



- 1 To be able to read, identify and analyse non-literary texts
- 2 To be able to situate non-literary texts in their socio-historical context
- 3 To be able to explain the importance of non-literary texts with respect to themes such as magic, family and friendship, the individual and the state, etc.
- 4 To have insight in the main non-literary genres, and their linguistic, material and visual characteristics
- 5 To be able to use the main tools of this research field in a creative and reasoned way
- 6 To have insight in the particularities of papyrology and epigraphy, and their development as disciplines

#### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

#### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

#### **Teaching methods**

Seminar, Lecture, Independent work

#### **Extra information on the teaching methods**

Seminar: reading non-literary texts

Lecture: background information about the socio-historical context; 'papyrology' and 'epigraphy' (the students independently process two sessions on the basis of recordings; other recordings are not available)

Independent work: preparing texts, reading a number of scientific articles, writing a short blog

#### **Study material**

Type: Slides

Name: powerpoint-presentations

Indicative price: Free or paid by faculty

Optional: no

Language : Dutch

Available on Ufora : Yes

Type: Handouts

Name: Handouts

Indicative price: Free or paid by faculty

Optional: no

Language : Dutch

Available on Ufora : Yes

#### **References**

Bagnall, Roger S. *The Oxford Handbook of Papyrology*. Oxford; New York: Oxford University Press, 2009.

Guarducci, Margherita. *L'epigrafia greca dalle origini al tardo impero*. Roma: Libreria dello Stato, 1987.

Jördens, Andrea. 'Communicating with Tablets and Papyri'. In *The Oxford Handbook of Social Relations in the Roman World*, 227–47. Oxford ; New York: Oxford University Press, 2011.

Meyer, Elizabeth A. 'Epigraphy and Communication'. In *The Oxford Handbook of Social Relations in the Roman World*, 191–226. Oxford; New York: Oxford University Press, 2011.

#### **Course content-related study coaching**

After each session and during the weekly contact hour, students can ask questions

#### **Assessment moments**

end-of-term and continuous assessment

#### **Examination methods in case of periodic assessment during the first examination period**

Written assessment

#### **Examination methods in case of periodic assessment during the second examination period**

Written assessment

#### **Examination methods in case of permanent assessment**

Participation, Assignment

**Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

**Extra information on the examination methods**

\* Paper: students are asked to write a short blog about an aspect of non-literary texts in antiquity.

\* Participation: preparation of primary/secondary literature and active participation during class.

**Calculation of the examination mark**

Written exam: 70%

Writing a short blog (permanent evaluation): 20%

Participation (permanent evaluation): 10%

**Facilities for Working Students**

1. Possible exemption from educational activities requiring student attendance
2. Possible rescheduling of the examination to a different time in the same academic year
3. Feedback can be given during an appointment during office hours