**Module Descriptions**

**Understanding Pompeii and Herculaneum – 30 credits – Classical Art & Archaeology**

This course provides you with the opportunity to engage in an-depth study of the material remains of Pompeii and Herculaneum (and the villas at Stabiae, Oplontis and Boscoreale) and assess their special value – but also their limitations – as primary sources for archaeologists and cultural historians. We analyse general issues of preservation, excavation, chronology, and presentation of the sites to the public as well as a range of topics relating to the specific types of evidence for which the Vesuvian sites are renowned.

By the end of this module, you will be able to:

* demonstrate knowledge and understanding of the archaeology of Pompeii and Herculaneum
* demonstrate understanding of the value of the material evidence from the Vesuvian sites in the study of urban society in Roman Italy of the 1st century AD
* demonstrate ability to evaluate and deploy different forms of material evidence in historical enquiry
* demonstrate competence in gathering, memorizing, organizing and deploying evidence from a range of primary (archaeological, epigraphic and literary) and secondary sources in response to a particular issue concerning the culture and society of Pompeii or Herculaneum
* demonstrate ability to express the results of individual research in an appropriate written and illustrated form

Assessment – two essays of 5000 words each.

**City of Athens – 30 credits – Classical Art and Archaeology [Taken from CL3284]**

The urban centre of ancient Athens was a modest town from antiquity until the nineteenth century when it became the capital of the newly independent state. The city has grown phenomenally over the last two centuries and the preservation of the archaeological remains is varied. The course will combine classroom teaching with an excursion to Athens where the relationship between the modern city and the primary material at the archaeological parks and museums can be studied at first hand. The lectures and seminars will provide a methodological and chronological framework for studying the material remains of the ancient city. Several themes will run through the course and they include, for example, the following: How are the religious and burial customs reflected in the archaeological record of Athens? What types of manifestations did the administration and politics of the polis have in architecture? How did the city prepare for war? What was the urban environment like?

By the end of this module, you will be able to:

* Use archaeological evidence with the appropriate critical approach;
* locate the relevant archaeological remains in their historical context and understand how using archaeology can contribute to studying historical phenomena;
* identify and analyse the chronological differences in the archaeological record of Athens;
* grasp how the fragmentary nature of the available archaeological evidence influences our understanding of a past society;
* apply modern scholarly methods in the study of archaeological remains.
* Use different types of material evidence in the analyses of particular archaeological problems.

Assessment – two essays of 5000 words each.

**Greek Law and Lawcourts – 30 credits – Ancient History**

In the autumn term the lectures and seminars will focus primarily on the political role of the People’s Court in matters concerning policy making, its control and monitoring of active participants in the running of the democracy, and on the structure of Athenian legal procedures.

By the end of this module, you will be able to:

* Understand the operation of the Athenian courts within the wider framework of the direct democracy of the fourth century and explain the reasons for the current scholarly controversies surrounding the reconstruction and interpretation of the Athenian legal system.
* Identify a range of legal procedures, private and public, and explain how they were applied in individual cases, displaying detailed knowledge and understanding of the relevant primary evidence.
* understand the intimate connection between Athenian direct democracy and the Athenian administration of justice, including from a comparative perspective.
* Understand the rhetorical strategies adopted by Athenian litigants in a wide range of contexts, including complex legal disputes relating to proposals and ratification of laws and decrees in Council and Assembly.
* Discuss aspects of Athenian constitutional and social history on the basis of detailed knowledge of surviving statutes and their application in practice.

Assessment – three essays of 3500 words each.

**Homer *Iliad –* 15 credits – Classics**

To provide forum for reading and discussions of Homer’s Iliad in original Greek; to consider critical issues in the study of Homeric poetry, oral poetry, and the tradition of early Greek epic; to develop students’ familiarity with ancient Greek, Homeric dialect, stylistic, metrical and other philological issues.

The purpose of offering this course as a half unit is to provide greater flexibility at MA level and the possibility of integration with other course, e.g., UCL ‘Four Greek Plays’ half unit. Reading of selected pre-prepared sections and passages, secondary texts and themes, including

* Homeric Biographies: Lives as Traditions.
* Biographic Attributes and Poetic Traditions.
* Authorship and Transmission.
* Formulae.
* Transmission.
* Metre, Colon, Enjambment.
* Type Scenes.
* Speech, Narrative, Characterization.
* Characterization, Simile
* Signs and Symbols: Portents, Funerary Signs, and Song.
* Plot, Emplotment and Closure
* Memory and Mortality: Hero and Heroic Code.
* Gender, Social Structure, Worldview.
* Ethics.
* Personality and Subjectivity
* Gods and Afterlife.
* Poets, Poetry, and Poetics.
* Truth and Authority.
* Historical Trajectories in the Ancient World and Beyond.
* Histories of the World.
* Troy, the Trojan War, and the Material Evidence.
* The Social Worlds of Homer, the Bronze Age, and the Iron Age.
* Epic and Modernity: Modernism.
* Epic and Modernity: Class.
* Epic and Modernity: Empire, Colony, Diversity, Race.
* Epic and Cinema.
* Epic as a Genre

We will explore in somewhat greater detail up to six books from the Iliad and problems associated with them.

By the end of this module, you will have:

* Read significant sections from selected books of Homer's Iliad in the original Greek and have a good grasp of the Odyssey as a text;
* Understand a broad range of philological issues associated with the text (dialect, metre, grammar, style, formulaic construction, etc.);
* Have a good grasp of key critical issues in the study of Homer and the Iliad
* Have a good grasp of general critical method in literary criticism, philosophy, anthropology, the study of oral traditions, etc., as these pertain to the study of Homer;
* Improved written and oral presentation skills;
* Improved ability to synthesize source materials and present an original scholarly argument and a stronger, more creative critical stance.

Assessment – one essay of 4000 words.

**Homer *Odyssey –* 15 credits – Classics**

The course will introduce MA students to Homer's Odyssey. Student will prepare assigned sections for class, which will be discussed in class along with general introductions to critical topics in the study of Homer. These topics include relatively technical, philological issues as well as aspects of higher criticism, including literary, philosophical and anthropological approaches and discussions of general critical theory pertinent to the study of the Odyssey.

By the end of this module, you will:

* Read significant sections from selected books of Homer's Odyssey in the original Greek and have a good grasp of the Odyssey as a text;
* Understand a broad range of philological issues associated with the text (dialect, metre, grammar, style, formulaic construction, etc.);
* Have a good grasp of key critical issues in the study of Homer and the Odyssey;
* Have a good grasp of general critical method in literary criticism, philosophy, anthropology, the study of oral traditions, etc., as these pertain to the study of Homer;
* Improved written and oral presentation skills;
* Improved ability to synthesize source materials and present an original scholarly argument and a stronger, more creative critical stance.

Assessment – one essay of 4000 words.

**Advanced Latin A *–* 15 credits – Classics**

The course will consist of study of one set text in Latin, in either prose or verse, to be selected annually; the focus will be on translation, context and understanding of grammar in this text. Students will also work on an independent project related to their own area of research expertise in order to refine their understanding of the issues posed by translation and interpretation in this area.

By the end of this module, you will be able to:

* Read through one set text in the original Latin.
* Demonstrate your understanding of the text covered in class by translating into English and answering questions on language, context and content.
* Translate and explain the syntax of unseen Latin sentences of an appropriate level of difficulty.
* Discuss the merits and problems of translation in relation to a specific piece of Latin relevant to your own research interests.

Assessment – two in-class quizzes, of which the best counts towards the final grade (40%); one essay of 3000 words.

**Advanced Latin B *–* 15 credits – Classics**

The course will consist of study of one set text in Latin, in either prose or verse, to be selected annually; the focus will be on translation, context and understanding of grammar in this text. Students will also work on an independent project related to their own area of research expertise in order to demonstrate why the Latin of a selected passage is worth examination, how discussion of it has influenced scholarship, and how direct engagement with the Latin enhances their own research.

By the end of this module, you will be able to:

* Read through one set text in the original Latin
* Demonstrate their understanding of the text covered in class by translating into English and answering questions on language, context and content
* Translate and explain the syntax of unseen Latin sentences of an appropriate level of difficulty
* Explain and demonstrate how a better understanding of Latin enhances their own research

Assessment – two in-class quizzes, of which the best counts towards the final grade (40%); one essay of 3000 words.