

MODULE CODE: CLCS7001
TITLE: Stories, Histories and Ticket-Sales: Greeks and Romans on the silver Screen
DATED: 04/07/2014
LEVEL: 7
CREDITS: 20
JACS CODE: Q800

AIM(S)

- To enable students to demonstrate an in-depth critical understanding of reception of classical antiquity in modern film and television.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate:

- the ability to critically analyse, interpret and evaluate the reception of the classical world on film and television;
- an in-depth understanding of how representations of antiquity on film and television have shaped and influenced the perceptions of the public;
- the ability to determine and conceptualise the problems and difficulties associated with popular reception of antiquity;
- the ability to understand the wider contexts of source analysis in reception studies.

INDICATIVE CONTENT

The module examines the reception of classical antiquity in film and television in the 20th and 21st centuries. Film and television are the most popular media of communication in the modern era and the media with the highest degree of dissemination among the general populace, mainly in the western world but also globally. The representation and description of classical mythology and history on film and television has a major impact on our understanding and view of the ancient world in a non-scholarly environment. However, producers of films and television shows relating to the classical world do not aim towards education of the public in classics or ancient history but, like the rest of the entertainment industry, aim toward entertainment and profit. The module looks into not only the impact of films on the classical world on the public's view of the Greeks and the Romans but also the industry's penchant for using classical themes for success in both monetary and award terms. On-campus 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.

LEARNING AND TEACHING STRATEGY

Tutorials and **seminars** are used to support the discussion and critical evaluation of what has been learned, normally in a smaller group size than a lecture.

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for lectures and seminars, follow-up work, background reading, revision, completion of assessment tasks).

Distance Learning - Moodle Units will introduce the students to the concepts, principles and practices of the topics studied for the module. Case studies may be used to provide examples and will be used to develop further understanding of what has been learned. Alongside written material, Units might also include podcasts or videocasts, links to relevant websites and e-resources, scanned chapters from books and journals (in accordance with copyright law) as well as suggestions for further reading. Each Unit will contain clear instructions about the order in which students should consult the material as well as offering reasons for the inclusion of each item of material. Unit information will be geared towards the student achieving the module learning outcomes.

Tutorials and webinars may be used in order to support discussion and critical evaluation of what has been learned as well as enabling students to pursue their own questions. Module information may be supported by student chatrooms and webinars to explore more fully the concepts, principles and practices of each topic, to explore aspects of the set reading for the Unit, or to enable clarification where confusion might have arisen. In addition, tutorial support is available through email, telephone or skype conference with module tutors and the programme director.

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s). Much of this is included in the material contained in each Unit, though further guidance is available from module tutors and programme directors through email, telephone and skype conference.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

NB. If this module is taken as a distance learning module then Independent Learning is 200 hours – 100%.

ASSESSMENT

Assessment Component 1 – 100%

5000 word essay

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.

Exemplar: Pagan past, monotheistic futures: the presentation of the ephors in Frank Millar's *300*.

Assessment Summary

Activity type	Percentage
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Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
<p>If yes please provide brief details (no more than 100 words):</p> <p>This module is designed in line with 2 of the 5 pedagogic approaches to sustainable development identified by UNESCO:</p> <ul style="list-style-type: none"> • Critical and Creative thinking Critical and creative thinking enables people to explore new ways of thinking and acting, make informed decisions, and create alternatives to present choices. It involves reflecting on how people interrelate with one other, understanding cultural differences and creating alternative ways to live together. • Systemic thinking Thinking systemically is essential to sustainable development, as piecemeal approaches have proved not to work - instead resolving one issue while creating other problems. Sustainable development requires approaches which go beyond analysis in terms of 'problem-solving' and/or 'cause-effect'. 	