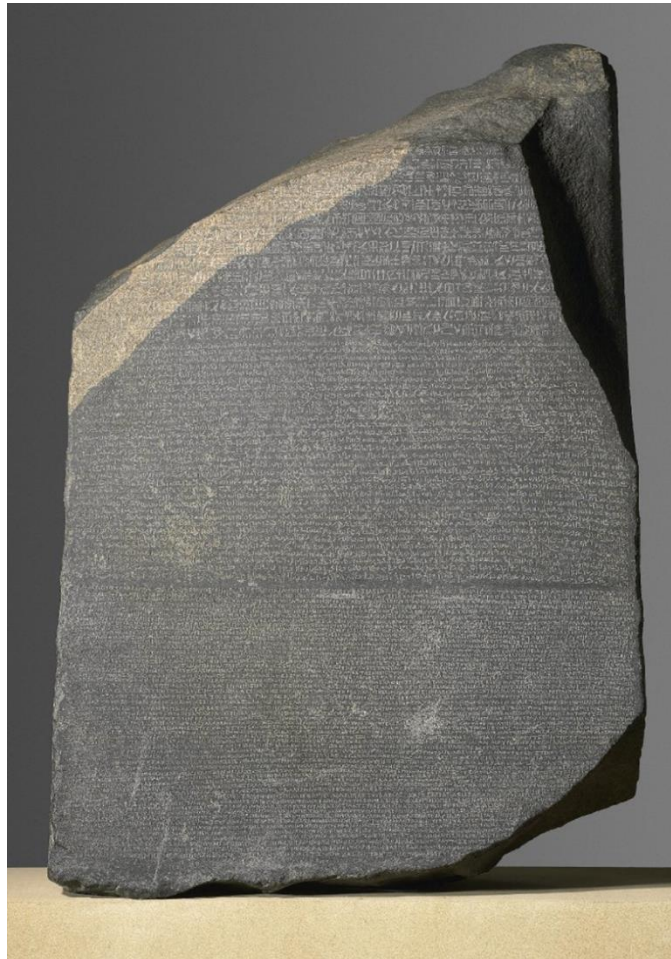


MODULE SYLLABUS

Methodology for the Study of Classics

CLCL7005



Module Code:	CLCL7005
Credit points:	20
Pre-requisites/restrictions:	None
Taught:	Semester 1&2

GENERAL INFORMATION

The purpose of the Theory and Methodology for the Study of Classics 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. Furthermore, the study of the classical world involves a diverse and sometimes contradictory set of theoretical and practical approaches. This module aims to introduce students to these approaches and aid them in negotiating the various arguments, uses and problems associated with each. 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, i.e. 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. More specifically, this module aims to provide students with the practical training needed to read and interpret source material and modern scholarship successfully. Through close analysis of a number of sources, students are introduced to some of the problems associated with the reading and advanced analysis of classical sources. The module consists of nine separate units and covers topics such as the use of commentaries and modern theoretical approaches. Further topics may include literary style, inscriptional evidence, the problems associated with religious evidence, the crossroads between history and literature, fictional literature, rhetoric, genre, and the constructions of gender in the ancient world.

LEARNING OUTCOMES

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

- demonstrate a sophisticated understanding of and analytical critique of the main trends of modern theories of the discipline of Classics and Ancient History;

- determine and apply the appropriate methodologies and approaches for the interpretation of a range of evidence used in the study of any given ancient topic

OFFICE HOURS/HOW TO CONTACT US

Please feel free to contact me if you would like to discuss any problems you may have concerning this module. My office hours are **Tuesday 13-14.00, Wednesdays 9-11**, my e-mail is r.parkes@uwtsd.ac.uk, and my office telephone number is 01570-424787.

If you have questions about any specific topic or part of the course, please contact the lecturer responsible for that part of the course. The details of who teaches which unit can be found below. You can also ask questions (not confidential) in the discussion board available in the Moodle space for this course.

STRUCTURE AND ORGANISATION

COURSE OUTLINE

This 20-credit module has 9 units.
You should aim to do approximately one unit per week.

Unit 1: Introduction (Kyle Erickson)
Unit 2: Ancient historians and their sources (Matt Cobb)
Unit 3: Genre (Fiona Mitchell)
Unit 4: Art and Iconography (Kyle Erickson)
Unit 5: Gender (Brenda Llewellyn Ihssen)
Unit 6: Theories and models for the ancient economy (Matthew Cobb)
Unit 7: Non-traditional sources (Ralph Häussler)
Unit 8: Archaeological evidence (Ralph Häussler)
Unit 9: Commentaries and textual transmission (Ruth Parkes)

Residential students (Semester 1 only) will meet for their seminar slot at **Tuesday 10-12 (unless informed otherwise)**.

PROGRESS

During the course of the module, you are required to post at least one c. 250-word initial comment („starting a thread“) and at least two c. 200-word replies, in response to comments made by other students. To ensure that these comments result in a proper discussion of the week's topic, please adhere to the plan of the course as far as possible. The posting of at least three comments is **a compulsory part of the course**, although the comments are not assessed, and so do not contribute to your final grade for the module. Please also make sure that your comments are made in an appropriately academic style, and are always courteous to, and respectful of, the views and opinions of others.

ASSESSMENT

Coursework Portfolio 100%

The portfolio will consist of two pieces of work:

- 1) one 3,000 word reply to a scholarly article (60%);
- 2) one 500 word abstract for a longer piece of work (e.g. a dissertation) AND a bibliography on the same topic of approximately 1,500 words (40%).

1) For the first piece of coursework, you will need to choose one article from the list below (in the box), and write a reply to it. To do this, you will need to consider the scholar's position, argument, use of evidence, position in debates and use of modern scholarship. You should try either to counter or to support both the scholar's overall position and specific aspects or elements of her/his argument. Remember that while you may agree with the overall position, you may disagree with some of the specific arguments made; if this is the case, you should make this clear in your response, and also explain why you disagree. You should always be careful to base your arguments on the ancient sources and evidence, where applicable, as well as consult and engage with other modern scholarly views and arguments on the subject.

Unit 2: P. A. Brunt, „On Historical Fragments and Epitomes“, *Classical Quarterly* 30 (1980), 477-494

Unit 3: Luraghi, Nino. 2006. „Meta-Historie: Method and Genre in the Histories.“ In *Cambridge Companion to Herodotus*, Cambridge: Cambridge University Press, 76–91

Unit 4: A. Wallace-Hadrill, „Image and Authority in the Coinage of Augustus“, *The Journal of Roman Studies* 76 (1986), 66-87.

Unit 5: N. S. Rabinowitz, „Excavating women“s homoeroticism in ancient Greece: the evidence from Attic vase painting“, in N. S. Rabinowitz and L. Auanger, *Among Women: From the Homosocial to the Homoerotic in the Ancient World*, 106-166. Austin: University of Texas Press, 2002.

Unit 6: Allen, R. C. 2009: ‘How Prosperous were the Romans?: Evidence from Diocletian’s Price Edict (AD 301)’, in Bowman, A. and Wilson, A. (eds), *Quantifying the Roman Economy: Methods and Problems*, Oxford: 327-45.

Unit 7: Elizabeth A. Meyer, „Explaining the Epigraphic Habit in the Roman Empire: The Evidence of Epitaphs“, *The Journal of Roman Studies* 80 (1990), 74-96.

Unit 8: M. Carroll, *Spirits of the Dead: Roman funerary commemoration in Western Europe*. Oxford: Oxford University Press 2006, Chapter 9 “Social Change and Social Mobility”, pp. 233-59

Unit 9: A.E. Housman, „The Application of Thought to Textual Criticism” , repr, *Connexions* (Apr. 2004), 1-8.

2) For the second piece of work, you will need to choose a topic suitable for a longer piece of work, such as a dissertation or a long essay. The choice of topic is entirely up to you, although you are most welcome to consult with members of staff in the School (you can find details of people’s research interests and areas of expertise here: <http://www.trinitysaintdavid.ac.uk/en/schoolofclassics/staff/>). The topic must be suitable for a longer piece of work (c. 5,000-10,000 words), and so must be neither too broad (e.g. „the Persian wars”) nor too specific (e.g. „the battle of Lautulae”). Once you have identified your topic, you are required to write an abstract of no more than 500 words which sets out your proposed thesis. This abstract must be accompanied (in the same document) with a bibliography of relevant scholarship of approximately 1,500 words. You do not need to have read all the works that you have included in your bibliography (and you may not have access to them all in any case), but it will be necessary to read up on your chosen topic, to make sure that your abstract is informed and that your bibliography is relevant and sufficiently focused (i.e. that is not just full of general works, but includes monographs and articles that are immediately relevant to the topic). You also need to ensure that your bibliography includes at least 2 to 3 pieces of relevant scholarship that is not in English. Again, you do not need to have read (or be able to read) these works, but you do need to be able to demonstrate that you are able to identify relevant scholarship.

General assessment information: coursework

Coursework submission for this module will be through Moodle. Please follow the instructions on the module’s Moodle page for how to submit your work. The deadline for submission will be on midnight on the day provided on Moodle (first semester deadline is 24th January 2018).

Word count

Please be aware that if you go significantly over or under the word limit (i.e. more than 10%), you may be penalised. REMEMBER that the word count includes everything apart from the bibliography, titles or captions. You must provide the word count clearly on the cover sheet.

Welsh First language

If your first language is Welsh and you would like to submit any assessed coursework in Welsh, please see the Faculty Office as soon as possible to make arrangements for this.

Special needs / requirements

If you have any special needs (e.g. dyslexia, visual impairment) that need to be taken into account for the teaching of this module, please make sure that I am made aware of this so that we can make sure that we fully support you in your studies.

Returning of work

Detailed feedback is given on Turn-It-in but if you would like to discuss your work in more detail, do come and see us during one of our office hours (see times given above).

Bibliography

A bibliography is provided in the Moodle space for this course.

Unfair Practice

All essays and gobbets will be submitted through Turn-It-In. You can submit a draft of your work and read the Turn-it-In report in advance of the deadline. You need to follow the regulations regarding unfair practice and academic integrity as they can be found in the University's Academic Quality Handbook and the Programme of Study Handbook. If you have questions about unfair practice, and how to avoid it, do not hesitate to ask us.

