

## COURSE OUTLINE

### ANCIENT GREEK PROSE-WRITING

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	6 <sup>TH</sup>
<b>COURSE TITLE</b>	ANCIENT GREEK PROSE-WRITING		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 2. LEARNING OUTCOMES

##### Learning Outcomes

*Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

Upon successful completion of the course, participants will be able to:

- Identify the main characteristics and developments of ancient Greek prose from the Archaic period to the Roman era.
- Analyze representative texts from various genres, such as historiography, rhetoric, philosophy, and fiction.
- Understand the historical, political, and social context in which these literary works developed.
- Compare and evaluate the different writing and narrative techniques of the authors.
- Interpret the significance of Greek prose and its influence on later literature.
- Apply critical approaches to the analysis of ancient Greek texts, delving into topics such as human nature, political philosophy, and narrative.
- Connect ancient Greek prose to its broader cultural and literary context.

##### General Skills

*Name the desirable general skills upon successful completion of the module*

<i>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</i>
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- Search, analysis, and synthesis of data and information, using necessary technologies: The course requires the analysis of ancient texts and the evaluation of information from various sources, including bibliographies and digital resources.
- Independent work: Students are expected to complete written assignments and analyze texts

independently, developing the ability to work autonomously.

- Teamwork: Through group discussions and oral presentations, students develop the ability to collaborate and exchange ideas in teams.
- Generation of new research ideas: The course encourages students to develop critical thinking and generate new research ideas through the study of ancient prose and its connection to contemporary research fields.
- Exercise of critical and self-critical thinking: The critical analysis of ancient texts and the evaluation of other authors' viewpoints allow students to practice both critical thinking and self-critique.
- Promotion of free, creative, and inductive thinking: Students are encouraged to approach texts with creativity, combining data and suggestions to produce new interpretations and analyses.

### 3. COURSE CONTENT

#### Lesson 1: Introduction to Ancient Greek Prose

- Definition and characteristics of prose
- Historical context: From the Archaic period to Late Antiquity
- The origin and evolution of prose in Greece

#### Lesson 2: Herodotus and Ancient Greek Historiography

- Herodotus as the “father of history”: Themes and narrative techniques
- His approach to historical and mythical elements
- Analysis of selected passages from *Histories*

#### Lesson 3: Thucydides and “Scientific” Historiography

- Historical accuracy and Thucydides' scientific methodology
- Analysis of excerpts from *History of the Peloponnesian War*
- Political philosophy and human nature in Thucydides' works

#### Lesson 4: Xenophon and the Writing of Historical and Philosophical Texts

- Life and works of Xenophon: excerpts from *Anabasis*, *Memorabilia*, and *Cyropaedia*
- Realism and idealism in his historical and philosophical works
- Comparative analysis with Thucydides

#### Lesson 5: The Attic Orators: Lysias, Isocrates, and Demosthenes

- The development of rhetorical art in Athens
- Forensic and political speeches: The contributions of Lysias, Isocrates, and Demosthenes
- Analysis of selected speeches and the style of the orators

#### Lesson 6: Plato and the Dialogical Prose

- Plato as the founder of philosophical prose
- The structure of dialogue and dialectics
- Analysis of excerpts from *Symposium* and *Phaedrus*

#### Lesson 7: Aristotle and Philosophical Prose

- Aristotle's philosophical and scientific works
- Analysis of *Rhetoric*, *Poetics*, and *Politics*
- The role of prose in the evolution of Aristotelian thought

#### Lesson 8: Hellenistic Prose: Polybius, Flavius Josephus, and Historiography

- The transition from the Classical to the Hellenistic period
- Excerpts from Polybius's *Histories* and Josephus's *Jewish Antiquities*
- The role of Rome and the historiographical approach of the Hellenistic period

#### Lesson 9: Plutarch and the *Parallel Lives*

- Plutarch and biographical prose
- Analysis of excerpts from *Parallel Lives*: Political and ethical analysis of great men
- The influence of his work on later literature

#### Lesson 10: Lucian and Satirical Prose

- Satire as a genre of prose in the Hellenistic and Roman periods
- Analysis of excerpts from *Dialogues of the Gods* and *Dialogues of the Dead*
- Lucian's satire of philosophy and society

#### Lesson 11: Fiction Writing in Late Antiquity

- The novel as a prose genre in Late Antiquity

- Analysis of excerpts from Heliodorus's *Aethiopica*
- The evolution of fiction and its influences

#### Lesson 12: Prose in Late Antiquity and Christianity

- The rhetoric of Libanius and the development of Greek rhetoric in the late ancient world
- Early Christian texts as part of the Greek literary tradition: Analysis of excerpts from works like Clement's *Exhortation to the Greeks* and Eusebius's *Ecclesiastical History*
- The influence of Christian thought on Greek prose

#### Lesson 13: Conclusions and the Legacy of Ancient Greek Prose

- Review of the most important prose writers and works
- The influence of ancient Greek prose on Roman and later literature
- Discussion on the legacy and significance of ancient Greek prose in world literature

## 4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;"><b>TEACHING METHOD</b></p> <p style="text-align: center;"><i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Active learning (hands-on learning) - Experiential learning</li> <li>• Collaborative learning</li> </ul>												
<p style="text-align: center;"><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b></p> <p style="text-align: center;"><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> <li>• PPT presentations</li> <li>• Teaching material, announcements and communication through the eClass platform</li> <li>• Student study of supplementary material related to course content</li> <li>• Communication with students via email</li> </ul>												
<p style="text-align: center;"><b>TEACHING ORGANIZATION</b></p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #f2f2f2;">Activity</th> <th style="background-color: #f2f2f2;">Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Tutoring</td> <td>35</td> </tr> <tr> <td>Exercises – Homework</td> <td>40</td> </tr> <tr> <td>Written examination</td> <td>6</td> </tr> <tr> <td><b>Total</b></td> <td><b>120</b></td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Tutoring	35	Exercises – Homework	40	Written examination	6	<b>Total</b>	<b>120</b>
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<p style="text-align: center;"><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p><b>Written Assignments (30%):</b> Students will be required to write two assignments during the semester. These will include analyses of selected passages, critical approaches, and comparative studies between different authors or works.</p> <p><b>Oral Presentations (20%):</b> During the course, students will present their analysis of a specific text or topic related to ancient Greek prose, encouraging active class participation.</p> <p><b>Final Written Exam (40%):</b> The final exam will consist of development questions and passage analyses from texts covered in the course, with an emphasis on understanding content and narrative techniques.</p> <p><b>Class Participation (10%):</b> Active participation in discussions and idea exchange will be evaluated, encouraging students to engage in dialectical and critical analysis of the texts.</p>												

## 5. SUGGESTED BIBLIOGRAPHY

1. Γεωργοπαπαδάκος, Α. (2005). *Ελληνική γραμματολογία, από τις αρχές ως το τέλος του βου μ.Χ.*

αιώνα. Θεσσαλονίκη:Μόλχο.

2. Beye, Ch., R. (1987). *Ancient Greek Literature and Society*. Ithaca, New York: Cornell University Press.
3. Dickey, E. (2007). *Ancient Greek scholarship: a guide to finding, reading, and understanding Scholia, Commentaries, Lexica, and Grammatical Treatises, from their beginnings to the Byzantine period*. Oxford - New York.
4. Gutzwiller, K. (2007). *A Guide to Hellenistic Literature*. Blackwell.
5. Montanari F. (2008). *Ιστορία της αρχαίας ελληνικής λογοτεχνίας*. Θεσσαλονίκη: UNIVERSITY STUDIO PRESS.
6. Nesselrath, H. G. (2001). *Εισαγωγή στην αρχαιογνωσία, τ. Α' Αρχαία Ελλάδα (1997)*. Μετάφρ. Ι. Αναστασίου, Ι. Βάσσης, Σ. Κοτζαμπάση, Θ. Κουρεμένος και Π. Κυριακού, Αθήνα: Παπαδήμας.
7. Russell, D. A. (1991). *An Anthology of Greek Prose*. Oxford: OUP.
8. Whitmarsh, T. (2004). *Ancient Greek literature*. Cambridge: Polity Press.

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	ST. BUSSÈS
<b>Contact details:</b>	<a href="mailto:sbouses@helit.duth.gr">sbouses@helit.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Midterm Written Exam: 20% Presentations: 20% Final Written Exam: 60%
<b>Implementation Instructions: (3)</b>	The written exams (midterm and final) and the presentations will be conducted through eClass on a date and time that will be announced, along with their duration and content, within a reasonable period before they take place.  Assignments/exercises will be submitted via eClass on a specified date.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.