

## COURSE OUTLINE (Undergraduate-Seminar)

### (1) GENERAL

<b>SCHOOL</b>	PHILOSOPHICAL		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΛΑΦΦ 307	<b>SEMESTER</b>	5th -6 <sup>th</sup> Semester
<b>COURSE TITLE</b>	Roman Political Thought		
<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>	
Lectures and 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>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special Background, Skills Development		
<b>PREREQUISITE COURSES:</b>	ΛΑΦΦ 015, ΛΑΦΦ 100		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Modern Greek (English)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="http://classweb.cc.uoc.gr/classes.asp">http://classweb.cc.uoc.gr/classes.asp</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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>The general aim of the course is to introduce students to Roman political thought on the basis of the discussion of representative texts of Roman philosophy, rhetoric and historiography. Particular emphasis will be put on the political thought of the late Roman republic.</p> <p>After the completion of the course students should be able:</p> <ul style="list-style-type: none"> <li>• To know the main characteristics and to recognize the literary aspects of texts conveying the Roman political thought, such as the philosophical dialogues, rhetorical speeches and epistolography of Cicero.</li> <li>• To know the basic notions and arguments of Roman political thought as they are developed in the works under discussion.</li> <li>• To recognize the particularities of Roman political thought and its institutions in relation to the ancient Greek intellectual and political tradition.</li> </ul>

- To search for and engage with secondary literature in relation to the works which will be discussed and to know the basic scientific requirements of academic writing.
- To organize and share their views and conclusions in the classroom during discussion and in oral presentations.
- To organize and present their thoughts in written exercises and written assignments.

### 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, also with the use of necessary technology  
 Production of free, creative and inductive thinking  
 Writing and Presentation Skills  
 Independent and Team Work  
 Production of new research ideas  
 Criticism and Self-criticism  
 Respect for difference and multiculturalism

### (3) SYLLABUS

Sessions 1-3 Introduction to the topic. Analysis of relevant literature (e.g., Cicero *De Re Publica*, *De Legibus*, Polybius *Histories* Book 6)  
 Sessions 4-6 Basic Principles and Methodology of Scientific research and writing, Themes and Structure of Scientific Writing, Search and Selection of secondary literature, Citation and Footnotes  
 Sessions 7-13 Oral Presentations of Participants

### (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>	Use of power point Use of the E-learning platform for the sharing of material	
<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.  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>
	Participation in the Seminar	39
	Independent Study and Analysis of Secondary Literature	150
	Preparation of Oral Presentation	50

	Written Assignment	11
	Course total	<b>250</b>
<p align="center"><b>STUDENT PERFORMANCE EVALUATION</b></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>Evaluation through:</p> <ul style="list-style-type: none"> <li>• Participation in exercises of research and analysis of texts</li> <li>• Questions of Comprehension</li> <li>• Participation in Discussion</li> <li>• Oral Presentation in the classroom</li> <li>• Written assignment</li> </ul>	

### (5) ATTACHED BIBLIOGRAPHY (Selection)

- Suggested bibliography:

- M. Τύλλιου Κικέρωνα *Περί Πολιτείας*. Εισαγωγή, Μετάφραση, Σχόλια Ι. Ντεληγιάννης, Αθήνα: Εκδόσεις Καρδαμίτσα 2015.
- M. Τύλλιου Κικέρωνα *Περί Νόμων*. Εισαγωγή, Μετάφραση, Σχόλια Ι. Ντεληγιάννης, Αθήνα: Εκδόσεις Καρδαμίτσα 2017.
- Ταϊφάκος, Ι. *Σύγκρισις πολιτειών στο De re publica του Κικέρωνος*. Αθήνα 1996.
- Asmis, E. "A New Kind of Model: Cicero's Roman Constitution in *De Republica*," *American Journal of Philology* 2005
- Balot, R., ed., *A Companion to Greek and Roman Political Thought* Malden, 2009.
- Harris, W.V. *War and Imperialism in Republican Rome* Oxford, 1979.
- Kapust, D. *Republicanism, Rhetoric, and Roman Political Thought* Cambridge, 2011.
- Rowe, C. and M. Schofield, eds. *The Cambridge History of Greek and Roman Political Thought* Cambridge, 2005.
- Schofield M. 'Cicero's Definition of the Res Publica' in *Saving the City. Philosopher-Kings and Other Classical Paradigms* Routledge 155-68 1999.
- Schofield M. *Cicero: Political Philosophy* Oxford 2021.
- Stem, R. "Cicero as Orator and Philosopher: The Value of the *Pro Murena* for Ciceronian Political Thought," *Review of Politics* (2006)