

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Philosophy		
ACADEMIC UNIT	Department of Philology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	LAFF 315	SEMESTER	5 <sup>th</sup> onwards
COURSE TITLE	Neoteric Poetry in Rome		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
Lectures, oral presentations		3	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	LAFF 100, LAFF 015 (=LAFF 010+ AEF 020)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (and English in the case of foreign students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes – Erasmus students can speak and write in English if they wish		
COURSE WEBSITE (URL)	<a href="https://classweb.cc.uoc.gr/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a>		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>In depth research and analysis of the subject, acquisition of basic research skills, i.e. bibliographical research, familiarization with data bases (A<sub>Ph</sub>, google scholar, etc.). Each student will be asked to deliver an oral presentation of the final paper, to write a final paper, and to participate in the dialogue following each presentation.</p> <p>Upon successful completion of the course students are expected:</p> <ol style="list-style-type: none"> <li>To have researched thoroughly their topic of choice</li> <li>To be able to find the appropriate bibliography through the A<sub>Ph</sub> (or other data bases) and take it into account in the written version of their essay</li> <li>To be able to present their topic clearly and eloquently and to answer questions</li> <li>To prove that they can argue cogently (orally and in writing) and that they can write in fluent Greek or English</li> </ol>
<p>General Competences</p> <p><i>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?</i></p> <p><i>Search for, analysis and synthesis of data and information, with the use of the necessary</i>      <i>Project planning and management</i>  <i>Respect for difference and multiculturalism</i></p>

<i>technology</i>	<i>Respect for the natural environment</i>
<i>Adapting to new situations</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Decision-making</i>	<i>Criticism and self-criticism</i>
<i>Working independently</i>	<i>Production of free, creative and inductive thinking</i>
<i>Team work</i>	.....
<i>Working in an international environment</i>	<i>Others...</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	.....

Collection, analysis and synthesis of data and information with the help of the appropriate conventional or digital tools
Independent research, development of initiative
Adjustment to new environments
Work in interdisciplinary environment
Criticism of both others' ideas and one's own
Formulation of new ideas
Creativity and cogent argumentation

**(3) Content-Syllabus**

<p>Week 1 and 2: Introduction by the instructor</p> <p>Week 3: Bibliographical exercise</p> <p>Week 4-6: Study and Discussion</p> <p>Week 7-13: Oral presentations</p> <p>In depth study of selected poems of the Roman neoteric poets, i.e. Catullus, Horace, Tibullus, Propertius, Ovid , independent bibliographical research, familiarization with the use of data bases (TLG, APh, etc.), critical assessment of scholarly views, synthesis of data.</p> <p>Requirements: a thirty-minute oral presentation followed by a question-answer period, active weekly participation in class and a final written essay.</p>
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**(4) TEACHING and LEARNING METHODS - EVALUATION**

Type of interaction <i>Face-to-face, Distance learning, etc.</i>	Face to face in class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of data bases</li> <li>• Powerpoint presentation</li> <li>• Use of the classweb platform for information relating to this course (bibliographies, announcements, directions, etc.)</li> <li>• Email correspondence</li> </ul>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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>	<i>Activity</i>	<i>Semester workload</i>
	Lectures and oral presentations	39
	Practice through tutorial exercise	1
	Independed study and preparation for the oral presentation	150
	Written final essay	60
	Course total	250
STUDENT PERFORMANCE		

<p style="text-align: center;">EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Students will be evaluated on the basis of their performance throughout the semester, specifically: Independent research, motivation, oral presentation, ability to answer to questions, active participation in class (60% or 6/10)</p> <p>Written essay (40% or 4/10)</p>
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**(5) ATTACHED BIBLIOGRAPHY**

- Suggested bibliography:

Part of the seminar training is to teach students how to find specialized bibliography. Students are therefore expected to find their bibliography by searching bibliographical data bases, but all will profit from the bibliography that follows:

Athanassaki, L. (1992). 'The Triumph of Love and Elegy in Ovid's Amores 1.2,' *Materiali et discussioni* 28: 125-41.

Athanassaki, L. (2016). Pindarum quisque studet aemulari: Greek and Roman civic performance contexts in Pindar's Fourth and Fifth Pythians and Horace's Odes 4.2'. In B. Délicnon, Nadine Le Meur & O. Thévenaz, edd., *Le poète lyrique dans la cité antique*, Lyon : Edition de l'Université Jean Moulin Lyon 3. 131-58.

Barchiesi, A. (1997). *The Poet and the Prince: Ovid and Augustan Discourse*. Berkeley: University of California Press

Breed, B. (2010). "Propertius on Not Writing about Civil Wars." In *Citizens of Discord: Rome and Its Civil Wars*. Oxford: Oxford University Press.

Davis, Gregson (1991). *Polyhymnia. The Rhetoric to Horatian Lyric Discourse*. University of California.

DeBrohun, J. B. (2003). *Roman Propertius and the Reinvention of Elegy*. Ann Arbor: University of Michigan Press.

Fantuzzi, M. and Hunter, R. (2005) [ελλην. μετφρ. Δ. Κουκουζίκας και Μ. Νούσια] *Ο Ελικώννας και το Μουσείο*. Αθήνα: Εκδόσεις Πατάκης

Feeney, D. (1998). *Literature and Religion at Rome: Cultures, Contexts, and Beliefs*. Cambridge: Cambridge University Press

Fraenkel, Eduard (1957). *Horace*. Oxford University Press.

Günther, H. C. ed. (2006) *Brill's Companion to Propertius*. Leiden: Brill.

Harrison, Stephen (2007) *The Cambridge Companion to Horace*. Cambridge: Cambridge University Press

Hubbard, M. (2001). *Propertius*. Bristol: Bristol Classical Press.

Janan, M. (2001). *The Politics of Desire: Propertius IV*. Berkeley: University of California Press.

Lowrie, Michèle (1997). *Horace's Narrative Odes*. Oxford University Press.

Lyne, R (1986). "Augustan Poetry and Society". *The Oxford History of the Classical World*. Oxford University Press.

Martin, Charles (1992). *Catullus*. New Haven: Yale Univ. Press.

Παπαγγελής, Θ. (1994) *Η Ποιητική των Ρωμαίων 'νεωτέρων'*, Αθήνα: ΜΙΕΤ

Παπαγγελής, Θ. (2000). *Publius Ovidius Naso. Ερωτική Τέχνη*. Αθήνα: Εκδόσεις Καστανιώτης

Παπαγγελής, Θ. (2010) *Σώματα που άλλαξαν τη θωριά τους. Διαδρομές στις μεταμορφώσεις του Οβιδίου*. Αθήνα: Gutenberg

Paschalis, M. ed. (2002). *Horace and Greek Lyric Poetry*. Rethymnon

Quinn, Kenneth (1959). *The Catullan Revolution*. Melbourne: Melbourne University Press.  
Quinn, Kenneth (1973). *Catullus: The Poems* (2nd ed.). London: Macmillan.  
Thorsen, Thea S. and Harrison, Stephen. (2018) *Roman Receptions of Sappho*, Oxford: Oxford University Press.  
Wiseman, T. P. (1974). *Cinna the poet and other Roman essays*. Leicester: Leicester University Press.  
Wiseman, T. P. (2002). *Catullus and His World: A Reappraisal* (1st pbk. ed.). Cambridge: Cambridge University Press.