

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE (BA)		
<b>COURSE CODE</b>	PHL_A510	<b>SEMESTER</b>	5 <sup>th</sup>
<b>COURSE TITLE</b>	SYMPOSIASTIC LITERATURE IN ANTIQUITY		
<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		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
<b>TOTAL</b>		<b>9,6 (x 13 weeks)</b>	<b>5</b>
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background (Classics)		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (language of instruction: modern Greek)		
<b>COURSE WEBSITE (URL)</b>			

### (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 familiar with a wide range of primary sources (texts, art, archaeology, pottery) connected with the ancient Greek symposium.
- Will have achieved systematic comprehension of the symposium as a key social and political institution in the archaic and classical eras.
- Will have developed the capability to examine ancient texts in conjunction with art and archaeological artefacts, towards a nuanced understanding of the symposium's institutional functions.
- Will have conducted in-depth study of key sociological and anthropological approaches to the symposium and Greek antiquity's symposiastic literature (which focus particularly on the role of gender, gender relations and social class), and grasped the ways in which the approaches in question can complement and enrich traditional philological interpretations of ancient 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 the ancient symposium.
- Will be able to address problems of textual interpretation in a methodical fashion and seek to solve such problems by issuing a scientific style of 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*

*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*

*.....*

*Others...*

*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. Archaic sympotic poetry (select fragments of Archilochus, Xenophanes, Theognis, Anacreon) taught in ancient Greek.
- ii. Critical study of Xenophon's *Symposium* in ancient Greek.
- iii. Parallel and comparative examination of pottery connected with the symposium (types, uses, decoration and iconography), as well as of art and archaeology (e.g. sympotic spaces and material culture, sympotic scenes in sculpture or painting), towards an integrated 'art and text' approach.
- iv. Active engagement with digital resources/databases useful for the study of the ancient symposium (e.g. Perseus Digital Library, The Beazley Archive, Corpus Vasorum Antiquorum).
- v. Systematic study of and critical engagement with scholarship on the ancient symposium published in modern Greek or in English.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></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;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>i. Support of and enhancement of the learning process through the electronic platform e-class.</li> <li>ii. Use of open-access digital libraries of ancient Greek texts (e.g. Perseus Digital Library).</li> <li>iii. Use of digital databases of ancient pottery, art and archaeology (e.g. Perseus Digital Library, The Beazley Archive, Corpus Vasorum Antiquorum).</li> <li>iv. Flexible electronic contact with the students throughout the course of the semester.</li> </ul>	
<p style="text-align: center;"><b>TEACHING METHODS</b></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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Seminar teaching	13
	Study and critical evaluation of bibliography and electronic sources	39
	Exams preparation	47
	<b>TOTAL (25 study hours per credit)</b>	<b>125</b>
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation,</i></p>	<p><i>Structure of the examination:</i></p> <p>Final written examination in modern Greek which includes:</p> <p style="padding-left: 20px;">A. Translation and commentary questions on select passages from the texts taught in the</p>	

<p><i>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>class.</p> <p>B. Open question setting a key interpretative problem surrounding the ancient symposium and requiring the students to critically position themselves towards it (in the form of an essay-style response).</p> <p>C. Commentary question on an iconographical representation of the ancient symposium (on a Greek vase).</p>
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#### **(5) ATTACHED BIBLIOGRAPHY**

*(Indicative bibliography)*

E.L. Bowie (1993), 'Greek table-talk before Plato'. *Rhetorica* 11.4: 355-371.

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

D.A. Campbell (2002), *Greek lyric poetry : a selection of early Greek lyric, elegiac and iambic poetry*, London.

A. Dalby (2001), *Σειρήνια Δείπνα: Ιστορία της Διατροφής και της Γαστρονομίας στην Αρχαία Ελλάδα*, μετάφρ. Ε. Πατρικίου, Ηράκλειο.

M. Flower (επιμ.) (2021), *Είκοσι Δύο Μελέτες για τον Ξενοφώντα (The Cambridge Companion to Xenophon)*, μετάφρ. Α. Γουναροπούλου, επιμ. Γ. Βασίλαρος, Αθήνα.

V. Gray (1992), 'Xenophon's *Symposium*: the display of wisdom', *Hermes* 120.1: 58-75.

F. Hobden (2015), *The Symposium in Ancient Greek Society and Thought*. Cambridge 2015.

B. Huss (1999), 'The dancing Socrates and the laughing Xenophon, or the 'other' *Symposium*', *AJPh* 120.3: 381-409.

O. Murray (επιμ.) (1990), *Symptica: A Symposium on the Symposium*, Oxford.

M. Wecowski (2014), *The Rise of the Greek Aristocratic Banquet*. Oxford.