

## COURSE OUTLINE

### POETRY AND EMPIRE

#### 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>	7 <sup>TH</sup>
<b>COURSE TITLE</b>	POETRY AND EMPIRE		
<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, students will be able to:

- understand the social, political, and historical context that shaped Roman poetic production from the late Republic to the early Imperial period.
- comprehend the relationship between poetry and politics in ancient Rome and how poets reacted to political changes.
- analyse and interpret Latin texts from various literary genres (epic, elegy, satire, pastoral poetry, etc.), both in the original and in translation.
- recognize how the Roman political regime tried to control the free expression of poets and how the poets responded or reacted to these pressures.
- identify themes of imperialism, national identity, and resistance to the expansionist policies of the Roman Empire.
- develop research skills and use bibliographic sources to interpret literary texts and their historical context.
- recognize and explain the basic grammatical and syntactical structures of the Latin language and understand its core vocabulary.
- translate and render Latin poetic texts into Modern Greek.

##### General Skills

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

<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>	

- 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 to the course and the relationship between poetry and politics in Rome	<ul style="list-style-type: none"> <li>• Overview of the course and teaching objectives.</li> <li>• Introduction to the historical context of the Roman Republic and Empire.</li> <li>• The role of literature in Roman society.</li> </ul>
2	The transition from the Republic to the Empire and its impact on poetry	<ul style="list-style-type: none"> <li>• Political and social changes from the <i>res publica</i> to the imperial period.</li> <li>• How these changes influenced literary production.</li> <li>• Review of Latin grammar, syntax, and core vocabulary.</li> </ul>
3	Vergil's <i>Aeneid</i> and imperial ideology	<ul style="list-style-type: none"> <li>• Biography and works of Vergil.</li> <li>• Analysis of selected passages from the <i>Aeneid</i>.</li> <li>• Discussion of the relationship between the work and Roman political propaganda.</li> <li>• Themes of heroism, imperialism, and national identity.</li> <li>• Deepening Latin grammar and vocabulary.</li> </ul>
4	Horace and morality in the imperial age	<ul style="list-style-type: none"> <li>• Biography and works of Horace.</li> <li>• Analysis of selected lyrical and satirical poems.</li> <li>• Relationship with political stability and the values of the era.</li> <li>• Deepening Latin grammar and vocabulary.</li> </ul>
5	Ovid and the poetry of resistance	<ul style="list-style-type: none"> <li>• Biography and works of Ovid.</li> <li>• Ovid's exile and conflict with imperial authority.</li> <li>• Analysis of selected passages from Ovid's <i>Metamorphoses</i> and <i>Ars Amatoria</i>.</li> <li>• Poetry as a means of resistance and self-expression (before and after exile).</li> <li>• Deepening Latin grammar and vocabulary.</li> </ul>
6	Elegy and free expression in ancient Rome	<ul style="list-style-type: none"> <li>• The love elegy as a literary genre.</li> <li>• Love elegy as a means of political and social criticism.</li> <li>• Analysis of selected elegies (Tibullus and Propertius).</li> <li>• Deepening Latin grammar and vocabulary.</li> </ul>
7	Satire and social critique	<ul style="list-style-type: none"> <li>• Roman satire as a literary genre.</li> <li>• Analysis of satirical texts by Juvenal and Persius.</li> <li>• The role of satire in criticising the social and political establishment.</li> <li>• Deepening Latin grammar and vocabulary.</li> </ul>
8	Lucan and anti-war poetry	<ul style="list-style-type: none"> <li>• Themes of civil war and imperial power.</li> <li>• The use of poetry to denounce violence and war (criticism of Julius Caesar's leadership).</li> <li>• Lucan's relationship with the imperial court and Nero.</li> <li>• Deepening Latin grammar and vocabulary.</li> </ul>
9	Pastoral poetry and the depiction of rural life	<ul style="list-style-type: none"> <li>• The role of nature and rural life as a counterbalance to political tension.</li> <li>• The idealized depiction of rural life as social and political commentary.</li> <li>• Pastoral poetry as a means of reaction and flattery</li> </ul>

		<p>towards the emperor (Vergil vs. Calpurnius Siculus).</p> <ul style="list-style-type: none"> <li>• Deepening Latin grammar and vocabulary</li> </ul>
10	Statius and heroic poetry in the Empire	<ul style="list-style-type: none"> <li>• Analysis of the themes of heroic poetry and imperial power.</li> <li>• Statius' relationship with the imperial court and political authority.</li> <li>• Comparisons with earlier and contemporary epic poets (e.g., Vergil and Lucan).</li> <li>• Deepening Latin grammar and vocabulary.</li> </ul>
11	The epigram as a means of social commentary	<ul style="list-style-type: none"> <li>• The epigram as a literary genre.</li> <li>• Analysis of selected epigrams by Martial.</li> <li>• The use of the epigram for political and social commentary.</li> <li>• Deepening Latin grammar and vocabulary.</li> </ul>
12	Poetry and imperial control of free expression	<ul style="list-style-type: none"> <li>• Overall discussion on the control of free expression by the political regime.</li> <li>• Resistance and adaptation of poets to censorship (<i>recusatio</i>).</li> <li>• Examples of poets who suffered political repression (e.g., Ovid).</li> <li>• Deepening Latin grammar and vocabulary.</li> </ul>
13	Recap-Summary	<ul style="list-style-type: none"> <li>• Recap of the course's main topics.</li> <li>• Discussion of contemporary analogies with the relationship between literature and power.</li> <li>• Preparation for the final exam.</li> </ul>

#### 4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;"><b>TEACHING METHOD</b> <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> <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> <i>The ways and methods of teaching are described in detail.</i> <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%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Essay</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">27</td> </tr> <tr> <td>Written examination</td> <td style="text-align: center;">4</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>120</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Essay	50	Study and analysis of bibliography	27	Written examination	4	<b>Total</b>	<b>120</b>
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<b>Total</b>	<b>120</b>												
<p style="text-align: center;"><b>STUDENT EVALUATION</b> <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,</i></p>	<p>Formative</p> <p>Mid-term written examination: 15%</p> <p>Essay (compulsory): 30%</p> <p>Final written examination: 55%</p>												

*Clinical examination of a patient, Artistic interpretation, Other/Others*

*Please indicate all relevant information about the course assessment and how students are informed*

## **5. SUGGESTED BIBLIOGRAPHY**

- Buckley, E. & Dinter, M.T. 2013. A Companion to the Neronian Age, Malden, MA.
- Dominik, W.J., Garthwaite, J. and Roche, P.A. 2009. Writing Politics in Imperial Rome, Leiden, Boston.
- Farrell, F. & Nelis, D. 2013. Augustan Poetry and the Roman Republic. Oxford; New York.
- Galinsky, K. 2005. The Cambridge Companion to the Age of Augustus. Cambridge Companion to the classics, Cambridge.
- Ross, D.O. 2010. Backgrounds to Augustan poetry : Gallus, elegy, and Rome, Cambridge.
- Graf, F. 2015. Εισαγωγή στην Αρχαιογνωσία. Τόμος Β' Ρώμη, Αθήνα.
- Mackay, C.S. 2014. Αρχαία Ρώμη. Στρατιωτική και Πολιτική Ιστορία, Αθήνα.
- Παπαγγελής, Θ.Δ. 2005. Η Ρώμη κι ο Κόσμος της, Αθήνα.
- Παπαδοπούλου, Θ. 2020. Από την Ιστορία της Ρωμαϊκής Επικής Ποίησης. Οι βασικοί σταθμοί του είδους στη Ρώμη, Ιωάννινα.

## ANNEX OF THE COURSE OUTLINE

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

<b>Teacher (full name):</b>	G. PARASKEVIOTIS
<b>Contact details:</b>	<a href="mailto:gparaske@helit.duth.gr">gparaske@helit.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Mid-term written examination: 15% Essay (compulsory): 30% Final written examination: 55%
<b>Implementation Instructions: (3)</b>	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.