

Department of Western Classical Culture and Christian Culture
Bachelor of Arts Degree Programme - 2020
Subject - Western Classical Culture

Level	Semester	Course Code	Title of the Paper	Type	Credits
Level 01	Semester I	WCCU 11313	Civilizations of Greece & Rome	C	3
		WCCU 11322	Greek and Roman Mythology	C	2
	Semester II	WCCU 12332	Greek and Roman Epic	C	2
		WCCU 12343	Greek and Roman Art and Antiquities	C	2
Level 02	Semester III	WCCU 21312	Greek Theatre and Drama	C	2
		WCCU 21322	Roman theatre and Drama	C	2
	Semester IV	WCCU 22332	Greek Philosophical thought	C	2
		WCCU 22342	Greek and Roman Religion	C	2
Level 03	Semester V	WCCU 31312	Greek & Roman Literature	C	2
		WCCU 31322	Gender & Cultural Development in Ancient Greece	C	2
	Semester VI	WCCU 32332	Greek Literary Theory	C	2
		WCCU 32342	Roman Literary Theory	C	2
		WCCU 32352	Democracy in Ancient Greece	O	2

**Level 1
Semester 1**

Course Code:	WCCU 11213
Course Name:	Civilizations of Greece and Rome
Credit Value:	3
Core/Optional:	C
Hourly Breakdown:	45 Hours lectures, 15 Hours Assignment, 90 Hours independent learning

Intended Learning Outcomes:

At the successful completion of this course a student will be able to:
Demonstrate a general overview of the civilizations of Greece and Rome.
Assess the importance of different types of evidence and to interpret each in terms of each culture.
Recognize the importance of a country's geographic location to its cultural and historical evolution.

Course Content: The Pre-historic cultures of the Aegean, namely, the Cycladic, the Minoan and the Mycenaean. The historic periods of Greek civilization, namely, Archaic, Classical and Hellenistic.

Teaching/Learning Methods:

Lectures, discussions, Visual –aids and Presentations.

Assignment Strategy: 10% each in two written Assignments
10% on 01 Oral Presentation
10% on an in-class test
60% on end of Semester examination.

Recommended Reading:

Pedley, J.G. 2002, Greek Art and Archaeology, University of Michigan press.
Austin.M.M. & Vidal-Naquet, P.1980, Economic and Social History of Ancient Greece, University of California press
The Oxford Companion to Classical Greece, Internet Archive

**Level 1
Semester 1**

Course Code: WCCU 11222
Course Name: Greek and Roman Mythology
Credit Value: 2
Core/Optional: C
Hourly Breakdown: 30 Hours lectures, 15 Hours Assignments,
55 Hours independent learning.

Intended Learning Outcomes:

At the successful completion of this course a student will be able to:
Demonstrate a knowledge of the major myth cycles from ancient Greece and Rome.
Demonstrate a knowledge of the major figures, stories, and themes of classical myths.
Critically evaluate contending sources and interpretations of myth.
Discuss major theories of myth in relation to classical material.
Understand mythic ideas in their own terms.

Course Content:

The definition of Myth Myths dealing with the birth of the three generations of the gods and the birth of humans.
Myths in Homer's epics. the role Myth plays in the Greek and Roman cultures, in their literature, art, religion, politics and identity.

Teaching/Learning Methods:

Lectures, discussions, Visual –aids and Presentations.

Assignment Strategy:

10% each in two written Assignments
10% on 01 Oral Presentation
10% on an in-class test
60% on end of Semester examination.

Source Books:

Apollodorus, The Library –
Hesiod, Theogony –
Ovd, Metarmorphorsis -

Recommended Reading:

Grant, M. 2011, Myths of the Greeks and Romans, Orion Publishing Group.
Downen, K. 1992, The Uses of Greek Mythology, Routledge.
March, J.R. 1998, Dictionary of Classical Mythology, Oxbow Books.
Matyszak, P.2010, The Greek & Roman Myths, Thames & Hudson.

**Level 1
Semester 2**

Course Code: WCCU 12232
Course Name: Greek and Roman Epic
Credit Value: 2
Core/Optional: C
Hourly Breakdown: 30 Hours lectures, 15 Hours Assignments,
55 Hours independent learning.

Intended Learning Outcomes:

At the successful completion of this course a student will be able to:
Define and distinguish the epic genre
Identify the heroic characters within their cultural contest
Understand the ancient epic tradition
Demonstrate the universality of themes and the underlying concepts in the works studied.

Course Content:

Greek epics – Homer – The Iliad
Apollonius of Rhodes – The Voyage of Argo
Roman epics – Virgil – The Aenid
The course on the civilizations of Greece and Rome will provide the background to the study of the epics. Students will be introduced to oral poetry and the epic genre, and the evolution of that genre. this will include an analysis of the texts within their cultural and literally contexts.

Teaching/Learning Methods:

Lectures, discussions, Visual –aids and Presentations.

Assignment Strategy: 10% each in two written Assignments
10% on 01 Oral Presentation
10% on an in-class test
60% on end of Semester examination.

Recommended Reading:

Kirk, G.S. 1996, *Homer and the Epic*, Cambridge University press.
Webster, T.B.L. 1977, *From Mycenae to Homer*, Routledge.
Fowler, R. (ed) 2004, *The Cambridge Companion to Homer*, Cambridge University press.
Veyne, C.R. 1993, *Ancient Epic Poetry; Homer, Apollonius, Virgil*, Charles Rowen Veyne, Cornell University press.
Nagy, G. 1979, *The best of the Achaeans : Concepts of the hero in Archaic Greek Poetry*, Harvard university press.

Level 1
Semester 2

Course Code: WCCU 12243

Course Name: Greek and Roman Art and Antiquities

Credit Value: 3

Core/Optional: C

Hourly Breakdown: 30 Hours lectures, 15 Hours Assignments,
55 Hours independent learning.

Intended Learning Outcomes:

At the successful completion of this course a student will be able to:
Identify and appreciate each genre of Greek and Roman art relating them to the artistic styles and their cultural and historical backgrounds.
Interpret, analyse and evaluate a range of each civilization.

Course Content:

Greek and Roman Sculpture, pottery and architecture will be studied from their aesthetic and technical aspects and from the light they throw on the life and culture of the Greeks and the Romans. Greek and Roman antiquities will include a general outline of medicine, athletics, trade & travel, gender relations, trade and, oracles, divination, warfare, death and concepts of after-life.

Teaching/Learning Methods: Lectures, discussions, Visual –aids and Presentations.

Assignment Strategy: 10% each in two written Assignments
10% on 01 Oral Presentation
10% on an in-class test
60% on end of Semester examination.

Recommended Reading:

Pedley, J.G., 2002, Greek Art and Archaeology, University of Michigan press.
Borg, B.E.2015, A Companion to Roman Art, Wiley Books
Marconi, C.2014, The Oxford Handbook of Greek and Roman Art and Architecture, Oxford university press

**Level 2
Semester 1**

Course Code: WCCU 21212

Course Name: Greek Theatre and Drama

Credit Value: 2

Core/Optional: Core

Hourly Breakdown: 30 Hours lectures, 15 Hours Assignments,
55 Hours independent learning.

Intended Learning Outcomes:

At the successful completion of this course a student will be able to:
Demonstrate a fair knowledge of the architectural structure of the Greek theatre and its conventions in relation to the performance of drama and the worship of Dionysus.
Analyse the dramatic styles, themes and the treatment of myth of Aeschylus, Sophocles and Euripides relating each to their cultural and historical backgrounds.
Analyse the dramatic, styles, themes and conventions of Greek Old comedy and new comedy relating to their historical and cultural backgrounds.

Course Content:

The following dramatists and their dramas will be studied with close attention to one drama of each of them:

Aeschylus – One of the dramas of the Orestian Trilogy
Sophocles – Either King Oedipus or Antigone
Euripides – Either The Trojan Women, Bacchae and

Hippolytus

Aristophanes – Either Frogs, Lysistratra or Wasps
Menander – Either Old Cantankerous or The Man She Hated

Teaching/Learning Methods:	Lectures, discussions, Visual –aids and Presentations.
Assignment Strategy:	10% each in two written Assignments 10% on 01 Oral Presentation 10% on an in-class test 60% on end of Semester examination.
Recommended Reading:	Nardo, D.2000, Greek Drama – History and Criticism, San Diego, Greenhaven Press. Greek Drama – History and Criticism, San Diego, A Greenhaven Press (2000) Van Zyl Smit, B. (ed),2016, A Handbook to the Reception of Greek Drama, Wiley Blackwell books. Greogory, J. (ed) 2001, A Companion to Greek Tragedy. Blackwell Companion Book.
Relevant Sites:	*Perseus.tuft.edu You may also refer to these sites dramaonlinelibrary.com www.theatredatabase.com www.reed.edu (Greek Theatre) Leskowitz, M. 2016, Euripides and the Gods, Oxford University Press, available as PDF Mueller,M. 2015, Objects as actors: Props and the poetics of performance in Greek tragedy, Chicago university press.

**Level 2
Semester I**

Course Code:	WCCU 21222
Course Name:	Roman Theatre and Drama
Credit Value:	2
Core/Optional:	Core
Hourly Breakdown:	30 Hours lectures, 15 Hours Assignments, 55 Hours independent learning.
Intended Learning Outcomes:	

At the successful completion of this course a student will be able to:

Demonstrate a knowledge of the theatre and its social setting in Rome and its influence on Roman drama.

Analyse the Romanization of original Greek dramas to adopt these to the 'theatre culture' in Rome.

Analyse the Roman dramas in their own social and cultural setting.

Course Content:

The following dramatists will be studied with close attention to at least 2 dramas of each.

Plautus – the Pot of Gold, Amphitriyo, The Swaggering Soldiers

Terence: Phormio, Andrea, the Mother-in-Law

Seneca: Phaedra, Oedipus

Teaching/Learning Methods:

Lectures, discussions, Visual –aids and Presentations.

Assignment Strategy:

10% each in two written Assignments

10% on 01 Oral Presentation

10% on an in-class test

60% on end of Semester examination.

Recommended Reading:

McDonald, M. & Walton, J.M. (eds), 2007, The Cambridge Companion to Greek and Roman Theatre, Cambridge.

Boyle, A. J. 2006, An Introduction to Roman Tragedy, Rutledge.

Manuwald, G. 2011, Roman Republican Theatre, Cambridge University Press.

Sear, F. 2006. Roman Theatres. An Architectural Study, Oxford.

Harrison, G.W.A. and Liapis, V. (ed), 2013, Performance in Greek and Roman theatre, Brill.

www.novaonline.nvcc.edu

**Level 2
Semester II**

Course Code:

WCCU 22232

Course Name:

Greek Philosophical Thought

Credit Value:

2

Core/Optional:	Core
Hourly Breakdown:	30 Hours lectures, 15 Hours Assignments, 55 Hours independent learning.
Intended Learning Outcomes:	<p>At the successful completion of this course a student will be able to:</p> <p>Demonstrate a knowledge of the main lines of investigations traceable in Greek thinking.</p> <p>Analyse the importance of the observation of phenomena to the progression of Greek philosophical ideas.</p> <p>Evaluate the process of logical thought combined with argumentation, experimentation and exposure to thoughts from different cultures that lead to the development of philosophical thought in ancient Greece.</p>
Course Content:	An outline study of the pre Socratic philosophies and a more in depth study of the philosophical thoughts of Socrates, Plato and Aristotle.
Teaching/Learning Methods:	Lectures, discussions, Visual –aids and Presentations.
Assignment Strategy:	10% each in two written Assignments 10% on 01 Oral Presentation 10% on an in-class test 60% on end of Semester examination.
Recommended Reading:	<p>Kirk G.S. and R. Raven, 1984, The Pre-Socratic Philosophers, Cambridge university press.</p> <p>Lloyd, G.E.R. 1968, Aristotle, the Growth and Structure of his thoughts, Cambridge university press,</p> <p>Internet Encyclopedia of Philosophy</p> <p>Stanford Encyclopedia of Philosophy on the World Wide Web.</p>
Level 2 Semester II	
Course Code:	WCCU 22242
Course Name:	Greek & Roman Religion

Credit Value: 2

Core/Optional: Core

Hourly Breakdown: 30 Hours lectures, 15 Hours Assignments,
55 Hours independent learning.

Intended Learning Outcomes:

At the successful completion of this course a student will be able to:

Demonstrate a knowledge of the religions and beliefs of the Greeks and the Romans

Analyse the social and psychological function of religion in the different cultural and social backgrounds and contrast/compare them with their own experience.

Evaluate the relationship between state, religion and society in different socio-political backgrounds.

Course Content:

The study will cover the following topics: Pre-Olympian religion, origins of the Olympians; Greek religious festivals; concept of divinity in Greek and Roman religion. It will further include a study of the Eleusinian mysteries and the Orphic. the concept of death and after-life in the Greek and roman religions. A critical analysis of the social, political and psychological reasons for various religions and cults to emerge and function in society will also be a component of this unit.

Teaching/Learning Methods: Lectures, discussions, Visual –aids and Presentations.

Assignment Strategy: 10% each in two written Assignments
10% on 01 Oral Presentation
10% on an in-class test
60% on end of Semester examination.

Recommended Reading:

.Muray, G.1976, Four stages of Greek Religion, Praeger; Facsimile edition.
Guthrie, W.K.C.1962, The Greeks and their Gods, Methuen and Co.Ltd.
Ogden, D.2007, A Companion to Greek Religion, Wiley Blackwell.
Rupke, J.2007, A Companion to Roman Religion, Wiley Blackwell.

**Level 3
Semester I**

Course Code:	WCCU 31212
Course Name:	Greek and Roman Literature
Credit Value:	2
Core/Optional:	Core
Hourly Breakdown:	30 Hours lectures, 15 Hours Assignments, 55 Hours independent learning.

Intended Learning Outcomes:

At the successful completion of this course a student will be able to:

Demonstrate a knowledge of the various literary genres, styles and their reception in the society in which they were written and in the modern world.

Analyse the literary merit of each work relating it to its genre and to the period of its composition.

Evaluate the importance of each work as a primary source from the study of the culture and society in which the work was composed.

Course Content:

The following will be studied for their literary merit. the information of the authors themselves and the social, cultural, political background of the composition, in addition to the origins and development of each genre.

Greek Literature: Hesiod – Works and Days

Thucydides – The History of the Peloponnesian War, Books 1 & 2

Longus – Daphnis and Chloe

Roman Literature: Virgil – The Georgics

Tacitus – Annals of Imperial Rome
Books 1 & 2

Juvenals – Selections from Sixteen Satires

Appulieus – The Golden Ass

Teaching/Learning Methods: Lectures, discussions, Visual –aids and Presentations.

Assignment Strategy: 10% each in two written Assignments
10% on 01 Oral Presentation
10% on an in-class test
60% on end of Semester examination.

Recommended Reading:

G.S.Kirk, 1996, Homer and the Epic, Cambridge University press.
Grant, M. 1994 Ancient Historians, Barnes & Noble.
Luraghi, N. 2001, The Historian’s Craft in the Age of Herodotus, Oxford, Keane, C. 2006, Figuring genre in Roman Satire, Oxford.
Montanari, F. Rengakos, A and Tsagalis, C (eds.), 2009, Brill’s Companion to Hesiod, Leiden.
Citroni, M. 2005, **The Concept of the Classical and the Canons of Model Authors in Roman Literature**, in J. Porter (ed.), **Classical Pasts: The Classical Traditions of Greece and Rome**. Princeton. 204–34.

**Level 3
Semester I**

Course Code: WCCU 31222

Course Name: Gender and Cultural Development in ancient Greece

Credit Value: 2

Core/Optional: Core

Hourly Breakdown: 30 Hours lectures, 15 Hours Assignments,
55 Hours independent learning.

Intended Learning Outcomes:

At the successful completion of this course a student will be able to:
Critically evaluate the surviving archaeological material from a more balanced view of the social involvement of women in Greek culture
Re-assess the importance of the primary literary material or the social interaction and responsibilities of women to their communities in ancient Greece.

Critically examine the view on women considered "normative" in the ancient Greek civilization.

Course Content:

The following primary sources and their more recent interpretations will be studied from the information these present on the social and political integration of Greek women through the pre-historical and historical periods of the history of Greece:

- selected Linear B clay tablets
- Selected archeological inscriptions
- Selected painted pottery from evidence of female artisans.

The following literary sources will be studied for the light they throw on the participation of women in political, social and religious processes and institutions:

- Hesiod, Sappho, Herodotus, Thucydides
- A selection from the dramas.

Teaching/Learning Methods:

Lectures, discussions, Visual –aids and Presentations.

Assignment Strategy:

10% each in two written Assignments
 10% on 01 Oral Presentation
 10% on an in-class test
 60% on end of Semester examination.

Recommended Reading:

Pomeroy, S.B. 1995, *Goddesses, Whores, Wives and Slaves; Women in Classical Antiquity*, New York.
 Kennedy, R.F. 2015. Elite citizen women and the origins of the *Hetaira* in Classical Athens. *Helios*, 42, 61-79.
 Hobden, F. 2013. *The Symposium in Ancient Greek Society and Thought*, Cambridge University Press.

**Level 3
 Semester II**

Course Code:

WCCU 32232

Course Name:

Greek Literary Theory

Credit Value:

2

Core/Optional:

Core

Hourly Breakdown: 30 Hours lectures, 15 Hours Assignments,
55 Hours independent learning.

Intended Learning Outcomes:

At the successful completion of this course a student will be able to:
Evaluate the role of the literary writer as literary critic in the early periods of the Greek civilization.
Critically analyse the theory of literature presented by Plato.
Evaluate the theory of literature present by Aristotle and its compatibility with modern values.
Critically evaluate the literary ideas of the roman critics.

Course Content:

Relevant extracts from the following writers and their works will be studied –
Greek – Aristophanes' Frogs Plato – extracts
Aristotle – Poetics, Demetrius on style
Roman – Longinus On the Sublime Horace – Ars Poetics

Teaching/Learning Methods:

Lectures, discussions, Visual –aids and Presentations.

Assignment Strategy:

10% each in two written Assignments
10% on 01 Oral Presentation
10% on an in-class test
60% on end of Semester examination.

Recommended Reading:

Ford, A. 2004, The Origins of Criticism: Literary Culture and Poetic theory in Classical Greece, Princeton university press.
Verdenius, W.J.1 The principles of Greek Literary Criticism, *Mnemosyne*, Vol. 36, Fasc. 1/2, 14-59.
Kennedy, G.A. 1990, The Cambridge History of Literary, Cambridge university press.
Grube, G.M.A. 1965, The Greek and Roman Critics, Cambridge University Press.
Ford, A. 2009, The Origins of Criticism: Literary Culture and Poetic Theory in Classical Greece, Princeton University press.
Habib, M.A. 2007, Literary Criticism from Plato to the Present: An Introduction, John Wiley and Sons

Struck, P. 2019, Graeco-Roman Literary Criticism in The Oxford Handbook of Early Christian Biblical Interpretation, Edited by Paul M. Blowers and Peter W. Martens. Online publication

Laird, A. (ed.) 2006, Ancient Literary Criticism. Oxford.

**Level 3
Semester II**

Course Code: WCCU 32242

Course Name: Roman Literary Theory

Credit Value: 2

Core/Optional: Core

Hourly Breakdown: 30 Hours lectures, 15 Hours Assignments,
55 Hours independent learning.

Intended Learning Outcomes:

At the successful completion of this course a student will be able to:

Evaluate the role of the literary writer as literary critic in the early periods of the Greek civilization.

Critically analyse the theory of literature presented by Plato.

Evaluate the theory of literature present by Aristotle and its compatibility with modern values.

Critically evaluate the literary ideas of the roman critics.

Course Content:

Relevant extracts from the following writers and their works will be studied –

Greek – Aristophanes' Frogs Plato – extracts

Aristotle – Poetics, Demetrius on style

Roman – Longinus On the Sublime Horace – Ars Poetics

Teaching/Learning Methods: Lectures, discussions, Visual –aids and Presentations.

Assignment Strategy: 10% each in two written Assignments
10% on 01 Oral Presentation
10% on an in-class test

60% on end of Semester examination.

Recommended Reading:

Ford, A. 2004, *The Origins of Criticism: Literary Culture and Poetic theory in Classical Greece*, Princeton university press.

Verdenius, W.J.1 *The principles of Greek Literary Criticism, Mnemosyne*, Vol. 36, Fasc. 1/2, 14-59.

Kennedy, G.A. 1990, *The Cambridge History of Literary*, Cambridge university press.

Grube, G.M.A. 1965, *The Greek and Roman Critics*, Cambridge University Press.

Ford, A. 2009, *The Origins of Criticism: Literary Culture and Poetic Theory in Classical Greece*, Princeton University press.

Habib, M.A. 2007, *Literary Criticism from Plato to the Present: An Introduction*, John Wiley and Sons

Struck, P. 2019, *Graeco-Roman Literary Criticism in The Oxford Handbook of Early Christian Biblical Interpretation*, Edited by Paul M. Blowers and Peter W. Martens. Online publication

Laird, A. (ed.) 2006, *Ancient Literary Criticism*. Oxford.

Hunter, R. 2018, *Dionysius of Halicarnassus and Augustan Rome : Rhetoric, Criticism and Historiography*, University of Cambridge.

Reid, R. S. 1996, *Dionysius of Halicarnassus's Theory of Compositional Style and the Theory of Literate Consciousness*, *Rhetoric Review*, 15(1), 46-64.

**Level 3
Semester II**

Course Code:	WCCU 32272
Course Name:	Democracy in Ancient Greece
Credit Value:	2
Core/Optional:	Optional

Hourly Breakdown:	30 Hours lectures, 15 Hours Assignments, 55 Hours independent learning.
Intended Learning Outcomes:	At the successful completion of this course a student will be able to: Interpret the key evidence from Athenian democracy. Evaluate the evidence of historians and the dramatists. Assess the validity as the opposition to democracy in ancient Athens. Demonstrate a knowledge of the known constitutions of ancient Greece.
Course Content:	The backgrounds to the reforms of the following reformers will be studied. Solon, Pisistratus, Cleisthenes, Ephialtes & Pericles The opposition to democracy will involve a study of the rule of the Thirty and the Four Hundred.
Teaching/Learning Methods:	Lectures, discussions, Visual –aids and Presentations.
Assignment Strategy:	10% each in two written Assignments 10% on 01 Oral Presentation 10% on an in-class test 60% on end of Semester examination.
Recommended Reading:	Hesiod-Works and Days Aristotle – The Athenian Constitution Thucydides – 'The history of Peloponnesian War' Herodotus – 'The Histories' Athenian democracy – the Stoa Consortium Rhodes,P.J.2004, Athenian Democracy, Edinburgh university press.