

COURSE OUTLINE

ROMAN WOMEN: FROM MYTH TO HISTORY

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	ROMAN WOMEN: FROM MYTH TO HISTORY		
TEACHING ACTIVITIES <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>	TEACHING HOURS PER WEEK	ECTS CREDITS	
	3	5	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
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, students will be able to:</p> <ul style="list-style-type: none"> • understand the role of women in the social, cultural, and political life of Rome as portrayed across various literary genres and historical periods. • analyse and interpret Latin texts focusing on women and their relationships with men, across genres (epic, elegy, satire, pastoral poetry), in both original and translated forms. • trace the perceptions of Roman male-dominated society regarding women and the effects of these views on the structure of the Roman family, marriage, and erotic/sexual relationships. • recognise how gender role constructions in Roman literature shape modern interpretations of gender in antiquity. • understand the relationship between myth and history in the context of women's roles, identifying how mythical traditions influence the depiction of female identity in the historical reality of Rome. • explore changes in the status and role of women from the archaic to the imperial period, examining how political and social shifts affected female identities. • develop research skills and effectively use bibliographic sources to interpret literary texts and their historical context. • recognise and explain the basic grammatical and syntactical structures of the Latin language and understand its basic vocabulary. • translate and interpret Latin poetic and prose texts into Modern Greek. 								
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> </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>
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<i>Decision making</i>	<i>Sustainability</i>							

Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning
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- 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 Roman Society	<ul style="list-style-type: none"> • Course presentation and objectives. • Key concepts: gender, patriarchy, social class. • The role of women in Roman society: marriage, family, private and public spheres.
2	Women in Roman Mythology	<ul style="list-style-type: none"> • The role of mythology in shaping social perceptions of women. • Mythology and its heroines: The myth of Lucretia (<i>Livy Ab Urbe Condita</i>). • In-depth study of the grammar, syntax and basic vocabulary of the Latin language
3	Women in Roman Comedy and Satire (Part I)	<ul style="list-style-type: none"> • Depiction of women in the comedies of Plautus and Terence (wives, daughters, courtesans). • Humorous and critical presentation of women in Roman comedy. • In-depth study of the grammar, syntax and basic vocabulary of the Latin language
4	Women in Roman Comedy and Satire (Part II)	<ul style="list-style-type: none"> • Satire and critique against women in Roman society: Lucilius, Horace, Juvenal, Persius. • Female characters in the texts and society: exaggerations and social perceptions. • In-depth study of the grammar, syntax, and basic vocabulary of the Latin language.
5	Love and Sexuality in Latin Literature (Part I)	<ul style="list-style-type: none"> • Love and gender roles in elegiac poetry: Tibullus, Propertius, and Ovid. • Female sexuality in elegy and the concept of <i>puella</i> (idealised vs. real women). • The perception of Roman society regarding love and women's sexual freedom. • In-depth study of the grammar, syntax, and basic vocabulary of the Latin language.
6	Love and Sexuality in Latin Literature (Part II)	<ul style="list-style-type: none"> • Continued discussion on love and gender roles in elegiac poetry. • Female sexuality in elegy and the concept of <i>puella</i> (idealised vs. real women). • The perception of Roman society regarding love and women's sexual freedom. • In-depth study of the grammar, syntax, and basic vocabulary of the Latin language.
7	Rustic Women in Latin Literature	<ul style="list-style-type: none"> • The role of nature and the countryside in the depiction of female identity. • Women as rustic figures and as erotic objects. • The idealisation of rustic life and traditional gender roles.

		<ul style="list-style-type: none"> In-depth study of the grammar, syntax, and basic vocabulary of the Latin language.
8	Women in Roman Historiography	<ul style="list-style-type: none"> The portrayal of women in Roman historiography. Women as political figures and symbols in Roman historical narratives (Tacitus and Suetonius). The propaganda of Roman historiography and the use of women as symbols of virtue or corruption. In-depth study of the grammar, syntax, and basic vocabulary of the Latin language.
9	Women and Power	<ul style="list-style-type: none"> The female presence in political life. Women of the imperial family (Livia, Octavia). The role of women in the imperial court (Messalina, Agrippina). In-depth study of the grammar, syntax, and basic vocabulary of the Latin language.
10	The Female Voice in Latin Epistolography (Part I)	<ul style="list-style-type: none"> The role of epistolography in Latin literature as a means of personal expression. The voice of women in Latin texts written by men (Ovid, <i>Heroides</i>). Examination of how female voices promote or subvert the social and literary expectations of their time. Analysis of how Ovid represents the emotions and thoughts of women through poetic language. In-depth study of the grammar, syntax, and basic vocabulary of the Latin language.
11	The Female Voice in Latin Epistolography (Part II)	<ul style="list-style-type: none"> Continued discussion on the role of epistolography in Latin literature as a means of personal expression. The voice of women in Latin texts written by men (Ovid, <i>Heroides</i>). Examination of how female voices promote or subvert the social and literary expectations of their time. Analysis of how Ovid represents the emotions and thoughts of women through poetic language. In-depth study of the grammar, syntax, and basic vocabulary of the Latin language.
12	Comparative Analysis of Female Voices	<ul style="list-style-type: none"> Comparison of the portrayal of women in various genres of Latin literature (comedy, satire, elegy, historiography, etc.). Analysis of the impact of language and style on the representation of gender. In-depth study of the grammar, syntax, and basic vocabulary of the Latin language.
13	Recap-Summary	<ul style="list-style-type: none"> Recap of the main themes of the course. Discussion of how the study of Roman literature and history affects modern views on gender. Preparation for the final exam.

4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> Lectures Active learning (hands-on learning) - Experiential learning Collaborative learning
<p style="text-align: center;">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> PPT presentations Teaching material, announcements and communication through the eClass platform

<i>Education, in Communication with students</i>	<ul style="list-style-type: none"> • Student study of supplementary material related to course content • Communication with students via email 												
<p>TEACHING ORGANIZATION</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 & 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"> <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>Essay</td> <td>50</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>57</td> </tr> <tr> <td>Written examination</td> <td>4</td> </tr> <tr> <td>Total</td> <td>150</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Essay	50	Study and analysis of bibliography	57	Written examination	4	Total	150
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<p>STUDENT EVALUATION</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>Formative</p> <p>Mid-term written examination: 15%</p> <p>Essay (compulsory): 30%</p> <p>Final written examination: 55%</p>												

5. SUGGESTED BIBLIOGRAPHY

- Dixon, S. 2001. Reading Roman Women: Sources, Genres and Real Life. London.
- Fantham, E., Foley, E.P., Kampen, N.B., Pomeroy, S.B., Shapiro, H.A. (eds.) 1994. Women in the Classical World: Image and Text, New York.
- Kleiner, D.E.E. and Matheson, S. (eds.) 1996. Claudia I: Women in Ancient Rome. New Haven.
- Kleiner, D.E.E. and Matheson, S. (eds.) 2000. Claudia II: Women in Roman Art and Society. Austin.
- Lefkowitz, M.R. and Maureen B.F. 1992. Women's Life in Greece and Rome: A source book in translation. Baltimore
- Smith, W.S. 2008. Satiric Advice on Women and Marriage. From Plautus to Chaucer, Ann Arbor.
- Wyke, M. The Roman Mistress. Ancient and Modern Representations, Oxford.
- Balsdon, J.P.V.D. 1981. Ρωμαίες γυναίκες. Η ιστορία και τα έθιμά τους. Μετάφραση Νίκος Πετρόχειλος, Αθήνα

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	G. PARASKEVIOTIS
Contact details:	gparaske@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.