CUL(E)74 Greece, Rome, Europe: convergences and divergences (6 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES
DEPARTMENT	GREEK PHILOLOGY
LEVEL OF STUDIES	UNDERGRADUATE STUDIES PROGRAMME - BA IN HELLENIC STUDIES

COURSE CODE	CUL(E)74	**SEMESTER**	7th

COURSE TITLE	GREECE, ROME, EUROPE: CONVERGENCE AND DIVERGENCE

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	SCIENTIFIC AREA
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	…

2. LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is the critical investigation of some basic aspects of Greco-Roman antiquity and its influence on modern and contemporary Europe. The course begins with a study of the construction of Greco-Roman antiquity and the multi-layered relations and conflicts between Greeks and Romans. In this context, important parameters of the Greco-Roman world will be examined, such as the political and cultural relations between Greeks and Romans, their literary contacts and the religious environment of the period. The influence on modern Europe of key institutions of Greco-Roman political and cultural life, such as Roman law, Christianity, the survival of the concept of Rome in the Holy Roman Empire and the Eastern Roman Empire, will then be examined. The course will also analyse the discovery of Greco-Roman antiquity by European travellers from the Renaissance to the 19th century and the reception in modern and contemporary Europe of democracy and the constitutional institutions of antiquity. Based on the above, students will be able to reflect critically and put into context the widespread view that European civilisation is based on three pillars: ancient Greek thought, Roman law and Christianity.

More specifically, upon completion of the course, students will be able to:
- Understand the complexity of the phenomenon called Greco-Roman antiquity.
- Identify the mechanisms of the reception of Greco-Roman antiquity in the political and cultural life of modern Europe.
- Interpret the ways in which the reception of Greco-Roman antiquity depends on its constantly changing historical context.
- cultivate critical thinking about the Greco-Roman roots of European identities.

- reflect critically on the phenomenon of the influence of Greco-Roman antiquity on modern times.
- To become familiar with the basic bibliographical tools relevant to the subject matter of the course.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use	*Project design and management*
	Equity and Inclusion
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral*
Teamwork	*responsibility and sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

Search, analysis and synthesis of data and information, ICT Use
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Equity and Inclusion
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

3. **COURSE CONTENT**

1. Introduction to the students and presentation of the content, objective, learning outcomes and requirements of the course
    - Definitions ("Europe", "Greco-Roman antiquity", "reception")
2. The construction of Greco-Roman antiquity I
    - The meeting of Rome and Greece: a non-unified world that is ultimately unified
    - The Roman Empire and the Roman rule in Greece
    - Political and social issues
    - Roman institutions
    - Law
3. The construction of Greco-Roman antiquity II
    - Cultural relations between Rome and Greece
    - Religion - Christianization
    - Stereotypical views of the Greeks concerning the Romans and vice versa
4. The construction of Greco-Roman antiquity III
    - The reception of Greek literature in Rome
5. The construction of Greco-Roman antiquity IV
    - Roman rhetoric - the model of Cicero
    - Second Sophistic
6. The Greco-Roman heritage of modern Europe I
    - Rome after Rome: The Holy Roman Empire and the East Roman (Byzantine) Empire
    - Charlemagne and his reception as a forerunner of modern Europe
    - The Christianization of Europe
    - Latin education in the Middle Ages
7. The Greco-Roman heritage of modern Europe II
    - Neo-Latin literature from the Renaissance to the 19th century
    - The survival and evolution of the Latin language

- Erasmus and the emergence of the European *res publica litterarum*

8. The Greco-Roman heritage of modern Europe III
    - Greek scholars in the West after the Fall of Constantinople (1453)
    - The emergence of Greek studies in the West and the rediscovery of Plato

9. The Greco-Roman heritage of modern Europe IV
    - European law

10. The Greco-Roman heritage of modern Europe V
    - European Travellers in Greece and Rome from the Renaissance to the 19th century
    - Archaeophilia in Europe
    - Classicism and Philhellenism
    - The ancient Greek ideal in European education

11. The Greco-Roman heritage of modern Europe VI
    - Reception of Greco – Roman antiquity and ancient forms of democracy in modern political thought

12. Presentation of papers
13. Students' feedback on the course

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in Teaching and Communication with students

TEACHING ORGANIZATION

The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.

Activity	Workload/semester
Lectures	33
Screening and analysis of multimedia material	7
Study of the bibliography	50
Project	54
Mid-term assessment	1
Project Presentation	3
Final assessment	2
TOTAL	**150**

STUDENT EVALUATION

Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Formative
- Mid-term written assessment - Progress (6th week) (30%)
- Individual or group project (submission in the 11th week and oral presentation in the 12th week) (30%)
- Final written or oral assessment (40%)

Please indicate all relevant information about the course assessment and how students are informed	

5. SUGGESTED BIBLIOGRAPHY

Highet, G. (2015, [1]1949). *The Classical Tradition: Greek and Roman Influences on Western Literature*. Oxford: Oxford University Press

Grafton, A. - Most, G. - Settis, S. (eds.) 2010. *The Classical Tradition*. Cambridge, MA; London: The Belknap Press of Harvard University Press.

Fantuzzi, M. - Morales, H. - Whitmarsh, T. (eds.) (2021). *Reception in the Greco-Roman World. Literary Studies in Theory and Practice*. Cambridge: Cambridge University Press

IJsewijn, J. 1977. *Companion to Neo-Latin Studies. Supplementa Humanistica Lovaniensia 5*. Amsterdam; New York; Oxford: North-Holland Publishing Company.

Erdkamp, P. (ed.) (2013). The Cambridge Companion to Ancient Rome. Cambridge University Press

Kraye, J. (ed.) 1996. *The Cambridge Companion to Renaissance Humanism*. Cambridge: Cambridge University Press.

Ludwig, W. (1997). "Die neuzeitliche lateinische Literatur seit der Renaissance", in F. Graf (ed.), *Einleitung in die Lateinische Philologie*. Stuttgart/Leipzig: De Gruyter, 323-356.

Stein, P. (1999). *Roman Law in European History.* New York: Cambridge Univ. Press

Perosa, A. - Sparrow, J. (eds.) 1979. *Renaissance Latin Verse: An Anthology*, London: Duckworth.

Hamilakis, Y. (2007). The Nation and its Ruins. Antiquity, Archaeology, and National Imagination in Greece. Oxford: Oxford University Press

Alcock, S. E. (1993). *Graecia capta: The Landscapes of Ancient Greece*. Cambridge: Cambridge University Press.

Ober, J. - Hendrick, C. (1996). Demokratia: a conversation on democracies, ancient and modern. Princeton.