

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES & SOCIAL SCIENCES		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PHL_A607	SEMESTER	5th semester
COURSE TITLE	BIOGRAPHICAL PORTRAITS FROM PLUTARCH TO ELON MUSK		
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	3 (13 weeks)	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>	Total 13 weeks		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific field of Classical studies		
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)	https://eclass.upatras.gr/courses/LIT1842/		

(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 «Biographical Portraits from Plutarch to Elon Musk» course provides an overview of the ancient biographical tradition (5th cent. BCE – 3rd cent. CE) -in conjunction with trends in contemporary biography- and spreads over a wide range of texts (Xenophon, Plutarch, the Gospels, Nepos, Suetonius, excerpts from contemporary biographies). Its principal aim is to explore the affinity of biography to related genres (autobiography, <i>encomium</i>, <i>memorabilia</i>, historiography) and achieve a systematic comprehension of biography as a genre by enriching traditional philological interpretations of ancient texts with modern approaches.</p> <p><i>Upon completion of this course the students:</i></p> <ul style="list-style-type: none"> • Will be familiar with a wide range of primary sources connected with Greek and Roman biography, as well as modern biography. • Will have achieved systematic comprehension of biography as a genre in connection with related genres (e.g. historiography, autobiography, encomiastic tradition). • Will have developed the capability to examine ancient and modern biographical texts towards a nuanced understanding of the genre's literary and socio/political functions.

- Will have developed the skills to grasp the ways in which modern approaches in biography can complement and enrich traditional philological interpretations of ancient biographical texts.
- Will be able to conduct autonomous research into available printed and electronic scholarship (e.g. monographs, handbooks, collective volumes, articles, webpages, digital databases) on biographical writing.
- Will be able to author critical-interpretative essays using bibliography and footnotes, in accordance with international standards of essay-writing in Classical studies.
- Will be able to organize group presentations (of 2-3) using power point on various topics (such as presenting and evaluating published articles and commenting on textual sources).

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 abilities promoted through this course:

1. Issuing criticism and self-criticism
2. Promotion of creative and deductive reasoning
3. Research, analysis and synthesis of data and information
4. Working in an interdisciplinary/international environment
5. Production of new research ideas
6. Autonomous assignment
7. Group assignment

(3) SYLLABUS

1. Biography as a genre. Limits and varieties of form, ancient and modern. History of Greek and Roman biography (from 5th BCE to contemporary biography).
2. Definitions of biography; contemporary theories and critical approaches to biography.
3. Video clips with round table discussions on crucial issues on biography (factuality, objectivity, narrative manipulation) by theorists, biographers and movie directors of biographical works (Hermione Lee, Ray Monk, Stephen Frears)
4. Critical study of Xenophon's Agesilaus, Plutarch's Pelopidas, Nepos' Epaminondas and Pelopidas and excerpts from other biographical works, both ancient and modern (Virginia Wolf, Wittgenstein, Einstein, Steve Jobs, Elon Musk).
5. Critical engagement with scholarship on the ancient genre of biography through group presentations and discussion of published articles or book chapters in the classroom.
6. Composition of personal critical-interpretative essay of 1,500 to 2,000 words on a set topic, using bibliography.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	The course is taught in the classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ol style="list-style-type: none"> 1. Support and enhancement of the learning process through the electronic platform e-class. 2. Use of open-access digital libraries of ancient Greek texts (e.g. TLG Digital Library, Perseus, video clips).

	3. Flexible electronic contact with the students throughout the semester.	
<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>	Activity	Semester workload
	Lectures	39 (3x13)
	Student presentations	36
	Autonomous essays	50
	Total work load (25 hours/ECTS)	125
<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-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><i>Structure of the examination:</i></p> <ol style="list-style-type: none"> 1. Final written examination in modern Greek (weight: 80% of the total mark) which includes: <ol style="list-style-type: none"> a. Translation questions on select passages from the texts taught in the class. b. Close reading/commentary questions on the passages set for translation. c. A key interpretative problem surrounding the genre of biography and requiring the students to critically position themselves towards it (in the form of an essay-style response). d. Translation of and commentary on an unseen biographical text. 2. Written essay of 1,500 to 2,000 words (in modern Greek) using bibliography (weight: 20% of the total mark) 	

(5) ATTACHED BIBLIOGRAPHY

<p><i>Select Bibliography</i></p> <ol style="list-style-type: none"> 1. J. Diggle, <i>Theophrastus: Characters</i> (Cambridge 2004). 2. T. Hägg, <i>The Art of Biography</i> (Cambridge 2012). 3. P.E. Easterling και Β.Μ.Ψ. Knox, <i>Ιστορία της Αρχαίας Ελληνικής Λογοτεχνίας</i> (Αθήνα 2013), κεφ. 20: «Η Λογοτεχνία της Αυτοκρατορίας». 4. C.P. Jones, <i>Plutarch and Rome</i> (Oxford 1971). 5. D.A. Russell, <i>Plutarch</i> (Bristol 1973). 6. B. Scardigli, <i>Essays on Plutarch's Lives</i> (Oxford 1995). 7. A. Georgiadou, <i>Plutarch's Pelopidas: A Historical and Philological Commentary</i> (Stuttgart and Leipzig 1997). 8. R. Stem, <i>The Political Biographies of Cornelius Nepos</i> (Michigan 2012). 9. J. Diggle, <i>Theophrastus: Characters</i> (Cambridge 2004). 10. H. Lee, <i>Biography: A Very Short Introduction</i> (Oxford 2009). 11. H. Lee, <i>Body Parts: Essays on Life-Writing</i> (Princeton University Press 2005).
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12. S. Swain, *Hellenism and Empire: Language, Classicism, and Power in the Greek World AD 50-250* (Oxford 1996).