

COURSE OUTLINE

LITERATURE AND POWER IN ROMAN PROSE WRITERS

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	5 TH
COURSE TITLE	LITERATURE AND POWER IN ROMAN PROSE WRITERS		
TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
<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>			
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE	SCIENTIFIC AREA		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>			
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>																		
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> - understand the interaction between literature and power through selected texts by key representatives of Roman prose - know the idiological characteristics of the literary genres of rhetoric, historiography, biography and epistolary writing - distinguish the main features of the institution of the res publica and the changes it underwent in imperial times - acquire a basic knowledge of the grammar and syntax of the Latin language - to understand, through specific works, the historical and political context of their time - understand the structure, institutions and value system of Roman society in both democratic and imperial times. 																		
General Skills <i>Name the desirable general skills upon successful completion of the module</i>																		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analysis and synthesis of data and information,</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>ICT Use</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Sustainability</i></td> </tr> <tr> <td style="border: none;"><i>Autonomous work</i></td> <td style="border: none;"><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td></td> </tr> </table>	<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>	<i>ICT Use</i>	<i>Equity and Inclusion</i>	<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>	<i>Decision making</i>	<i>Sustainability</i>	<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Teamwork</i>	<i>Critical thinking</i>	<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	
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<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, • ICT Use • Autonomous work • Teamwork 																		

- Equity and Inclusion
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1	Introduction - Meet students and present the content, objective, learning outcomes and requirements of the course
2	An overview of Roman historiography with an examination of the Greek background
3	<ul style="list-style-type: none"> - Translation and interpretive commentary of selected passages from the works of Roman historians (e.g. Caesar, Sallustius, Tacitus, Livy) - Embedding of grammatical and syntactic phenomena that appear in the passages in question - Embedding of basic vocabulary
4	Examination of the form and content of the selected passages, their language and style, their ideology and their historical and political background
5	An overview of Roman rhetoric with an examination of the Greek background
6	<ul style="list-style-type: none"> - Translation and interpretive commentary of selected passages from the works of Roman orators (e.g. Cicero, Coudilian) - Embedding of grammatical and syntactic phenomena that appear in the passages in question - Embedding of basic vocabulary
7	Examination of the form and content of the selected passages, their language and style, their ideology and their historical and political background
8	An overview of Roman biography with an examination of the Greek background
9	<ul style="list-style-type: none"> - Translation and interpretive commentary of selected passages from the works of Roman biographers (e.g. Cornelius Nepos, Augustus, Suetonius) - Embedding of grammatical and syntactic phenomena that appear in the passages in question - Embedding of basic vocabulary
10	Examination of the form and content of the selected passages, their language and style, their ideology and their historical and political background
11	An overview of Roman epistolography with an examination of the Greek background
12	<ul style="list-style-type: none"> - Translation and interpretive commentary of selected passages from the works of Roman biographers (e.g. Cicero, Seneca, Plinius) - Embedding of grammatical and syntactic phenomena that appear in the passages in question - Embedding of basic vocabulary
13	Examination of the form and content of the selected passages, their language and style, their ideology and their historical and political background

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	<ul style="list-style-type: none"> • Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning 	
	USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	
TEACHING ORGANIZATION <i>The ways and methods of teaching are</i>	Activity	Workload/semester
	Lectures	39

<p>described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</p> <p>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</p>	Essay	30
	Preparing for the mid-term exam	20
	Mid-term written examination	3
	Study for the final examination	25
	Written examination	3
	Total	120
	<p>STUDENT EVALUATION Description of the evaluation process</p> <p>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</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>	<p>Formative</p> <p>Mid-term written examination: 15%</p> <p>Essay (compulsory): 30%</p> <p>Final written examination: 55%</p>

5. SUGGESTED BIBLIOGRAPHY

- Dyck, A. R. (ed.) (2008), *Cicero Catilinarians*, Cambridge
- Pernot, I. (2005), *Η ρητορική στην αρχαιότητα (La rhétorique dans l'antiquité, paris 2000)* ελλ. μτφρ. Ξ. Τσελέντη, Αθήνα
- Waters, K. H. (1970), "Cicero, Sallust and Catiline," *Historia* 19: 195-215
<https://geoffreysteadman.files.wordpress.com/2020/04/cicerocat.05apr20.pdf>
- Κ. Τσάτσος (1996), *Κικέρων: τέσσερις λόγοι κατά Κατιλίνα. Οι λόγοι για τον Μάρκελλο και τον Λιγάριο*, Αθήνα (Εστία)
- Τσίτσιου-Χελιδόνη, Χρ. (2012), "Ρητορεία και ρητορική στην ελληνική και τη ρωμαϊκή αρχαιότητα", *Εγκυκλοπαιδικός οδηγός, Αρχαία Ελληνική Γλώσσα και Γραμματεία*, Ψηφίδες για την ελληνική γλώσσα (προσβάσιμο ψηφιακά:
(https://www.greeklanguage.gr/digitalresources/ancient_greek/encyclopedia/rhetoric/page_034.html?pr ev=true)
- Ash, R. (επιμ.): *Oxford Readings in Tacitus*, Oxford University Press 2012
- Μπουραζελής, Κ.: *Οι τρόφιμοι της λύκαινας. Συνοπτική Ιστορία των Ρωμαίων και της πολιτείας τους από την ίδρυση της Ρώμης έως και την εποχή του Διοκλητιανού (753 π.χ. – 305 μ.Χ.)*, Αθήνα: Μ.Ι.Ε.Τ., 2017
- Ogilvie, R. M. / Warmington, E. H. / Winterbottom, M. (επιμ.), Hutton, M. / Peterson, W. (μτφρ.): *Tacitus, Agricola, Germania, Dialogus*, Ann Arbor 2000, ¹1914 [Loeb Classical Library]
- Παγάν, V. E. (επιμ.): *A Companion to Tacitus*, Oxford University Press 2012
- Πετρόχειλος, Ν.: *Τάκιτος, ο βίος του Ιουλίου Αγρικόλα, περί της καταγωγής και της χώρας των Γερμανών, Διάλογος περί ρητόρων, Εισαγωγή, μετάφραση, σχόλια, τ. δ'*, Αθήνα: Μ.Ι.Ε.Τ., 2013
- Woodman, A. J.: *Tacitus: Agricola*, Cambridge University Press 2014
- Zanker, P.: *Ο Αύγουστος και η δύναμη των εικόνων* (μετάφρ. Γ. Πάγκαλος - Μ. Πεχλιβάνος), Αθήνα 2009
- Altman, J.G. (1982). *Epistolarity: Approaches to a Form*, Columbus
- Gibson, R.K. and Morello, R. (eds.) (2012). *Reading the Letters of Pliny the Younger*, Cambridge
- Gibson, R.K. and Steel, C. (2010). 'The indistinct literary careers of Cicero and Pliny the Younger' in P. Ha H. Moore (eds.) *Classical Literary Careers and their Reception*, Cambridge: 118-37
- Cugusi, P. (1983). *Evoluzione e forme dell' epistolografia Latina*, Rome
- Marchiesi, I. (2008). *The Art of Pliny's Letters. A Poetics of Allusion in the Private Correspondence*, Cambridge
- Rosenmeyer, P.A. (2001). *Ancient Epistolary Fictions*, Cambridge
- Zeiner-Carmichael, Noelle K. (2014). *Roman letters: an anthology*. Chichester; Malden, MA; Oxford
- Sherwin-White, A.N. (1969). *Fifty letters of Pliny. Selected and edited with introduction and notes*, Oxford
- Griffin, M.T. (1999). "Pliny and Tacitus," *SCI* 18: 139-158

- Riggsby, A.M. (1995). "Pliny on Cicero and Oratory: Self-Fashioning in the Public Eye," *AJP* 116: 123-35
- Syme, R. (1979). "Juvenal, Pliny, Tacitus," *AJP* 100: 250-78
- Traub, H.W. (1955). "Pliny's Treatment of History in Epistolary Form," *TAPA* 86: 213-32

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	A. MASTROGIANNI
Contact details:	amastrog@helit.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Mid-term written examination: 15% Essay (compulsory): 30% Final written examination: 55%
Implementation Instructions: (3)	The written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam. The assignment must be submitted through eClass by a specified deadline.

(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.