# COURSE OUTLINE

## (1) GENERAL

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| **SCHOOL** | HUMANITIES |
| **ACADEMIC UNIT** | DEPARTMENT OF MEDITERRANEAN STUDIES |
| **LEVEL OF STUDIES** | UNDERGRADUATE |

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|---|---|---|---|
| **COURSE CODE** | AY-33 | **SEMESTER** | 7 |

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| **COURSE TITLE** | ANCIENT GREEK LITERATURE II |

| **INDEPENDENT TEACHING ACTIVITIES** *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* | **WEEKLY TEACHING HOURS** | **CREDITS** |
|---|---|---|
| | 3 | 5 |
| | | |
| | | |
| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* | | |
| **COURSE TYPE** *general background, special background, specialised general knowledge, skills development* | General background | |
| **PREREQUISITE COURSES:** | No | |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek In case of ERASMUS students: English | |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes | |
| **COURSE WEBSITE (URL)** | http://dms.aegean.gr/%cf%80%cf%81%ce %bf%cf%80%cf%84%cf%85%cf%87%ce%b 9%ce%b1% ce%ba%ce%ad%cf%82- %cf%83%cf%80%ce%bf%cf%85%ce%b4%c e%ad%cf%82/%cf%80%cf%81%cf%8c%ce %b3%cf%8 1%ce%b1%ce%bc%ce%bc%ce%b1- %cf%83%cf%80%ce%bf%cf%85%ce%b4%c f%8e%ce%bd- 2017-2018/ | |

## (2) LEARNING OUTCOMES

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| **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* |

Upon completion of the course, the student should be able to:

-recognize the political dimension of the various kinds of ancient Greek speech

- to distinguish the special conditions that formed the need to mobilize the written word as a means

shaping ideology and politics

- to compare examples of similar practices in modern times

- to critique the relevant studies

- to formulate a personal opinion on policy-making practices, both in antiquity

as well as today.

**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?*

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

-Search, analyze and compose data and information, using the necessary technologies

-Individual work

- Teamwork

- Production of new research ideas

- Practice criticism and self-assessment

- Promotion of free, creative and inductive thinking

## (3) SYLLABUS

The course focuses on ancient Greek speech as the pre-eminent political organ of the organized community, that is, of the city. The way in which the speech served political purposes is examined in the analysis of various types of the ancient Greek Secretariat. Philosophy, historiography, but even theater and oral use and exploitation of traditional myths, are examined in relation to their political tone. In other words, their relationship with the political environment in which they were created and called to serve is being investigated. Issues such as intention and expediencies in historiography (were Herodotus and Thucydides objective historians?), The purely political side of the Tragedy (is there a political reason why Medea kills her children?), The use of mythological motifs for cultivating a political propaganda (such as the conscious mobilization of mythology by the tyrant Peisistratus to secure his political acceptance).

Comparing ancient uses of speech as a political tool with examples borrowed from our modern political and social developments often reveals a recurring way of thinking - which is not at all strange, since the relationship between speech and society remains primarily political.

## (4) TEACHING and LEARNING METHODS - EVALUATION

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| **DELIVERY** *Face-to-face, Distance learning, etc.* | Face-to-face |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | Use of ICT in teaching and communication with students |

| **TEACHING METHODS** *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.* *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* |

| Activity | Semester workload |
|---|---|
| Lectures | 39 hrs (1.56 ECTS) |
| Personal study | 83 hrs (3.32 ECTS) |
| Final examination | 3 hrs (0.12 ECTS) |
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| Course total | 125 hrs (5 ECTS) |
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| **STUDENT PERFORMANCE EVALUATION** *Description of the evaluation procedure* *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* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | Language of evaluation: Greek Assessment method: oral examination Optional written work (offset) |

## (5) ATTACHED BIBLIOGRAPHY

**Greek language**

Δεσποτόπουλος, Κ. Ι., *Πολιτική Φιλοσοφία του Πλάτωνος*, εκδ. Παπαζήση, Αθήνα, 1983.

Πλατιάς, Α., *Διεθνείς Σχέσεις και Στρατηγική στον Θουκυδίδη*, εκδ. Εστία, Αθήνα, 1999.

Σπύρος Συρόπουλος, *Το παρελθόν ως πολιτικό δεδομένο,* εκδ. Gutenberg, Αθήνα 2018.

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.)]

Christian Meier, *Η πολιτική τέχνη της αρχαίας ελληνικής Τραγωδίας*, μετάφρ. Φλώρα Μανακίδου εκδ. Καρδαμίτσα, Αθηνα 1997

**Foreign language**

Chatelet, F., *La naissance de l'Histoire: la formation de la pensée historienne en Gréce*, 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].

P. E. Easterling & 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].

H. Günther-Nesselrath, Einleitung in die Griechische Philologie, Leipzig, 1997 [Ελλ. Έκδ. *Εισαγωγή στην Αρχαιογνωσία*. Τόμος Α΄: *Αρχαία Ελλάδα.,* επιμ. Μτφ. Δ. Ιακώβ & Α. Ρεγκάκος, εκδ. Παπαδήμα, Αθήνα, 2001].

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].

Trédé, A. Le Boulluec, *Ιστορία της Ελληνικής Λογοτεχνίας* (αρχική έκδοση, Presses Uniersitaires de France, Paris, 1997), Ελλην. Μτφ. Γ. Ξανθάκη-Καραμάνου, Δ. Τσιλιβέρδης, Β. Πόθου, εκδ. Παπαζήση, Αθήνα, 2001.