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| STUDY PROGRAMME: Archaeology |
| Level and Year[[1]](#footnote-1): MA, 2nd year  |
| Course Title:Stereotypes, Prejudices and Taboos in and about Greek and Roman Society |
| Course Description:The aim of this lecture is to introduce students with the most common stereotypes, prejudices and taboos which existed in the ancient Greek and Roman society, as well as with the most striking examples of the fallacies of modern society on the aancient Greek and Roman world. With the help of examples from the relevant literature on a particular subject, students will be able to adopt basic knowledge of the genesis of the chosen fallacies. |
| Semester[[2]](#footnote-2): winter  |
| Lecturer(s)/Teacher(s):Iva Kaić |
| Teaching Language (regular)[[3]](#footnote-3): Croatian |
| Teaching Methods (regular):[[4]](#footnote-4)teaching through lectures |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: |  |  |
| Seminars: |  |  |
| ECTS: 5 |
| Teaching language and level[[5]](#footnote-5) for guest (exchange) students:English B2 |
| Teaching Methods[[6]](#footnote-6) for guest (exchange) students:L1 |
| Evaluation Methods[[7]](#footnote-7) and Grading[[8]](#footnote-8):Written exam, standard grading |
| Learning Outcomes:1. Students will be able to identify and list the stereotypes, prejudices and taboos that today's society cultivates towards the Greco-Roman culture.2. Students will be able to identify and list the stereotypes, prejudices and taboos that existed in the Antiquity3. Students will be able to identify and list the stereotypes, prejudices and taboos in Greek and Roman societies related to religion4. Students will be able to identify and list the stereotypes, prejudices and taboos in Greek and Roman societies related to women, marriage and family5. Students will be able to identify and list the stereotypes, prejudices and taboos in Greek and Roman societies related to ethnicity and xenophobia6. Students will be able to identify and list the stereotypes, prejudices and taboos in Greek and Roman society related to sexuality7. Students will be able to identify and list the stereotypes, prejudices and taboos in Greek and Roman society related to the outward appearance, clothing and body decoration |
| Literature:Obligatory:1. M. Webb, "Historical Introduction to Early Christian Rome", The churches and catacombs of Early Christian Rome: a comprehensive guide, Brighton 2001, XI-XXVI.2. E. Bartman, "Hair and the Artifice of Roman Female Adornement", American Journal of Archaeology 105/1 (2001), 1-25.3. J. Goodnick Westenholz (ur.), Images of Inspiration. The Old Testament in Early Christian Art, Jerusalem 2000. (160 str.)Optional:J. Bodel, "From Columbaria to Catacombs: Collective Burial in Pagan and Christian Rome", u: L. Brink, D. Green (ur.), Commemorating the Dead. Texts and Artifacts in Context, Berlin 2008, 177-242.David L. Balch, „From Endymion in Roman Domus to Jonah in Christian Catacombs: From Houses of the Living to Houses for the Dead. Iconography and Religion in Transition“, u: L. Brink, D. Green (ur.), Commemorating the Dead. Texts and Artifacts in Context, Berlin 2008, 274-301.M. W. Dickie, "Who Practised Love-Magic in Classical Antiquity and in the Late Roman World?", The Classical Quarterly 50/2 (2000), 563-583.J. Elsner & I. Rutherford, "Introduction", u: J. Elsner & I. Rutherford (ur.), Pilgrimage in Graeco-Roman and Early Christian Antiquity. Seeing the Gods, Oxford - New York 2005, 1-38. |

1. BA, MA, PhD; 2nd year … [↑](#footnote-ref-1)
2. Winter, Summer, Academic Year [↑](#footnote-ref-2)
3. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-3)
4. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-4)
5. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-5)
6. **Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-6)
7. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-7)
8. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-8)