

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MΚΛΦ053	SEMESTER	SPRING
COURSE TITLE	Knowledge and Authority in Classical Times		
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	
	3	15	
<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>	Skills development		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Modern Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://classweb.cc.uoc.gr/classes.asp		

(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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The aim of the seminar is to familiarize students with the most important forms of knowledge and authority in classical times. Who conveys authority in classical times and how does he/she display knowledge? We will study and compare the manifold techniques (literary, linguistic, philosophical) through which knowledge and authority are articulated, presented or performed, e.g. by poets, philosophers, orators, sophists, doctors and historians. We will also pose the question of the source of authority and of the relationship between authority, persuasion and power: who persuades and why? Is it because he has a superior form of knowledge? Or is it because he has power? At the end of the seminar students should be able to</p> <ol style="list-style-type: none"> a) know the basic techniques related to display of authority employed by authors of classical times b) recognize the vocabulary of knowledge and authority in the texts of ancient Greek literature and interpret through this lens the phenomenon of power c) know and use the basic research tools

d) write an original essay

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 |
| 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
- Working independently
- Team Work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The seminar consists of 2 introductory lectures on methodological issues, 5 or 6 lectures on forms of knowledge and authority and on how it can be associated with power. The next courses will be devoted to the oral presentations of students.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	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"> • Use of databases • Presentations-teaching with specified software (ppt etc.) • Teaching Material, announcements and contact through the platform of classweb • Contact via email 	
TEACHING METHODS <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>	Activity	Semester Workload
	Lectures	39
	Individual Study and preparation for the oral presentation	200
	Writing of the final essay	136

	<i>Course Total</i>	<i>375</i>
<p align="center">STUDENT PERFORMANCE 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>Oral presentation and written essay. The written essay is decisive for the final grade. The oral presentation aims at helping students spot their weaknesses and subsequently improve the final written essay.</p>	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
Macé, A. (ed.), *Le savoir public*. Besançon 2013.
Marincola, J. *Authority and Tradition in Ancient Historiography*. Cambridge 1997.
Shari Boodts, Johan Leemans, Brigitte Meijns (eds.), *Shaping authority : How did a person become an authority in Antiquity, the Middle Ages and the Renaissance?* Turnhout: Brepols, [2016].
Ober, J. *Democracy and Knowledge*, Princeton 2008.