

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE (BA)		
COURSE CODE	PHL_A606	SEMESTER	7 th
COURSE TITLE	ANCIENT GREEK LYRIC POETRY		
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		2 (x 13 weeks)	1,04
Seminar teaching		1 (x 13 weeks)	0,52
Critical study of bibliography and digital sources		3 (x 13 weeks)	1,56
Exams revision		3,6 (x 13 weeks)	1,88
TOTAL		9,6 (x 13 weeks)	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background (Classics)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (language of instruction: modern Greek)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

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

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education*

Area

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon completion of this course the students:

- Will be able to study and interpret the surviving fragments of archaic Greek lyric poetry of the 7th and 6th centuries BCE comparatively, in their original language.
- Will be familiar with key interpretative approaches to Greek lyric poetry (e.g. intertextual study, anthropological and sociological approaches, approaches from the field of gender studies)
- Will be able to situate the surviving fragments of Greek lyric poetry in their historical and socio-political contexts (the Greek world of the archaic period), taking their performance contexts also into account.
- Will be in a position to examine literary texts in conjunction with art and archaeological artefacts (e.g. inscriptions, vase painting, art).
- Will be able to conduct autonomous research into available printed and electronic scholarship (e.g. monographs, handbooks, collective volumes, articles, webpages, digital databases) on ancient Greek lyric poetry.
- Will be able to address problems of textual interpretation in a methodical fashion and seek to solve such problems through scientific 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?

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

General competencies promoted through this course:

- i. Research, analysis and synthesis of data and information, using new technologies
- ii. Promotion of free, creative and inductive reasoning
- iii. Issuing criticism and self-criticism
- iv. Adapting to new situations
- v. Working in an international and/or interdisciplinary environment
- vi. Decision-making
- vii. Production of new research ideas
- viii. Showing social, professional and ethical responsibility and sensitivity to gender issues
- ix. Respect for difference and multiculturalism

(3) SYLLABUS

Course content:

i. Texts:

Alcman, fr. 1 PMG (*Partheneion*)

Stesichorus, fr. 5-19 Finglass (*Geryoneis*)

Archilochus, fr. 2, 5, 19 West

Semonides, fr. 7 West

Sappho, fr. 1, 16, 31 Voigt, απ. 976 PMG

Anacreon, fr. 358, 359, 417 PMG

Theognis, fr. 19-26, 31-38, 53-68 West

ii. Use of digital resources for the study of ancient Greek lyric poetry (e.g. Perseus Digital Library, Πύλη για την Ελληνική Γλώσσα).

iii. Study of secondary bibliography in modern Greek and English (through seminar discussion and student presentations in the classroom).

iv. Familiarisation of students with key interpretative approaches to archaic Greek lyric (e.g. anthropological and sociological approaches).

v. Parallel examination of archaeology and art (especially vase painting) in order to achieve comprehension of Greek lyric poetry's performance and transmission contexts.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>The course is taught in the classroom</p>													
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>i. Support of and enhancement of the learning process through the electronic platform e-class.</p> <p>ii. Use of open-access digital libraries of ancient Greek texts (e.g. Perseus Digital Library, Πύλη για την Ελληνική Γλώσσα).</p> <p>iii. Flexible electronic contact with the students throughout the course of the semester.</p>													
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></p> <p><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></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Seminar teaching</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Study and critical evaluation of bibliography and electronic sources</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Exams preparation</td> <td style="text-align: center;">47</td> </tr> <tr> <td>TOTAL <i>(25 study hours per credit)</i></td> <td style="text-align: center;">125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	26	Seminar teaching	13	Study and critical evaluation of bibliography and electronic sources	39	Exams preparation	47	TOTAL <i>(25 study hours per credit)</i>	125
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<p style="text-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-</i></p>	<p><i>Structure of the examination:</i></p> <p>Final written examination in modern Greek which includes:</p> <p>A. Translation, linguistic analysis and commentary questions on select passages from the texts taught in the class.</p> <p>B. Open question setting a key interpretative problem pertaining to archaic Greek lyric</p>													

<p><i>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>poetry and requiring the students to critically position themselves towards it (in the form of an essay-style response).</p>
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(5) ATTACHED BIBLIOGRAPHY

(Indicative bibliography)

Budelmann, F. (επιμ.) (2020), *Οδηγός για την Αρχαία Ελληνική Λυρική Ποίηση από το Πανεπιστήμιο του Καίμπρητζ*, μετάφρ. Σ. Καρέλας, επιμ. Ε. Μακρυγιάννη, Αθήνα.

Allan, W., Budelmann, F. (2021), *Αρχαία Ελληνική Λυρική Ποίηση: Ανθολογία Σχολιασμένων Αποσπασμάτων*, επιμ. Χ. Τσαγγάλης, Θεσσαλονίκη.

Bowie, E.L. (1986), 'Early Greek Elegy, Symposium and Public Festival', *The Journal of Hellenic Studies* 106: 13-35.

Calame, C. (1992), *The Poetics of Eros in Ancient Greece*, μετάφρ. J. Lloyd, Princeton.

Calame, C. (1997), *Choruses of Young Women in Ancient Greece: Their Morphology, Religious Role, and Social Function*, μετάφρ. D. Collins, J. Orion, London and New York.

Campbell, D.A. (1967), *Greek Lyric Poetry: A Selection of Early Greek Lyric, Elegiac and Iambic Poetry*, London.

Davies, M., Finglass, P.J. (2014), *Stesichorus: The Poems. Edited with Introduction, Translation, and Commentary*, Cambridge.

Finglass, P.J., Kelly, A. (επιμ.) (2015), *Stesichorus in Context*, Cambridge.