

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES & SOCIAL SCIENCES		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	GRADUATE (MA)		
COURSE CODE	MALT_A105	SEMESTER	1st
COURSE TITLE	LATIN PHILOLOGY I (Lucretius, <i>De rerum natura</i> 6)		
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 (x 13 weeks)	15
<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 scientific field of Classical Studies Classical Philology, Roman Poetry and Philosophy, Paradoxography		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/LIT2174		

(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:

- have a thorough knowledge of Book VI of Lucretius' *De rerum natura* – the most important source for the reception of Epicurean philosophy in Rome
- be able to combine close reading of the Latin text with interpretation of the wider, aesthetic, epistemological, cultural and historical issues that this text raises
- be able to use an ancient text as a means of relating to issues of knowledge and the history of ideas that are still of great importance today

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

 Others...

Upon completion of this course, the students will be able:

- to conduct solid research work at postgraduate level
- to engage closely and in a scholarly way with the interpretive issues – epistemological, aesthetic, cultural and historical- raised by the texts of antiquity
- to form a sustained argument and present it in a convincing way
- to work independently but also as part of a research team
- to develop a culture of receptiveness and open-mindedness regarding other people’s feedback and criticism
- to write an academic essay in a scholarly and professional way

(3) SYLLABUS

The class will focus on Book VI of Lucretius’ *De rerum natura*, and more specifically on:

- The translation, commentary and interpretation of Book VI
- Epicurean theory of knowledge and the natural world
- Eco-criticism
- The poem’s ambiguous, liminal nature on the verge between hard-core philosophy and literature
- Lucretius and Hellenistic paradoxography
- The language of ‘wonder’
- On the relationship between wonder, knowledge and the sublime

(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>	Support by Power point presentations / use of digital sources (e.g. TLG, TLL, Perseus, Jstor) / consultation of electronic dictionaries.	
TEACHING METHODS <i>The manner and methods of teaching are</i>	<i>Activity</i>	<i>Semester workload</i>

<p><i>described in detail.</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.</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>	Lectures	39 hours (13 weeks x 3 hours)
	Personal study per week	104 hours (13 weeks x 6 hours)
	Preparation for the oral presentation in class	45 hours
	Preparation for the final written examination	78 hours (13 weeks x 6 hours)
	Acquaintance with digital sources and research tools	5 hours
	Writing of the essay	104 hours (13 weeks x 8 hours)
	Course total	375h
<p 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>	<ol style="list-style-type: none"> 1. Final written examination (translation and commentary of a Latin text): 30% 2. Oral presentation in class and class participation during the semester: 30% 3. Final essay: 40% 	

(5) ATTACHED BIBLIOGRAPHY

- Gale, M. 1994, *Myth and Poetry in Lucretius*, Cambridge: Cambridge University Press.
- , 2001, *Lucretius and the Didactic Epic*, London: Bristol Classical Press.
- , (ed.) 2007, *Oxford Readings in Classical Studies: Lucretius*, Oxford: Oxford University Press.
- Garani, M., 2007, *Empedocles Redivivus: Poetry and Analogy in Empedocles and Lucretius*, New York and London: Routledge.
- Gillespie, S. and Hardie, P. (eds.), 2007, *The Cambridge Companion to Lucretius*, Cambridge: Cambridge University Press.
- Kazantzidis, G., 2021, *Lucretius on Disease: The Poetics of Morbidity in De rerum natura*, Berlin / Boston: De Gruyter
- Kennedy, D., 2002, *Rethinking Reality. Lucretius and the Textualization of Nature*, Ann Arbor: University of Michigan Press.
- Lehoux, D., Morrison, A.D., Sharrock, A. (eds.), 2013, *Lucretius: Poetry, Philosophy, Science*, Oxford: Oxford University Press.
- Markovic, D., 2008, *The Rhetoric of Explanation in Lucretius' De Rerum Natura*, Leiden: Brill.

Sedley, D., 1998, *Lucretius and the Transformation of Greek Wisdom*, Cambridge: Cambridge University Press.

Segal, C., 1990, *Lucretius on Death and Anxiety*, Princeton: Princeton University Press.