

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	OF HUMANITIES		
<b>ACADEMIC UNIT</b>	Department of Mediterranean Studies		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>AY-33</b>	<b>SEMESTER</b>	7th
<b>COURSE TITLE</b>	ANCIENT GREEK LITERATURE II		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	<i>specialised general knowledge</i>		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

#### Learning outcomes

*The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon successful completion of the course students should be able:

- to identify political dimensions the different genres of ancient Greek literature
- to distinguish the specific conditions that shaped the need to use language and literature as a means of configuring ideology and policy
- to compare to examples of similar practices in modern times
- to criticize relevant studies
- to express a personal view of policy-making practices, both in antiquity and the contemporary world.

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...
	.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology  
 Decision-making  
 Working independently  
 Team work

**(3) SYLLABUS**

The course focuses on ancient Greek language and literature as the primary political means of the organized community, that is, the *polis* (πόλις). The way in which language served political purposes is examined in the analysis of various types of ancient Greek literature. Philosophy, historiography, but even theatre and the oral use and exploitation of traditional myths are examined in connection with their political connotations. Their relationship with the political environment in which they were created and called upon to serve is also being examined.

Also, the course examines issues such as:

- intention and purpose in historiography (could Herodotus and Thucydides be considered as objective historiographers?),
- the purely political aspect of tragedy (is there a political reason that Medea kills her children?),
- the use of mythological motifs for the cultivation of a political propaganda (such as the conscious recruitment of mythology by the tyrant Peisistratos to ensure political acceptance).

Comparing the ancient uses of literature as a political tool with examples borrowed from our modern political and social developments often reveals a recurring way of thinking - something strange, since the relationship of speech and society still remains primarily political.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching</i>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	lectures	39h (1.56 ects)
	Personal studying	33h (1.32 ects)
	Writing essay	50h (2 ects)
	Final exams	3h (0.12 ects)
	Course total	125h (5 ects)
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<i>Language of evaluation: Greek</i>  <i>methods of evaluation: Oral exam</i> <i>Optional paper</i> <i>(compensatory)</i>	

#### (5) ATTACHED BIBLIOGRAPHY

<p><i>A) Suggested bibliography:</i></p> <ol style="list-style-type: none"><li>1. Christian Meier, Η πολιτική τέχνη της αρχαίας ελληνικής Τραγωδίας, μετάφρ. Φλώρα Μανακίδου εκδ. Καρδαμίτσα, Αθήνα 1997</li><li>2. Finley, M. I., Politics in the Ancient World, C.U.P., Cambridge, 1983 [Ελλ. Έκδ. Η Πολιτική στον Αρχαίο Κόσμο, μτφ. Σ. Βουτσάκη, εκδ. Πανεπιστημιακές Εκδόσεις Κρήτης, Ηράκλειο, 1996, 1999 (2η έκδ.)]</li><li>3. - Sinclair, R. K., Democracy and Participation in Athens, Cambridge University Press, Cambridge, 1988 [Ελλ. Μτφ.: Δημοκρατία και Συμμετοχή στην αρχαία Αθήνα (μτφ. Ε. Ταμβάκη), Α. Καρδαμίτσα, Αθήνα, 1997].</li></ol> <p><i>B) Supplementary bibliography:</i></p> <ol style="list-style-type: none"><li>1. Πλατιάς, Α., Διεθνείς Σχέσεις και Στρατηγική στον Θουκυδίδη, εκδ. Εστία, Αθήνα, 1999.</li><li>2. Chatelet, F., La naissance de l'Histoire: la formation de la pensée historique en Grèce, Les Éditions de Minuit, 1962 [Ελλ. Έκδ. Η Γέννηση της Ιστορίας. Η Διαμόρφωση της Ιστορικής Σκέψης στην Αρχαία Ελλάδα, μτφ. Λ. Κασίμη, εκδ. Σμίλη, Αθήνα, χωρίς ημ/νία].</li><li>3. Δεσποτόπουλος, Κ. Ι., Πολιτική Φιλοσοφία του Πλάτωνος, εκδ. Παπαζήση, Αθήνα, 1983.</li><li>4. Trédé, A. Le Boulluec, Ιστορία της Ελληνικής Λογοτεχνίας (αρχική έκδοση, Presses Universitaires de France, Paris, 1997), Ελλην. Μτφ. Γ. Ξανθάκη-Καραμάνου, Δ. Τσιλιβέρδης, Β. Πόθου, εκδ. Παπαζήση, Αθήνα, 2001.</li><li>5. P. E. Easterling &amp; B. M. W. Knox, The Cambridge History of Classical Literature, Cambridge University Press, Cambridge, 1985 [Ελλ. Έκδ. Ιστορία της Αρχαίας Ελληνικής Λογοτεχνίας, μτφ. Ν. Κονομή, Χ. Γρίμπα, Μ. Κονομή, εκδ. Παπαδήμα (3η έκδοση αναθεωρημένη) Αθήνα, 1999].</li><li>6. H. Günther-Nesselrath, Einleitung in die Griechische Philologie, Leipzig, 1997 [Ελλ. Έκδ. Εισαγωγή στην Αρχαίολογία. Τόμος Α': Αρχαία Ελλάδα., επμ. Μτφ. Δ. Ιακώβ &amp; Α. Ρεγκάκος, εκδ. Παπαδήμα, Αθήνα, 2001].</li><li>7. Jacqueline de Romilly, Η νεωτερικότητα του Ευριπίδη, εκδ. Καρδαμίτσα, 1997.</li></ol>
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8. G. Murray, Αισχύλος. Ο δημιουργός της Τραγωδίας, εκδ. Καρδαμίτσα, 1989. 9. R. P. Winnington-Ingram, Σοφοκλής, εκδ. Καρδαμίτσα, 1999 .