reached in Further Advanced Latin: Verse and Prose. Detailed language work will be combined with the further development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains an

unseen translation component. Students in this module are taught in the same group as students in Advanced Latin: Verse and Further Advanced Latin: Verse.

ASSESSMENT

Coursework (50%)

One 3,000 word commentary

For example: Write a critical commentary on Verg. *Aen.* 1.1-60.

Examination (50%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Lewis, C. T. and C. Short, *A Latin Dictionary*. Oxford, 1956 (or a good dictionary from the selection below)

Plus set text (selections of unadapted Latin text appropriate for the level)

Recommended

Morwood, J. *A Latin Grammar*, Oxford, 1999.

Glare, P. *Oxford Latin Dictionary*. Oxford, 1983.

Lewis, C. T. *Elementary Latin Dictionary*. Oxford, 1962.

Morwood, J. *Oxford Latin Desk Dictionary*. Oxford, 2005.

Smith, W. and J. Lockwood, *Latin-English Dictionary*. Chambers, 1992.

MODULE CODE:	CLLA7010						
TITLE:	Higher Advanced Latin: Prose						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Magdalena Öhrman						
LEVEL:	7						
CREDITS:	20						
PRE-REQUISITES:	Further Advanced Latin: Verse, Further Advanced Latin: Prose, or equivalent						
TEACHING METHODS:	<table> <tr> <td>Classes</td><td>15% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>85% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at distance]</td></tr> </table>	Classes	15% [if taught on campus]	Directed Learning	85% [if taught on campus]	Directed Learning	100% [if taught at distance]
Classes	15% [if taught on campus]						
Directed Learning	85% [if taught on campus]						
Directed Learning	100% [if taught at distance]						
JACS CODE:	Q620						

AIM(S)

To enable students to:

- translate the Latin language at an advanced level accurately and independently while demonstrating stylistic sensitivity;
- develop further skills of literary analysis and interpretation, and gain an in-depth independent understanding of the text's historical, cultural and literary context as reflected both in the text studied and modern scholarship.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate detailed and advanced knowledge of Latin language and style through stylistically sensitive translations of the text studied and unseen translation work;
- demonstrate the ability to evaluate critically and employ independently methods and results of modern scholarship relating to the studied text;
- demonstrate and apply critically detailed knowledge of the text studied in independent literary and linguistic analysis.

CONTENT

Students will study a work of Latin literature in the original language. The module will focus on prose (e.g. a book by Tacitus or Caesar, a selection of Cicero's speeches). A different text is chosen each year. Students will be expected to translate a significant amount of text, over and above that translated in class, independently. Distance learners will submit set sections of translation and commentary for distance tutor comments. This module emphasises independent translation work, building on the advanced linguistic and critical skills reached in Further Advanced Latin: Verse and Prose. Detailed language work will be combined with the further development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains

an unseen translation component to continue linguistic teaching at an advanced level. Students in this module are taught in the same group as students in Advanced Latin: Prose and Further Advanced Latin: Prose.

ASSESSMENT

Course work (50%)

One 3,000 word commentary

For example: Write a critical commentary on Pl. *Symp.* 185e6-188e5.

Examination (50%)

One examination (2 hours)

BIBLIOGRAPHY

Essential

Lewis, C. T. and C. Short, *A Latin Dictionary*. Oxford, 1956 (or a good dictionary from the selection below)

Plus set text (selections of unadapted Latin text appropriate for the level)

Recommended

Morwood, J. *A Latin Grammar*, Oxford, 1999.

Glare, P. *Oxford Latin Dictionary*. Oxford, 1983.

Lewis, C. T. *Elementary Latin Dictionary*. Oxford, 1962.

Morwood, J. *Oxford Latin Desk Dictionary*. Oxford, 2005.

Smith, W. and J. Lockwood, *Latin-English Dictionary*. Chambers, 1992.

MODULE CODE:	CLCS7002						
TITLE:	The Invention of Fiction in Greece						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Owen Hodkinson						
LEVEL:	7						
CREDITS:	20						
TEACHING METHODS:	<table> <tr> <td>Seminars</td><td>10% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>90% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught on distance]</td></tr> </table>	Seminars	10% [if taught on campus]	Directed Learning	90% [if taught on campus]	Directed Learning	100% [if taught on distance]
Seminars	10% [if taught on campus]						
Directed Learning	90% [if taught on campus]						
Directed Learning	100% [if taught on distance]						
JACS CODE:	Q800						

AIM(S)

- To enable students to demonstrate a detailed and critical understanding of the development of fictional literature in Greek and issues surrounding the definition and concept of fiction, by the use of appropriate theoretical methods and concepts.

LEARNING OUTCOMES

By the end of this module students should be able to:

- discuss the development of 'fictional' narrative through a variety of genres in Greek from the fourth century BCE to the third century CE;
- demonstrate a critically underpinned understanding of the prescribed texts and their genres, and an independent critical assessment of secondary literature including a range of literary theory on the definition of fiction;
- present a detailed literary analysis of the prescribed texts, particularly in relation to their place in the history of fiction; this may include features such as narratological technique and narrative medium, types of characters represented, and their genre;
- engage in debate concerning the nature and definition of fiction, and its relationship to other categories such as myth.

CONTENT

This module involves study of a range of literary texts which contain fictional narratives, and considers what the category of 'fiction' means, and whether (and to which texts) one should apply it in studying classical texts. Texts read will include the ancient Greek novels, epistolary novels, fictional letters, written mainly under the Roman Empire, and some Hellenistic literature which was influential for these later genres. Students will trace the development of fictional narratives from dramatic, historiographical and other literary forms to the beginnings of the novel in western literature, and analyse the core texts in terms of various ancient and modern criteria for defining fiction. They will also consider the place and functions of fiction within a society and possible reasons for the development of 'purely' fictional literature. Residential students will discuss the module units in seminars. Distance learners will be provided with introductory material for each unit, and will be asked to submit two pieces of formative written work for tutor comment.

ASSESSMENT

Course work (100%)

One essay (5000 words)

The topic of the essay is chosen by the student in consultation with the module tutor but must be related to the content of the module.

For example: How important are the so-called 'fringe novels' for understanding the development of the Greek novel genre?

BIBLIOGRAPHY

Essential

Primary set texts*:

Plato, *Phaedrus*, trans. Nehemas and Woodruff (Indianapolis 1995)

Menander, *Plays*, trans. M. Balme (Oxford 2002)

Theocritus, trans. A. Verity (Oxford 2003)

Herodas, trans. I.C. Cunningham (Harvard 2002)

Ancient Greek literary letters, trans. P.A. Rosenmeyer (London 2006)

Collected Ancient Greek novels, ed. B.P. Reardon (California 1989)

Phlegon of Tralles, trans. W. Hansen (Exeter 1996)

*other translations may be used where available but in several cases these are the only English translations currently in print.

Secondary:

D. Cohn, *The distinction of fiction* (Baltimore 1999)

Recommended

G. Genette, *Fiction and diction*, trans. C. Porter (Cornell 1993)

C. Gill and T.P. Wiseman (eds.), *Lies and Fiction in the Ancient World* (Exeter 1993)

J.R. Morgan and R. Stoneman (eds.), *Greek fiction: the Greek novel in context* (London 1994)

M. Payne, *Theocritus and the invention of fiction* (Cambridge 2007)

P.A. Rosenmeyer, *Ancient Epistolary Fictions* (Cambridge 2001) (esp. chs. 7-11)

MODULE CODE:	CLCS7006						
TITLE:	Myth in Greek and Roman Epic						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Pauline Hanesworth						
LEVEL:	7						
CREDITS:	20						
TEACHING METHODS:	<table> <tr> <td>Seminars</td><td>10% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>90% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught on distance]</td></tr> </table>	Seminars	10% [if taught on campus]	Directed Learning	90% [if taught on campus]	Directed Learning	100% [if taught on distance]
Seminars	10% [if taught on campus]						
Directed Learning	90% [if taught on campus]						
Directed Learning	100% [if taught on distance]						
JACS CODE:	Q800						

AIM(S)

To enable students to:

- analyse critically the use of myth in epic in its socio-cultural and historical contexts, using detailed knowledge;
- engage with scholarly approaches to and theoretical frameworks for the study of myth and epic in ancient culture.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a detailed knowledge and understanding of the development of the epic genre;
- demonstrate an advanced knowledge of the complex use of myth in epic, within its literary, historical and social contexts, within the genre of epic generally and the chosen set texts in particular;
- combine a detailed knowledge of myth, epic, ancient culture and history and their attendant theoretical frameworks in cogently articulated analyses of the use of myth in epic;
- contribute to scholarly debates relating to the study of epic and myth;
- reformulate and employ contemporary critical approaches and theoretical frameworks in independent analyses of epic and myth, showing an awareness of the limitations and problems inherent in their chosen methodology.

CONTENT

This module examines the use and function of myth in epic across a period of some twelve centuries, and provides students with a detailed study of the epic genre. In any given year this will include approximately 7-10 epics and epyllia such as, though not limited to, the Homeric *Iliad* and *Odyssey*, Apollonius Rhodius' *Argonautica*, Moschos' *Europa*, Theocritus' *Little Heracles*, Catullus 64, Vergil's *Aeneid*, Valerius Flaccus' *Argonautica* and Quintus Smyrnaeus' *Posthomerica*. The module allows students to explore the origins of myth, its links with folktale, its place in story-telling

and the oral tradition. By investigating the types of myths chosen in epics, their reformulation and depiction, this module also allows students to gain a greater understanding of the function and use of myth in epic, of the literary concerns of individual epics and of the purpose, structure and development of the epic genre in antiquity. Furthermore, by exploring the relationship between myth, literature, culture and history, this module provides students with the opportunity to gain a greater understanding of their interactions and their function in underpinning ancient identities and ideologies. This module will allow students to reformulate and employ contemporary theoretical frameworks and critical approaches to the study of myth and epic and myth in epic, combining, for example, narratology, neoanalysis, intertextuality and orality, in order to independently analyse, and contribute to scholarly debate on, the use of myth within and across chosen set texts.

Residential students are expected to contribute to the seminars through both presentations and discussion. Distance students will be provided with material for each unit, and are asked to submit two pieces of formative written work for tutor comment.

ASSESSMENT

Coursework (100%)

One essay (5000 words)

The topic of the essay is chosen by the student in consultation with the module tutor but must be related to the content of the module. Topics on which essays have been written include: the myth of the Golden Amphora in the Homeric epics, the political and poetical influences on the catalogue in Vergil *Aeneid* 7, the myth of Circe in Homer's *Odyssey* and Apollonius Rhodius' *Argonautica* and *ecphrasis* in Valerius Flaccus' *Argonautica*.

BIBLIOGRAPHY

Essential

Foley, J. M. (2005), *A Companion to Ancient Epic*, Malden (MA)
 Toohey, P. (1992), *Reading Epic: An Introduction to the Ancient Narratives*, London

Plus chosen set texts

Recommended

Alden, M. (2001), *Homer Beside Himself: Para-Narratives in the Iliad*, Oxford
 Boyle, A. J. (1990), *The Imperial Muse: Flavian Epicists to Claudian*, Bendigo
 Boyle, A. J. (1993), *Roman Epic*, London
 Burgess, J. S. (2001), *The Tradition of the Trojan War in Homer and the Epic Cycle*, Baltimore
 de Jong, I. J. F. (1999), *Homer: Critical Assessments* (4 vols.), London
 Fantuzzi, M. and Hunter, R. L. (2004), *Tradition and Innovation in Hellenistic Poetry*, Cambridge
 Harder, M. A. and Cuypers, M. (2005), *Beginning from Apollo: Studies in Apollonius Rhodius and the Argonautic Tradition*, Groningen
 Hardie, P. (1993), *The Epic Successors of Vergil: A Study in the Dynamics of a Tradition*, Cambridge

- Hardie, P. (1999), *Virgil: Critical Assessments of Classical Authors*, Vols. 3 and 4, London
- Hershkowitz, D. (1998), *Valerius Flaccus' Argonautica: Abbreviated Voyages in Silver Latin Epic*, Oxford
- Malpas, S. and Wake, P. (2006), *Routledge Companion to Critical Theory*, London
- Merriam, C. U. (2001), *The Development of the Epyllion Genre through the Hellenistic and Roman Periods*, New York
- Pavlock, B. (1990), *Eros, Imitation and the Epic Tradition*, Ithaca and London
- Skinner, M. B. (2007), *A Companion to Catullus*, Oxford
- Thomas, R. (1992), *Literacy and Orality in Ancient Greece*, Cambridge

MODULE CODE:	CLCS7014						
TITLE:	Erotic Poetry in the Ancient World						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Magdalena Öhrman						
LEVEL:	7						
CREDITS:	20						
TEACHING METHODS:	<table> <tr> <td>Seminars</td><td>10% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>90% [if taught on campus]</td></tr> <tr> <td></td><td>100% [if taught on distance]</td></tr> </table>	Seminars	10% [if taught on campus]	Directed Learning	90% [if taught on campus]		100% [if taught on distance]
Seminars	10% [if taught on campus]						
Directed Learning	90% [if taught on campus]						
	100% [if taught on distance]						
JACS CODE:	Q800						

AIM(S)

- To enable students to gain a detailed and critical understanding of ancient erotic poetry and the scholarly discussions relating to its evolution through the use of appropriate theoretical methods and concepts.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate a critically underpinned understanding of Greek and Roman erotic poetry;
- present a detailed literary analysis of the prescribed texts, particularly in relation to their place in literary development and socio-historic contexts; this may include features such as narratological technique, types of characters represented, analysis of literary *topoi*, or relation to normative patterns of gendered behaviour;
- construct an independent and methodologically informed argument, based on independent research, synthesizing material relevant to the module.

CONTENT

The module focusses on erotic poetry in the ancient world. It explores the different contexts of erotic poetry and surveys the realisation of erotic elements in different literary genres (e.g. lyric, epigram, elegy and didactic poetry). Throughout the module, literary analysis is underpinned by critical consideration of gendered behaviour and sexuality, as well as of the historical and literary background relevant to the period. The module considers the range of uses of erotic poetry, highlighting how such texts may serve multiple purposes of entertainment (from the pornographic to the literary), invective and societal norm-building. Detailed literary analysis is at the core of the module; texts used may in any given year include authors such as Sappho, Alcaeus, Anacreon, Catullus, Propertius, Ovid or Martial.

Residential students will discuss the module units in seminars. Distance learners will be provided with introductory material for each unit, and will be asked to submit two pieces of formative written work for tutor comment.

ASSESSMENT

Course work (100%)

One abstract (200 words) (10%)

One 30-minute conference-standard presentation supported by a powerpoint (equivalent of 4,800 words) (90%)

The topic of the presentation is chosen by the student in consultation with the module tutor but must be related to the content of the module

BIBLIOGRAPHY

Essential

Bing, P. and Cohen, R. (eds.) (1991) *Games of Venus: An Anthology of Greek and Roman Erotic Verse from Sappho to Ovid*, New York

Hallett, J. and Skinner, M. B. (eds.) (1997) *Roman Sexualities*, Princeton

Pomeroy, S. B. (1972) *Goddesses, Whores, Wives, and Slaves: Women in Classical Antiquity*, London

McClure, L. (ed.) (2002) *Sexuality and Gender in the Ancient World. Readings and Documents*, London

Plus set primary texts in addition to the above

Recommended

Conte, G. B. (1989), 'Love without Elegy: The *Remedia amoris* and the Logic of a Genre', *Poetics Today*, 10, 441-469

Greene, E. (1998) *The Erotics of Domination: Male Desire and the Mistress in Latin Love Elegy*, Baltimore

Greene, E. (1996) 'Sappho, Foucault, and Women's Erotics', *Arethusa* 29, 1-14

Gibson, R. K; Green, S.; Sharrock, A. (2006) *The Art of Love. Bimillennial Essays on Ovid's Ars amatoria and Remedia Amoris*, Oxford

Gutzwiller, K. (1998) *Poetic Garlands. Hellenistic Epigrams in Context*, Berkeley

Henderson, J. (1991) *The Maculate Muse. Obscene Language in Attic Comedy*, Oxford

Janan, M. (1994) *When the Lamp is Shattered. Desire and Narrative in Catullus*, Berkeley and Los Angeles

Janan, M. (2001), *The Politics of Desire. Propertius IV*, Berkeley and Los Angeles

Kennedy, D. F. (1993), *The Arts of Love. Five Studies in the Discourse of Roman Love Elegy* (Cambridge)

Kennedy, D. F. (2008) 'Elegy and the Erotics of Narratology', in: *Latin Elegy and Narratology: Fragments of a Story*, eds. G. Liveley and P. Salzman-Mitchell, Columbus, 19-33

Nilsson, I. (ed.) (2009) *Plotting with Eros. Essays on the Poetics of Love and the Erotics of Reading*, Copenhagen

Rosenmeyer, P. (1992) *The Poetics of Imitation. Anacreon and the Anacreontic Tradition*, Cambridge

- Winkler, J. J. (1990) *The Constraints of Desire. The Anthropology of Sex and Gender in Ancient Greece*, London
- Wyke, M. (ed.)(1998) *Parchments of Gender. Deciphering the Body in Antiquity*, Oxford

MODULE CODE:	CLCS7008
TITLE:	Women in Ancient Myth and Society
DATE:	16/03/2012
MODULE AUTHOR:	Dr David Noy
LEVEL:	7
CREDITS:	20
TEACHING METHODS:	Directed Learning 100% [taught at a distance]
JACS CODE:	V110

AIM(S)

- To enable students to evaluate the evidence for images of women in ancient myth and to consider independently how the images of myth influenced the portrayal of real-life women of the ancient world.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a sophisticated understanding of the social, cultural and political uses to which mythological images of women were put;
- adapt and apply different theoretical and methodological approaches to the interpretation of the evidence for mythological images of women in the ancient world;
- demonstrate an understanding of the major trends in modern scholarship on the subject of women in ancient myth, and to engage with that scholarship in a critical manner;
- construct a detailed and methodologically informed argument, based on independent research, synthesising material relevant to the module.

CONTENT

This module examines central aspects of the roles of women in Greek and Roman myth and history. It will explore the lives and stories of real and imaginary women, considering critically how the images of the imaginary ones influenced the portrayal of the real ones, and how the lives of real women influenced the portrayal of imaginary ones. The module includes in-depth study of some of the most important women in the world of Greek myth such as Pandora, the first woman (in one version); Penelope and Alcestis, the archetypal devoted wives; Clytemnestra the pseudo-man; Medea the witch; and Phaedra the wicked stepmother. Furthermore, it includes two real-life Greek women: Neaera the courtesan from Corinth and Cleopatra the last queen of Egypt. Case studies on, for instance, notorious women from Roman history (such as Clodia and the younger Agrippina) may also be included. The module also investigates how myth and reality merged in the portrayal of women on Roman sarcophagi. The source material used will mainly be literary, including epic, history, forensic oratory and drama. Some attention will also be paid to inscriptions, papyri and archaeological evidence, particularly coins and funerary artefacts.

Students will be provided with material for each unit, and are asked to submit two pieces of formative written work on which the module tutor will provide feedback and comments.

ASSESSMENT

Coursework (100%)

One 5,000 word essay

Essay topics are chosen in consultation with the module tutor. For example:
Examine critically the ways in which images of one goddess in myth (e.g. Hera) influenced the portrayal of a real woman.

BIBLIOGRAPHY

Essential

N/A

Recommended

Blundell, S. (1999) *Women in Ancient Greece*, London
Fantham, E. et al. (1994) *Women in the Classical World*, Oxford
Lefkowitz, M. (1998) *Women in Greek Myth*, Bristol
Pomeroy, S. (1994 or later) *Goddesses, Whores, Wives and Slaves*

MODULE CODE:	CLCS7013						
TITLE:	Mythmakers and Mythographers: uses, responses and approaches to Classical Mythology in the Greco-Roman worlds						
DATED:	16/03/2012						
MODULE AUTHOR:	Dr Pauline Hanesworth						
LEVEL:	7						
CREDITS:	20						
TEACHING METHODS:	<table> <tr> <td>Seminars</td><td>10% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>90% [if taught on campus]</td></tr> <tr> <td></td><td>100% [if taught at a distance]</td></tr> </table>	Seminars	10% [if taught on campus]	Directed Learning	90% [if taught on campus]		100% [if taught at a distance]
Seminars	10% [if taught on campus]						
Directed Learning	90% [if taught on campus]						
	100% [if taught at a distance]						
JACS CODE:	Q800						

AIM(S)

To enable students to:

- demonstrate a detailed and critical understanding of the evidence for and attitudes to classical mythology in the ancient worlds while displaying a critical awareness of the methodological problems associated with these;
- analyse the role of classical mythology in its social and cultural contexts in light of modern theories and methodologies, evaluating these theories in a critical manner.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate a critically underpinned understanding of the main trends of modern theory of ancient mythology;
- determine and apply appropriate methodologies and approaches for a range of evidence used in the study of classical mythology and society;
- demonstrate a critical understanding of the place of classical mythology in ancient societies.

CONTENT

The study of classical mythology is the study of the cultures, ideas and ideologies of the ancient worlds. This module builds on students' basic knowledge of the myths of Greece and Rome to introduce them to the area of advanced studies in classical mythology and its role in ancient societies. It will explore not just how and why myths are transmitted but how the ancients themselves used and understood myth in their lives, looking not only at mythmakers but also mythographers, rationalists, allegorists, philosophers and scientists. In so doing, this module will aid the student in negotiating the thorny issues of the interrelationship of myth and society, including the debated arenas of Myth and Religion, Myth and History and Myth and Philosophy, as well as allowing them to explore the nature and problems of ancient sources for mythology, including literature, material remains and iconography. Building on these ancient theoretical and practical approaches, this module will also

introduce students to the diverse and often contradictory modern theoretical approaches to classical mythology such as ritualism, comparativism and post-modernism, exploring the various arguments and the uses and problems associated with each. In so doing, *mythmakers and mythographers* will allow students to explore not only key aspects of classical mythology but also its continuing hold over us today.

ASSESSMENT

Coursework (100%)

One 1,500 word critical analysis of a modern theoretical approach to classical mythology (25%)

One 3,500 word essay (75%)

The topic of the essay is chosen by the student in consultation with the module tutor but must be related to the content of the module. Topics could include an analysis of the interrelationship of myth and religion or myth and history, the use of particular instantiations of a myth (e.g. the myth of Circe) within society, the difference between literary and iconographical representations of a particular myth, etc.

BIBLIOGRAPHY

Essential

Csapo, E. *Theories of Mythology*. Oxford: Blackwell, 2005

Dowden, K. and Livingstone, N. (eds.) *Companion to Greek Mythology*. Oxford: Blackwell, 2011

Wiseman, T. P. *The Myths of Rome*. Exeter: University of Exeter Press, 2004

Recommended

Bremmer, J. (ed) *Interpretations of Greek Mythology*. London: Croom Helm, 1987

Burkert, W. *Homo Necans: The Anthropology of Ancient Greek Sacrificial Ritual and Myth*. Berkeley: University of California Press, 1983

Burkert, W. *Structure and History in Greek Mythology and Ritual*. Berkeley: University of California Press, 1979

Buxton, R. *The Complete World of Greek Mythology*. London: Thames and Hudson, 2004

Calame, C. *Greek Mythology: Poetics, Pragmatics and Fiction (French edition published 2000; translated by Janet Lloyd)*. Cambridge: Cambridge University Press, 2009

Caldwell, Richard S. *The Origin of the Gods: A Psychoanalytic Study of Greek Theogonic Myth*. New York: Oxford University Press, 1989

Cameron, A. *Greek Mythography in the Roman World*, Oxford, 2004

Carpenter, T.H. *Art and Myth in Ancient Greece*. London: Thames and Hudson, 1991

Dowden, K. *The Uses of Greek Mythology*. London: Routledge, 1992

Dundes, A. (ed) *Sacred Narrative: Readings in the History of Myth*. Berkeley: University of California Press, 1984

Edmunds, L. (ed). *Approaches to Greek Myth*. Baltimore: John Hopkins University Press, 1990

- Gantz, T. *Early Greek Myth: A Guide to Literary and Artistic Sources*.
Baltimore: Johns Hopkins University Press, 1993
- Graf, F. *Greek Mythology: an Introduction*. Thomas Marier, trans. Baltimore &
London: John Hopkins University Press, 1993
- Harris, L. and Platzner, G. *Classical Mythology: Images and Insights*.
Mountain View: Mayfield, 1995
- Marcel D. *The Writing of Orpheus: Greek Myth in Cultural Context. Translated
by Janet Lloyd*. Baltimore: John Hopkins University Press, 2003
- Shapiro, H. A. *Myth Into Art: Poet and Painter in Classical Greece*, London
1994
- Trzaskoma, S. and Brunet, S. *Anthology of Classical Myth; Primary Sources
in Translation*, Hackett, 2004
- Vernant, J. P. *Myth and Society in Ancient Greece*. Janet Lloyd, trans.
Brighton, Eng.: Harvester Press, 1980
- West, M.L. *Indo-European Poetry and Myth*, Oxford: Oxford University Press,
2007
- Zajko, V. and Leonard, M. *Laughing with Medusa: Classical Myth and
Feminist Thought*. Oxford: Oxford University Press, 2006

MODULE CODE:	CLCS7015						
TITLE:	Classical Oratory and Rhetoric						
DATE:	16/03/2012						
MODULE AUTHOR:	Professor Mike Edwards						
LEVEL:	7						
CREDITS:	20						
TEACHING METHODS:	<table> <tr> <td>Seminars</td><td>10% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>90% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at a distance]</td></tr> </table>	Seminars	10% [if taught on campus]	Directed Learning	90% [if taught on campus]	Directed Learning	100% [if taught at a distance]
Seminars	10% [if taught on campus]						
Directed Learning	90% [if taught on campus]						
Directed Learning	100% [if taught at a distance]						
JACS CODE:	Q800						

AIM(S)

To enable students to:

- demonstrate a detailed and critical understanding of the development of the theory and practice of public speaking in Greece and Rome;
- analyse ancient oratorical and rhetorical texts in a critical manner and in light of modern methodologies and debate about their value and limitations.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a sophisticated understanding of the oratorical and rhetorical texts of Greece and Rome, and in particular of the rhetorical strategies therein that lead to effective persuasion in legal and political contexts;
- demonstrate an understanding of modern scholarship on the subject of classical oratory and rhetoric, and to engage with that scholarship in a critical manner;
- construct a detailed and methodologically informed argument, based on independent research, synthesising material relevant to the module.

CONTENT

From the earliest times the ability to speak persuasively in public in a variety of settings was one of the key attributes of a citizen. The Homeric heroes seem to possess an innate ability, but as the Athenian democracy developed in the late archaic and classical periods, and as political dramas were played out in the senate, assemblies and courts of late Republican Rome, the need for training in the art of public speaking grew and was perfected. This module will examine closely a range of the, primarily legal and political, speeches that survive from classical Athens in the so-called canon of ten Attic orators from the fifth and fourth centuries BC and of the speeches of Cicero in the first century BC, to achieve a critical understanding of the power and methods of oratorical persuasion. In addition, we will consider the development of rhetorical theory, as evidenced for example in the manuals composed by Aristotle, Cicero and Quintilian. These texts, both practical and theoretical, formed the core of the Greco-Roman educational system, and in turn had

a major influence on the development of education in the medieval and later western world.

Residential students are expected to contribute to discussion in the seminars. Distance students will be provided with material for each unit, and are asked to submit two pieces of formative written work on which the module tutor will provide feedback and comments.

ASSESSMENT

Coursework (100%)

One 5,000 word essay or rhetorical commentary

Essay topics are chosen in consultation with the module tutor. For example: Write a rhetorical commentary on Lysias, *On the Invalid*.

BIBLIOGRAPHY

Essential

Kennedy, G. A. (1994), *A New History of Classical Rhetoric*, Princeton, NJ: Princeton University Press

Recommended

Carey, C. (2012), *Trials from Classical Athens*, London: Routledge

Edwards, M. J. (1994), *The Attic Orators*, London: Bristol Classical Press

Jebb, R. C. (1893), *The Attic Orators from Antiphon to Isaeus*, London: Macmillan

Kennedy, G. A. (1963), *The Art of Persuasion in Greece*, London: Routledge

Kennedy, G. A. (1972), *The Art of Rhetoric in the Roman World, 300 B.C. - A.D. 300*, Princeton, NJ: Princeton University Press

Steel, C. E. W. (2006), *Roman Oratory*, Cambridge: Cambridge University Press

Tempest, K. (2011), *Cicero: Politics and Persuasion in Ancient Rome*, London: Continuum

Usher, S. (1999), *Greek Oratory: Tradition and Originality*, Oxford: Oxford UP

Usher, S. (2008), *Cicero's Speeches: The Critic in Action*, Oxford: Aris and Phillips

MODULE CODE:	CLAH7001						
TITLE:	Between Narrative and Interpretation: Writing History in the Ancient World						
DATE:	16/03/2012						
MODULE AUTHOR:	Dr Errietta Bissa						
LEVEL:	7						
CREDITS:	20						
TEACHING METHODS:	<table> <tr> <td>Seminars</td><td>10% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>90% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at a distance]</td></tr> </table>	Seminars	10% [if taught on campus]	Directed Learning	90% [if taught on campus]	Directed Learning	100% [if taught at a distance]
Seminars	10% [if taught on campus]						
Directed Learning	90% [if taught on campus]						
Directed Learning	100% [if taught at a distance]						
JACS CODE:	V110						

AIM(S)

- To enable students to demonstrate a detailed and critical understanding of ancient historiography and the scholarly discussions relating to its evolution.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a broad and in-depth understanding of Greek and Roman historiography;
- discuss in depth the methods, motives and aims of the main extant and fragmentary historians of classical antiquity;
- critically analyse and interpret the major issues of historiographical methodology and modern scholarship on the subject;
- construct an independent and methodologically informed argument, based on independent research, synthesizing material relevant to the module.

CONTENT

The module studies the historiography and historiographical tradition in the Greek and Roman worlds from the sixth century BC to the third century AD. The focus will be mainly on the evolution of history as a discipline and a tradition first in the Greek and in the Roman world. The module will concentrate on the main extant and fragmentary historians of the period aiming at analyzing and discussing the main characteristics of their method and works. Our knowledge of Greek and Roman history depends to a large extent on the information provided by the Greco-Roman historians; thus, understanding the motives and aims of these historians is paramount in expanding our knowledge of Greco-Roman antiquity. Further, the module will explore the connections and influences between Greco-Roman historiography and the primary philosophical movements of the period, mainly the sophistic movement and Stoicism.

Residential students will discuss the module units in seminars. Distance learners will be provided with introductory material for each unit, and will be asked to submit two pieces of formative written work for tutor comment.

ASSESSMENT

Course work (100%)

One 5000 word essay

For example: Critically examine the aims and methods of one Greco-Roman historian that you have studied, and assess how reliable the resulting text is for our reconstruction of the period in question.

BIBLIOGRAPHY

Essential

Momigliano, A. (1977, Oxford) *Essays in Greek and Roman Historiography*

Hornblower, S. (ed., Oxford 1994), *Greek Historiography*

Marincola, J. (2001, Oxford), *Greek Historians*

Kraus, C. S. – Woodman, A. J. (Oxford, 1997), *Latin Historians*

Momigliano, A. (Cambridge, Mass. 1971), *The Development of Greek Biography*

MODULE CODE:	CLCL7002
TITLE:	Dissertation
DATE:	16/03/2012
MODULE AUTHOR:	Dr Kyle Erickson
LEVEL:	7
CREDITS:	60
TEACHING METHODS:	Directed Learning 100%
JACS CODE:	Q800/V110

AIM(S)

- To enable students to reformulate and use relevant understanding, methodologies and theories to address a specific problematic issue that involve many interacting factors on a chosen topic related to their MA degree scheme.

LEARNING OUTCOMES

By the end of this module students should be able to:

- construct an independent and methodologically informed argument, based on independent research, synthesizing relevant material;
- critically analyse and interpret the key problems, methodologies, and theories in their chosen topic, and produce and integrate a detailed analysis of the relevant primary sources;
- participate in the modern scholarly discussions on the proposed topic, and evaluate critically that scholarship with a sound understanding of the contexts in which it is located, so that developments and trends can be taken in account;
- demonstrate responsibility for planning and developing their own research and to exercise autonomy and sound judgement;
- present written work in a manner appropriate for a relevant/professional audience.

CONTENT

The dissertation provides an excellent opportunity to study in detail a specific aspect of the ancient world. Students decide on their own topic in close consultation with a member of staff. Those taking the MA in Classics may, as an alternative to a traditional dissertation essay, offer a lemmatic commentary on a Greek or Latin text in the original, to reflect their linguistic achievement.

The subject of the dissertation can be on any area deemed relevant to the student's MA scheme. In choosing a topic, however, students must bear in mind these two points:

- although the choice of topic may arise out of one of the modules previously taken (and indeed it is natural that it should), it cannot overlap directly with anything submitted for assessment;

- there must be someone within the School capable of supervising a dissertation on the proposed topic.

The proposed topic must in the first instance be approved by the Director of Postgraduate Studies, who will then allocate a suitable dissertation supervisor.

ASSESSMENT

Coursework (100%)

One 20,000 word dissertation

The dissertation must follow the academic conventions laid out in the *Postgraduate Student Guide* 9.6-9.8.

Topics are chosen in consultation with the module tutor.

Topics on which essays have been written include:

'Imperial Divinity through Ritual and Monument'; 'Oracles, Prophecy and Seers in Fifth Century Greek Tragedy'; 'The Insight of Ajax'; 'Rome and Dacia Roman Frontiers: Strategy, Tactics, Conquest, and Consolidation'; 'The African Emperor? The Origins, Career, and Rise to Power of Septimius Severus'; 'Women Without Men: Outside the Bonds of Marriage in the Ancient Greek World'.

BIBLIOGRAPHY

N/A (depends on topic chosen)

MODULE CODE: CLAH7010
TITLE: Power and Culture in the Hellenistic East
DATE: 16/03/2012

MODULE AUTHOR: Dr Kyle Erickson
LEVEL: 7
CREDITS: 20

TEACHING METHODS:

Seminars	10% [if taught on campus]
Directed Learning	90% [if taught on campus]
Directed Learning	100% [if taught at a distance]

JACS CODE: V110

AIM(S)

To enable students to:

- discuss critically and analyse the major historical and cultural issues in the post-Classical period in the Near East and Asia Minor, extending from the time of Alexander until the death of Cleopatra VII;
- critically engage with a wide range of differing ancient sources, including literary texts, inscriptions, numismatics, and archaeological evidence as well as scholarly approaches to these types of evidence.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a broad and in-depth understanding of the interaction between culture and power in the Hellenistic kingdoms of the Near East and Egypt;
- demonstrate a critical understanding of the interaction between source material and interpretation;
- work critically with a wide variety of evidence, and to use it in effective combination as a tool of historical analysis and reconstruction;
- demonstrate the ability to think autonomously and analytically on the basis of written and visual sources and secondary literature;
- construct an independent and methodologically informed argument, based on independent research, synthesizing material relevant to the module.

CONTENT

This module will focus on dynastic issues and on the interaction between cities, native populations and rulers of the Hellenistic East (the former Persian Empire) from the death of Alexander the Great until the absorption of the Ptolemaic kingdom by Rome. It uses both Greek and native source material (where the latter is available) to analyze the character of these varied interactions and their impacts on both sides. The history of the Hellenistic kingdoms, in the specific context of international relations with the populations dominated by the Hellenistic rulers, is one of both

alienation and assimilation, of bigotry and acceptance, of rebellion and co-operation. The course examines both the positive and negative aspects of that interaction between cultures, examining both culture clash and, ultimately, the benefits that mutual intercourse may have brought to both sides.

Residential students will discuss the module units in seminars. Distance learners will be provided with introductory material for each unit, and will be asked to submit two pieces of formative written work for comment by the tutor.

ASSESSMENT

Coursework (100%)

One 5000 word essay

For example: Critically analyse citizenship in Jerusalem under the Seleucids.

BIBLIOGRAPHY

Essential

Gutzwiller, K. 2007. *A Guide to Hellenistic literature*. Oxford
Erskine, A. ed. 2003). *Blackwell Companion to the Hellenistic World*. Oxford
Ma, J. 2000. *Antiochus III and the Cities of Asia Minor*. Oxford
Austin, M. M. 2006 (2nd ed). *The Hellenistic World from Alexander to the Roman Conquest [sources in translation]*. Cambridge

Recommended

Rostovtzeff, M.I. 1941. *Social and Economic History of the Hellenistic world*. Oxford
Bugh, G.R. 2006. *The Cambridge Companion to the Hellenistic World*, Cambridge
Gruen, E.S. 1984. *The Hellenistic World and the Coming of Rome*. Berkeley
Bingen, J. 2007. *Hellenistic Egypt: Monarchy, Society, Economy, Culture*. Edinburgh

MODULE CODE:	CLAH7002						
TITLE:	Julius Caesar and his Times						
DATE:	16/03/2012						
MODULE AUTHOR:	Dr James Richardson						
LEVEL:	7						
CREDITS:	20						
TEACHING METHODS:	<table> <tr> <td>Seminars</td><td>10% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>90% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at a distance]</td></tr> </table>	Seminars	10% [if taught on campus]	Directed Learning	90% [if taught on campus]	Directed Learning	100% [if taught at a distance]
Seminars	10% [if taught on campus]						
Directed Learning	90% [if taught on campus]						
Directed Learning	100% [if taught at a distance]						
JACS CODE:	V110						

AIM(S)

- To enable students to demonstrate a detailed and critical understanding of the career of C. Julius Caesar, both in the context of the times in which he lived and in the light of modern theories and debate about the nature of public life in Rome in the second and first centuries BC.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- draw upon a broad but also detailed knowledge of the life of C. Julius Caesar and of the social, cultural and political context of his times in order to analyse the events of his career in a critical manner;
- reformulate and apply modern debate about public life in Rome in the second and first centuries BC and about the nature of the Roman state to the interpretation of Julius Caesar's career;
- demonstrate not only an understanding of the major trends in modern scholarship but also an awareness of the importance of the historical context of those trends, and to engage with modern scholarship in a critical manner.

CONTENT

This module is a comprehensive study of the fascinating figure of C. Julius Caesar (100-44 BC), a Roman statesman, general, and intellectual, whose extraordinary achievements have prompted deep interest through the centuries, and not just among ancient historians. The module will not simply cover the biography of Caesar, his political and military achievements, and the seminal political experiment marked by his dictatorship, but will also examine the context in which Caesar's career unfolded, and the structural factors that made Caesar's success and the fall of the Roman Republic possible. The module will draw, in particular, upon the works written by Caesar himself, the Commentaries on the Gallic War and those on the Civil War. The evidence provided by an illustrious contemporary, M. Tullius Cicero, will also be at the forefront. The module aims to try to make sense of the remarkable personality of this man, and at the same time to explain Caesar's success within a longer-term account of Roman history. While the module is primarily historical in nature, much of

the material that it covers will also be of value and interest to students of Latin literature and Roman religion.

Residential students are expected to contribute to discussion in the seminars. Distance students will be provided with material for each unit, and are asked to submit two pieces of formative written work on which the module tutor will provide feedback and comments.

ASSESSMENT

Coursework (100%)

One 5,000 word essay

Essay topics are chosen in consultation with the module tutor. Topics on which essays have been written include: the relationship between Caesar and Pompey; the ideological background to Roman politics of Caesar's time; *clementia* in Caesar's writings.

BIBLIOGRAPHY

Essential

- L. Canfora, *Caesar. The People's Dictator*, Edinburgh 2007
M. Gelzer, *Caesar. Politician and Statesman*, Oxford 1968
E. S. Gruen, *The Last Generation of the Roman Republic*, Berkeley-Los Angeles-London 1974
C. Meier, *Caesar*, London 1995

Recommended

- C. Habicht, *Cicero the Politician*, Baltimore-London 1990
R. M. Kallet-Marx, *Hegemony to Empire. The Development of the Roman Imperium in the East from 148 to 62 B.C.*, Berkeley 1995
A. Keaveney, *Sulla the Last Republican*, second edition, London 2005
F. Millar, *The Crowd in Rome in the Late Republic*, Ann Arbor 1998
J. Osgood, *Caesar's Legacy: Civil War and the Emergence of the Roman Empire*, Cambridge 2006
E. D. Rawson, *Cicero. A Portrait*, Bristol 1985
A. Riggsby, *Caesar in Gaul and Rome: War in Words*, Austin 2006
F. Santangelo, *Sulla, the Elites and the Empire. A Study of Roman Policies in Italy and the Greek East*, Leiden-Boston 2007
D. Stockton, *Cicero. A Political Biography*, Oxford 1971
R. Seager, *Pompey. A Political Biography*, Oxford 1979
R. Syme, *The Roman Revolution*, Oxford 1939
W. J. Tatum, *The Patrician Tribune: P. Clodius Pulcher. Studies in the History of Greece and Rome*, Chapel Hill 1999
L. R. Taylor, *Party Politics in the Age of Caesar*, Berkeley-Los Angeles-London 1961
Weinstock, *Divus Julius*, Oxford 1971
T. P. Wiseman, *New Men in the Roman Senate*, Oxford 1971
G. Woolf, *Becoming Roman. The Origins of Provincial Civilisation in Gaul*, Oxford 1998

- Z. Yavetz, *Julius Caesar and his Public Image*, London 1983
K. Welch-A. Powell (eds.), *Julius Caesar as Artful Reporter. The War Commentaries as Political Instruments*, Swansea 1998
J. H. C. Williams, *Beyond the Rubicon: Romans and Gauls in Republican Italy*, Oxford 2001
M. Wyke (ed.), *Caesar in Western Culture*, Malden (Mass.) 2006

MODULE CODE:	CLAH7011						
TITLE:	The Greek Economy in the Archaic and Classical Periods						
DATE:	16/03/2012						
MODULE AUTHOR:	Dr Errietta Bissa						
LEVEL:	7						
CREDITS:	20						
TEACHING METHODS:	<table> <tr> <td>Seminars</td><td>10% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>90% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at a distance]</td></tr> </table>	Seminars	10% [if taught on campus]	Directed Learning	90% [if taught on campus]	Directed Learning	100% [if taught at a distance]
Seminars	10% [if taught on campus]						
Directed Learning	90% [if taught on campus]						
Directed Learning	100% [if taught at a distance]						
JACS CODE:	V110						

AIM(S)

- To enable students to demonstrate a detailed and critical understanding of the Greek economy in the archaic and classical periods and the debates relating to it.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a broad and in-depth understanding of the archaic and classical Greek economies and the economies of the non-Greek peoples at the fringes of the Greek world;
- discuss in depth the literary, epigraphic, numismatic and archaeological sources and evidence on the Greek and non-Greek economies of the archaic and classical periods, as well as comparative evidence and methodologies;
- critically analyse and interpret the major debated issues on the archaic and classical Greek economies, and how they have impacted upon our understanding of the history and societies of the classical and archaic Greeks;
- construct an independent and methodologically informed argument, based on independent research, synthesizing material relevant to the module.

CONTENT

The module studies the economies of Greek and non-Greek polities in the archaic and classical periods, as well as the scholarship on them. The module will discuss the main theoretical and methodological debates regarding the Greek economy/economies and the impact of comparative methodologies and economic theory on the scholarship on the Greek economies. The module will further explore the evidence and sources, as well as the material culture, of the Greek and non-Greek polities of the archaic and classical periods and the information they provide on the diverse range of economies known from the archaic and classical periods. Further, the module will concentrate on trade and the local, regional and interregional patterns of trade that can be detected during the archaic and classical periods, and

their relationship to the settlement abroad movement in the archaic period and to the imperialistic alliances of the classical period (e.g. the Athenian Empire, the Spartan hegemony, etc). The module will also discuss the social and political impacts of the economy and economic considerations from timocratic class-division to economy-specific legislation and the growth of a banking system in the late classical period.

ASSESSMENT

Coursework (100%)

One abstract (200 words) (10%)

One 30-minute conference-standard presentation supported by a powerpoint (equivalent of 4,800 words) (90%)

BIBLIOGRAPHY

Essential

Bissa, E. M. A. *Governmental intervention in foreign trade in archaic and classical Greece*. Leiden, Brill. (2009)

Cohen, E. E. *Athenian economy and society: a banking perspective*. Princeton, N.J., Princeton University Press. (1992)

Finley, M. I. *The ancient economy*. London, Chatto & Windus. (1973)

Garnsey, P., Hopkins, K., & Whittaker, C. R. *Trade in the ancient economy*. London, Chatto & Windus. (1983)

Recommended

Amemiya, T. *Economy and economics of ancient Greece*. London, Routledge. (2007)

Gallant, T. W. *Risk and survival in ancient Greece: reconstructing the rural domestic economy*. Stanford, Calif, Stanford University Press. (1991)

Harris, W. V. *The monetary systems of the Greeks and Romans*. Oxford, Oxford University Press. (2008)

Manning, J. G., & Morris, I. *The ancient economy: evidence and models*. Stanford, Calif, Stanford University Press. (2005)

Moreno, A. *Feeding the democracy the Athenian grain supply in the fifth and fourth centuries B.C.* Oxford, Oxford University Press. (2007)

Osborne, R. *Classical landscape with figures: the ancient Greek city and its countryside*. London, G. Philip. (1987)

Pomeroy, S. B., & Xenophon. *Xenophon, Oeconomicus: a social and historical commentary*. Oxford [England], Clarendon Press. (1994)

Sallares, R. *The ecology of the ancient Greek world*. London, Duckworth. (1990)

Thompson, F. H. *The archaeology of Greek and Roman slavery*. London, Duckworth. (2003)

MODULE CODE:	CLAH7012						
TITLE:	Early Rome and Italy						
DATE:	16/03/2012						
MODULE AUTHOR:	Dr James Richardson						
LEVEL:	7						
CREDITS:	20						
TEACHING METHODS:	<table> <tr> <td>Seminars</td><td>10% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>90% [if taught on campus]</td></tr> <tr> <td>Directed Learning</td><td>100% [if taught at a distance]</td></tr> </table>	Seminars	10% [if taught on campus]	Directed Learning	90% [if taught on campus]	Directed Learning	100% [if taught at a distance]
Seminars	10% [if taught on campus]						
Directed Learning	90% [if taught on campus]						
Directed Learning	100% [if taught at a distance]						
JACS CODE:	V110						

AIM(S)

To enable students to:

- demonstrate a detailed and critical understanding of the history of archaic Rome;
- evaluate the literary and archaeological evidence for archaic Rome, in a critical manner and in light of modern methodologies and debate about its value and limitations.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a sophisticated understanding of the ancient evidence for archaic Rome, and in particular of the development and value of the historiographical tradition(s) of Rome's past;
- demonstrate an understanding of the major trends in modern scholarship on the subject of archaic Rome, and to engage with that scholarship in a critical manner;
- construct a detailed and methodologically informed argument, based on independent research, synthesising material relevant to the module.

CONTENT

It is too easy to think of Rome primarily as an imperial power, as the state which conquered the greater part of the known world, but that is to approach the subject with the advantage of hindsight. Begin at the beginning (the first permanent settlement on the site of Rome dates to sometime in the second millennium BC) and Rome appears in a very different light. The site on which the city was built appears to have been home to several separate communities, communities which subsequently came together, constructed an organised public space and set up an increasing array of public structures. This module will look at the earliest history of Rome and her immediate environs, from the period of the first permanent settlement down to the events of the fourth century, the century which saw the rise of the office-holding nobility and the beginnings of Rome's rapid imperial expansion. The module will look at the archaeological evidence for early Rome, before going on to focus on what the Romans themselves had to say about the origins and early history of their

city, about the rule of their kings, the subsequent establishment of the free Republic, and the conflict of the orders. Special attention will be paid to the value (historical, political and social) of the historiographical tradition(s) of Rome's past.

Residential students are expected to contribute to discussion in the seminars. Distance students will be provided with material for each unit, and are asked to submit two pieces of formative written work on which the module tutor will provide feedback and comments.

ASSESSMENT

Course work (100%)

One 5,000 word essay

Essay topics are chosen in consultation with the module tutor. For example: Critically evaluate the reliability of Livy's account of early Roman history.

BIBLIOGRAPHY

Essential

Cornell, T. J. (1995), *The Beginnings of Rome: Italy and Rome from the Bronze Age to the Punic Wars (c. 1000-264)*, London

Recommended

Alföldi, A. (1965), *Early Rome and the Latins*, Ann Arbor, Michigan

Bietti Sestieri, A. M. (2008), *The Iron Age Community of Osteria dell'Osa: A Study of Socio-Political Development in Central Tyrrhenian Italy*, Cambridge

Forsythe, G. (2006), *A Critical History of Early Rome: From Prehistory to the First Punic War*, Berkeley

Gabba, E. (1991), *Dionysius and the History of Archaic Rome*, Berkeley

Grandazzi, A. (1997), *The Foundation of Rome: Myth and History*, Ithaca

MacMullen, R. (2011), *The Earliest Romans: A Character Sketch*, Michigan

Pallottino, M. (1991), *A History of Earliest Italy*, London

Raaflaub, K., ed. (2005), *Social Struggles in Archaic Rome: New Perspectives on the Conflict of the Orders*, revised edition, Oxford

Ross Holloway, R. (1994), *The Archaeology of Early Rome and Latium*, London

Smith, C.J. (1996), *Early Rome and Latium*, Oxford

Smith, C.J. (2006), *The Roman Clan: The gens from Ancient Ideology to Modern Anthropology*, Cambridge

Wiseman, T.P. (2008), *Unwritten Rome*, Exeter

MODULE CODE:	CLAH7005
TITLE:	Ancient Medicine: Myth and Practice
DATE:	16/03/2012
MODULE AUTHOR:	Dr David Noy
LEVEL:	7
CREDITS:	20
TEACHING METHODS:	Directed Learning 100% [distance learning only]
JACS CODE:	V110

AIM(S)

- To introduce students to a range of ancient medical thought, practice and problems, including 'scientific' medicine (Hippocratic and otherwise) and miraculous and magical medicine.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a sophisticated understanding of vital aspects of the history of ancient medicine;
- adapt and apply different theoretical and methodological approaches to the interpretation of the evidence for ancient medical practice;
- demonstrate an understanding of some of the modern scholarship on the subject of ancient medicine, and to engage with that scholarship in a critical manner;
- construct a detailed and methodologically informed argument in their essay, based on independent research, synthesising material relevant to the module, including a substantial amount of ancient source material.

CONTENT

'Scientific' Greek and Roman medicine was based on a mixture of fixed ideas, misconceptions and (sometimes) enlightened thinking. Some people preferred to rely on divine aid or home-made remedies. The module looks at the main medical and pseudo-medical writers and at some of the specific health issues which they faced. It investigates in depth aspects of the history of medicine in the Ancient World. The period covered is primarily c.430 BC to AD 200. Topics studied are: Hippocrates, Asclepius, women's bodies in Greek medicine, miracle cures, Soranus and Galen, surgery and army medicine, family planning, plagues, and Aelius Aristides.

Students will be provided with material for each unit, and are asked to submit a short piece of formative written work for each unit, on which the module tutor will provide feedback and comments.

ASSESSMENT

Coursework (100%)

One 5,000 word essay

Essay topics are chosen in consultation with the module tutor.

Topics on which essays have been written include: the Athenian plague; various aspects of Hippocrates and his writings; the Hippocratic Oath; Soranus and female patients; ancient dentistry; miraculous healing in the New Testament, and in St Augustine's writings.

BIBLIOGRAPHY

Essential

Longrigg, J. (1998) *Greek Medicine from the Heroic to the Hellenistic Age. A source book*, London
King, H. (2001) *Greek and Roman Medicine*, Bristol

Recommended

Nutton, V. (2004) *Ancient Medicine*, New York

MODULE CODE:	CLAH7006
TITLE:	Pagans, Jews and Christians in Late Antiquity
DATE:	16/03/2012
MODULE AUTHORS:	Dr Doug Lee and Dr David Noy
LEVEL:	7
CREDITS:	20
TEACHING METHODS:	Directed Learning 100% [distance learning only]
JACS CODE:	V110

AIM(S)

- To enable students to demonstrate a detailed and critical understanding of the evidence for pagan-Christian and Judeo-Christian relations from the third to the fifth centuries AD and the development of Christian culture and communities, not only in their original social, cultural and political contexts but also in the light of modern theories and methodologies.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a broad and in-depth understanding of the development of Christianity and paganism within the social, cultural and political contexts of Late Antiquity;
- adapt and apply critically different theoretical and methodological approaches to the interpretation of the evidence for interactions between pagan, Jewish and Christian cultures in late Antiquity;
- demonstrate an in-depth understanding of the major trends in modern scholarship on the subject of emerging Christianity and its interactions with other faiths, and to engage with that scholarship in a critical manner;
- construct a detailed and methodologically informed argument, based on independent research, synthesising material relevant to the module.

CONTENT

One of the features that distinguish the medieval Byzantine Empire from the Roman Empire of Classical times is the pre-eminent position of Christianity. This module aims to examine the process by which this change came about between the third and fifth centuries AD, a period of major religious upheaval. The module will examine the state of both paganism and Christianity in the third century before turning to the consequences of the reign of Constantine, and the character of pagan-Christian relations during the fourth century. The success or otherwise of measures to suppress paganism in the late fourth and fifth centuries will be assessed. Attention will also be given to the fate of Judaism and Jewish communities across the same centuries. Important themes in an emerging Christian culture will also be studied, such as the growing role of bishops, the development of Christian asceticism and the evolution of pilgrimage. The module will seek to familiarise students with the wide range of types of evidence through which these matters can be studied, and to develop critical skills in the use of them and in the reading of modern discussions.

Students are provided with material for each unit, and are asked to submit a draft essay on which the module tutor will provide feedback and comments.

ASSESSMENT

Coursework (100%)

One 5,000 word essay

Essay topics are chosen from a list of suggestions, or an alternative can be chosen in consultation with the module tutor.

Topics include: comparison of Ambrose and John Chrysostom as bishops; analysis of Julian's policies against Christianity; assessment of the importance of Holy Land pilgrimage; analysis of the extent of anti-semitism in the 4th century; comparison of the Decian and Diocletianic persecutions.

BIBLIOGRAPHY

Essential

Cameron, A. *The Late Roman Empire. AD 284-430*. London: Fontana, 1993

Lee, A. *Pagans and Christians in Late Antiquity: A Sourcebook*. London: Routledge, 2000

Recommended

Mitchell, S. *A History of the Later Roman Empire, AD 284-641* (Oxford: Blackwell, 2006)

VLE (VIRTUAL LEARNING ENVIRONMENT)

Your module may be taught entirely or partly through the University's VLE, Moodle. Information about how to access the VLE is contained in the *University Regulations – Postgraduate Student Guide*. Apart from information relevant specifically to the modules and programme that you are studying, you will also find a general postgraduate section on the VLE. Full details of accessing Moodle, and a Moodle guide, will be provided once you are fully enrolled.

If you have any difficulties with regard to access to the VLE, please contact Kathryn James, the University's Learning Enhancement Officer (kathryn.james@tsd.ac.uk).

Additional Information for Students Taking the Module through Distance Learning

If you are taking this programme of study by distance learning, additional general information about studying through this mode of study is given to students in the *University Regulations – Distance Student Guide* (copy available on Moodle). The distance learning regulatory framework can be found in Chapter 13 of the *Academic Quality Handbook*.

Study Skills Support for Distance Learning Students

Distance Learning students may contact the Study Skills Distance service by email or telephone to request study skills advice/ support in direct relation to their own current academic work. To include:

- Essay writing skills / academic writing
- Reading and research skills
- General study skills (time management, note taking, exam preparation etc)

This is a one-to-one service responding to individual enquiries. Students may also email samples of their work for comment / review, although we do not offer a proofreading service.

Open hours for Distance Learning students are: **(Please note times are Greenwich Mean Time)**

Mondays 5.30pm-7.00pm with Louise Squire

Thursdays 5.30pm-7.00pm with Louise Squire

Fridays 10.00am – 1.00pm with Ashgar Hussain

Emails will be responded to and the telephone line will be open within the above hours.

To access Study Skills Distance:

Email: studyskillsdistance@tsd.ac.uk

Telephone: +44(0)1570 424947

Up to date information on study support can be found at:

<http://www.trinitysaintdavid.ac.uk/en/studentservices/studysupport/distancelearners/>

All Students

All students will have an opportunity to attend the **Graduate Summer School** held annually during the first week of July. Full details will be sent nearer the time.

In addition to Student Support, LRC support and the Graduate Summer School, each student should use the support structure provided by their personal tutor, their module tutors and the programme co-ordinator. Each student should meet with their personal tutor (virtually or physically) at least once a semester. This meeting will allow student and tutor the opportunity to discuss aims, issues and skills development. Each student should get in contact with their personal tutor regarding university and general study matters, their module tutor in regard to the module they are studying and the programme co-ordinator in regard to the programme as a whole.

In the first instance, and unless an emergency, students should contact staff during their office hours which are stated in module syllabi and on the VLE. It is best to communicate, when at a distance, via email. Staff should respond to emails within 2 working days. If more direct communication is required, student and staff should liaise as to the best time and method (Skype, phone, instant message).

We would also like to bring your attention to the School of Classics optional Summer Workshop in Greek and Latin. For more information regarding this please see the following website:

<http://www.trinitysaintdavid.ac.uk/en/schoolofclassics/summerworkshop/>

ACCREDITATION OF PRIOR LEARNING (APEL)

Regulations to apply for APEL can be found in Chapter 10 of the *Academic Quality Handbook*. A copy of the APEL application form can be found on the University's VLE and intranet. Retrospective APEL claims are not normally allowed.

Students who successfully apply for APEL credits, because they can provide evidence that they have already met all the objectives and learning outcomes of the research methods module, for example as a result of the completion of another postgraduate programme in a closely related field, can choose either to have those credits recorded on their record as APEL credits or to take, against payment of the appropriate module fee, an alternative module.

QUALITY ASSURANCE POLICY

The Faculty of Humanities recognises and adheres to the University's Quality Assurance Policy as set out in the *Academic Quality Handbook (AQH)* and as revised from time to time. Of particular relevance in this respect are those parts of the *AQH* which refer to Validation and Monitoring of Programmes. These sections of the *AQH* set the framework for the development of the Faculty's work.

PROGRAMME MONITORING

Programme monitoring entails regular discussion of any programme of study through a representative Board of Study. It includes the scrutiny of the programme of study by an Annual Review, and the detailed evaluation of the programme in a Quinquennial Review, at which external subject advisors are expected to make a thorough and critical examination of all aspects of the programme's functioning. Student feedback is continuous, and is received from specific module questionnaires as well as from General Programme Questionnaires. Students are also represented at annual and quinquennial reviews and revalidation events. Full details of the programme monitoring arrangements are included in the *Academic Quality Handbook*.

STUDENT REPRESENTATION

All programmes of study have a programme of study representative and the University considers student feedback to be extremely important, irrespective of their mode of study. For further details about the student representative system see the *University Regulations – Postgraduate Student Guide*. The University's Student Representation Coordinator will be in contact with all postgraduate students during September/October to elect student representatives for each of our programmes of study for next academic year. Full details will be emailed in due course.

INTERMEDIATE AWARDS

It is anticipated that most students will wish to complete the MA programme but it is also possible to gain a Postgraduate Certificate of Higher Education on attaining 60 credits, and a Postgraduate Diploma of Higher Education on attaining 120 credits. It is not possible to specify exactly the length of time required to complete a module as this depends on the individual student. However, a 20 credit module will incorporate 200 notional hours of study, and pro rata for modules with a different credit value. This represents the total study effort for a typical student to complete the module successfully. It includes all timetabled and non-timetabled learning activities both in and away from the formal learning environment. An example of the distribution of modular notional hours for a 20 credit module is as follows:

Element within the module	Notional hours
Contact time (lectures, tutorials, seminars, etc)	20
Preparation (prior to lectures, tutorials, seminars, etc)	35
Follow-up and directed reading (after lectures, tutorials, seminars, etc)	35
Private reading and reflection	35
Assignments, practical reports, work based exercises, etc	75
Total notional hours of student effort	200

For students taking a module through distance learning, an example of the distribution of modular notional hours for a 20 credit module is as follows:

Element within the module	Notional hours
Preparation for the different module units	55
Follow-up and directed reading	35
Private reading and reflection	35
Assignments, practical reports, work based exercises, etc	75
Total notional hours of student effort	200

ASSESSMENT OF PART I

Each module will be assessed independently in ways which reflect the objectives and learning outcomes of the module and the programme of study as a whole and the learning and teaching strategies employed within the module.

Details of assignments, guidance on the objectives of the assessment and criteria applied in marking will be provided at the beginning of each module.

Full information about the classification of results and regulations for progression can be found in chapter 6 of the *Academic Quality Handbook*.

Details of what constitutes 'satisfactory progress' can be found in Chapter 7 of the *Academic Quality Handbook*. Please note that part-time students are expected to complete at least 40 credits each academic year. For further information on 'progress' see the *University Regulations – Postgraduate Student Guide*.

All work will normally be marked within the University's agreed five week turn-around time for assessed coursework. You will be contacted by the module co-ordinator if this is not possible.

COURSEWORK DEADLINES

Coursework deadlines are as follows for modules taken in the Faculty of Humanities:

Monday 28 January 2013 for modules taken during the first semester.

Tuesday 28 May 2013 for modules taken during the second semester.

If 40 credits are taken during semester 2, then the assessed coursework for one of the 20 credit modules can be handed in on **Monday 30 September 2013**. Permission for this is granted by the Programme Co-ordinator.

Please note that for modules with multiple assessment deadlines and / or examinations, coursework deadlines and full information about examinations is given in the module information booklet handed to students at the start of the module. Further information about assessment for distance learning students is given in the *Academic Quality Handbook* (Chapter 13) and the *University Regulations – Distance Student Guide*.

All assessed coursework should be submitted via the VLE (unless otherwise advised). Please ensure that an electronic cover sheet is attached to each assignment.

DISSERTATION/PORTFOLIO PREPARATION AND ASSESSMENT

Each candidate accepted into Part II will be required to submit a dissertation/portfolio not exceeding 20,000 words or the equivalent.

Dissertation

It is expected that students reaching the dissertation stage of a Master's Programme of Study will have acquired and practised research skills relevant to the modules studied. Students will be allocated a supervisor who will advise them on the issues arising at various stages in the research project.

In addition to submitting two hard copies of the dissertation as required by the University, students must also submit an electronic version of the dissertation. The multimedia format selected should be approved by the Programme Co-ordinator. The electronic version of the dissertation may subsequently be stored in an institutional repository, and content will be made available on the Web. Students are advised that the dissertation will then be "open access", i.e. freely available to be used in accordance with copyright and end-user permissions. Further information about how dissertations should be submitted can be found in the *University Regulations – Postgraduate Student Guide*.

Please note that if you would like to graduate in July, you should hand in your dissertation no later than 1 April in order to make sure that all the marking and examination procedures are completed in good time.

Responsibilities of the Student

Dissertation students are responsible for:

- (i) Completing and submitting the **Dissertation Approval Form**
- (ii) ensuring that the dissertation produced is first and foremost his/her own work, albeit achieved with benefit of advice and guidance from the supervisor;
- (iii) agreeing a timetable with the supervisor for the submission of work and the scheduling of regular meetings;
- (iv) keeping a careful record of all such formal meetings, including dates, action agreed and deadlines set;
- (v) ensuring that a summary of the outcomes of each meeting is recorded on the Postgraduate Dissertation Supervision Record Form (*see the University Regulations – Postgraduate Student Guide*) and signed by both the supervisor and the student;
- (vi) contacting the supervisor should additional meetings be considered necessary;

- (vii) ensuring that their work is appropriately edited, particularly with reference to accuracy of grammar and spelling;
- (viii) ensuring that any relevant material resulting from his/her research, such as transcripts, are included in the dissertation or are presented as appendices;
- (ix) completing the work within the agreed framework, with any problems relating to late or unsatisfactory submission being brought to the supervisor's attention in writing as soon as possible.

Dissertation Support Entitlement

Dissertations shall not normally be accepted for assessment unless they have undergone a process of tutorial supervision.

The student and the supervisor are expected to form an agreement based on partnership, with both parties providing inputs and having responsibilities. This section is intended to offer guidance to students and to supervisors regarding the amount of support that a supervisor can be expected to provide during the course of a student's dissertation.

- (i) A dissertation contract should be prepared for each student at the start of Part II, the dissertation, in order to formally agree the terms of the dissertation supervision.
- (ii) Students must be provided with clear guidelines regarding the assessment criteria for the dissertation.
- (iii) The total amount of supervision should not normally exceed 25 hours, including any preliminary work in identifying a dissertation topic. Tutors are required to keep a record of the supervision time spent with each student, using the Postgraduate Dissertation Supervision Record form. This will include time spent on providing support by different means including phone, e-mail and letter.
- (iv) A proportion of the dissertation supervision for students should take the form of group tutorials. Such supervision should not exceed 15 hours in total.
- (v) The maximum amount of individual dissertation supervision should not exceed 10 hours per student.
- (vi) Within the dissertation contract, it should be agreed that students are required to report to the dissertation supervisor at regular intervals, and are also required to produce draft versions of the dissertation.

- (vii) Supervisors should monitor student progress on a Postgraduate Dissertation Supervision Record Form, reporting absences from tutorials and taking any appropriate subsequent action.
- (viii) Students that require additional time and students that are re-submitting a dissertation will normally be required to pay for the additional supervision at an hourly rate.

POLICIES

University Attendance Policy

Each School or Faculty within the University has a policy on attendance. A copy of the Faculty's policy for this programme of study can be found on Moodle. This general policy also explains how the University carries out its specific obligations for international students who hold a visa under Tier 4 of the points-based immigration system (PBS) and for whom the University is Sponsor. It includes the process for reporting failure to maintain appropriate contact to the UK Border Agency. The particular requirements of the discipline that a programme of study belongs to may mean that its attendance policy is more stringent than what has been detailed in the general University policy. In that case, the School or Faculty policy supersedes the general policy, in all aspects other than those related to visa requirements.

Faculty of Humanities Policies

Please refer to the separate document 'Faculty of Humanities Policies', available to download from the Faculty of Humanities page on Moodle.

REFERENCING IN WRITTEN ASSIGNMENTS, DISSERTATIONS AND BIBLIOGRAPHIES

You must acknowledge all sources of information and ideas from which you have drawn in the preparation of your work. Acknowledgments identify the intellectual owners of the ideas you have used, and failure to provide them constitutes a type of theft known as plagiarism. Plagiarism is a very serious academic offence. Your School will provide you with a Reference Guidance Handbook which will provide detailed guidelines on referencing.

PLAGIARISM

Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another **without acknowledgement**, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When registering as a student at University of Wales: Trinity Saint David you have consented to your work being scrutinised both electronically and in

person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Moodle or via a dedicated email address. Academic Staff have been required, as part of your Moodle induction to alert you to JISC Turnitin software, through which both the student and the tutor can check for instances where the assignment contains sections that exactly mirror material found elsewhere on the internet. It is important that you use this system to check your work prior to final submission. In this way you can ensure that you have properly acknowledged all of your sources of information.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

Plagiarism: Regulations, Procedure and Penalties

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 7 of the *Academic Quality Handbook*, which can be seen on the University intranet and website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – Postgraduate Student Guide*.

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected. All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*
- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for...': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*

- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **'if in doubt, provide references'**. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism!

STUDY SKILLS AND INFORMATION RESEARCH SKILLS

All students have access to study skills and information research skills support to assist them in their studies. Details of provision are available from the Learning Resources Centre and Student Services.

Topics covered include:

Learning Resources Centre

Searching the Internet for academic resources
Using the LRC catalogue, electronic journals and e-books
Referencing and using reference management software
Using Moodle
Athens accounts
One-to-one, group and drop-in sessions available.

Student Services

Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams

Drop-in study skills sessions are available on both the Carmarthen and Lampeter campuses during term time – no appointment necessary. Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services webpages for further details.

SUBJECT LIBRARIAN

Subject Librarians act as a contact point between students and the Learning Resource Centre (LRC). Please feel free to contact the Subject Librarian if

you need help with finding information for your assignments, or advice on locating, accessing or searching library resources in both print and electronic formats.

The Subject Librarian for your programme of study is:

Ms Dolly Yang

d.yang@tsd.ac.uk

01570 424798

GRADUATE SKILLS

Students at Masters level take up their programme of study for a wide variety of reasons. Some study for this qualification in order to improve career prospects, others study to develop their interests in a particular subject area at a high level. Others are using the MA in order to prepare to study for a PhD or MPhil. For all students Personal Transferable Skills (PTS) and Professional Development Planning (PDP) have come to feature very prominently as important graduate attributes. PTS are skills acquired in the course of academic study which might be independent of the discipline in question and, therefore, transferable and usable in other contexts, including the world of work. PDP is the planning process through which you are able to reflect upon and analyse your personal strengths and identify areas for future development. Four main categories of such skills have been identified: problem solving, managing/organising, team work and communication. Each Programme of Study has been designed to include opportunities for you to acquire and develop your personal skills and plan your professional development in readiness for graduation.

Examples are as follows:

Problem Solving

A great deal of your work in this School could be categorised under this heading. It could require you to:

- define and identify the core of a problem
- investigate what resources are available to solve it
- enquire of, and research into, the available resources
- assess the relevance of data/information
- analyse data/information
- evaluate data/information
- display independent judgement of data/information
- relate data/information to a wider context
- data appreciation: draw conclusions from complex arrays of data
- organise and synthesise complex and disparate data
- apply knowledge and theories
- consider alternative strategies
- show flexibility/versatility in approach
- use observational/perceptive skills
- show resourcefulness

Managing/Organising

This heading relates basically to time- and work-management. It is concerned with the ability to:

- identify which items need to be done and the time scales involved
- evaluate each item
- formulate objectives, bearing in mind those evaluations
- plan work to achieve objectives/targets
- carry out work required
- cope and deal with change, i.e. new items
- withstand and deal with pressures
- ensure appropriate resources are available
- organise resources available
- show initiative
- demonstrate sustained effort
- make quick, appropriate decisions
- show personal motivation
- execute agreed plans

Team Work

Tutorials and seminars, and other methods of learning or assessment, give scope to show a capacity to:

- listen to others
- be aware of one's own performance
- observe others' performance, and use perceptions gained
- show assertiveness (set own agenda)
- co-operate with others
- constructively criticise
- produce new ideas or proposals
- clarify, test or probe others' ideas or proposals
- elaborate on own/others' ideas or proposals
- summarise: bring ideas together

Communication

This aspect of academic work is central. It places emphasis on such qualities as the ability to:

- explain clearly
- deal effectively with conflicting points of view
- develop a logical argument
- present data clearly and effectively
- take account of audience/reader in speech/writing
- show evidence of having marshalled facts
- give appropriate examples
- show enthusiasm and interest
- show critical reasoning

use appropriate presentation techniques
compare and contrast effectively
listen and query where necessary
discuss ideas, taking alternatives into account