

COURSE OUTLINE (Undergraduate-Seminar)

(1) GENERAL

SCHOOL	PHILOSOPHICAL		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΛΑΦΦ 319	SEMESTER	3 rd -4 th Semester
COURSE TITLE	Emotions in Roman Thought		
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 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>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background, Skills Development		
PREREQUISITE COURSES:	ΛΑΦΦ 015, ΛΑΦΦ 100		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Modern Greek (English)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://classweb.cc.uoc.gr/classes.asp		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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 general aim of the course is to introduce students to the study of emotions in Roman thought, through the analysis of selected passages from authors like Cicero, Lucretius, and Seneca. The seminar will focus on the philosophical discussion of emotions by Latin authors (as exhibited e.g. in Cicero's <i>Tusculan Disputations</i> and, Seneca's <i>On Anger</i>), as also on the use of emotions in other literary genres such as in Roman tragedy (Seneca, <i>Medea</i> and <i>Phaedra</i>), Latin epic poetry (Lucretius, <i>De Rerum Natura</i>) and rhetorical speech (Seneca's <i>consolationes</i>, Cicero's <i>Pro Milone</i>).</p> <p>After the completion of the course students should be able:</p> <ul style="list-style-type: none"> • To understand the main views on emotions expressed in Roman thought, as also their relation to Ancient Greek views on emotions (e.g. the early Stoic theory of emotions).

- To understand basic methodological issues regarding the study of emotions in Antiquity.
- To know the main characteristics and to recognize the literary aspects of various genres of Roman literature which are used for the study of emotions, e.g. philosophical dialogues, didactic epic and oratory.
- 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, showing a basic understanding of scientific methodology and argumentation.

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and

sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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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 study of emotions in ancient Rome and to the works of relevant authors. Analysis of selected passages

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 seminar participants

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <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	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,</i>	<i>Activity</i>	<i>Semester workload</i>
	Participation in the Seminar	39

<p>tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>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</p>		
	Independent Study and Analysis of Secondary Literature	150
	Preparation of Oral Presentation	50
	Written Assignment	11
	Course total	250
<p>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>Evaluation through:</p> <ul style="list-style-type: none"> • Participation in exercises of research and analysis of texts • Questions of Comprehension • Participation in Discussion • Oral Presentation in the classroom • Written assignment 	

(5) ATTACHED BIBLIOGRAPHY (Selection)

<p>Braund, S. and Gill. C. <i>The Passions in Roman Thought and Literature</i>, Cambridge 1997.</p> <p>Cairns D., Fulkerson L., <i>Emotions between Greece and Rome. BICS supplement, 125</i>. London, 2015.</p> <p>Graver M., <i>Cicero on the Emotions: Tusculan Disputations 3 and 4</i>. Translation and commentary. University of Chicago Press 2002</p> <p>Kaster, R. <i>Emotion, Restraint and Community in Ancient Rome</i>, Oxford 2005.</p> <p>Nussbaum M., <i>The Therapy of Desire: Theory and Practice in Hellenistic Ethics</i>. Princeton University Press 2009</p>
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