

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES & SOCIAL SCIENCES		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	<i>postgraduate</i>		
COURSE CODE	MALT_A301	SEMESTER	3 rd
COURSE TITLE	RESEARCH TOPICS IN CLASSICS II		
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/Seminars		3	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>	Scientific field Classical philology, Ancient Philosophy, Aristotle		
PREREQUISITE COURSES:	No prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/LIT2129/		

(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><i>Upon completion of this course the students will be able to:</i></p> <ul style="list-style-type: none"> • Understand the difficulties involved in translating a philosophical work composed in ancient Greek • Produce adequate philosophical discourse in modern Greek • Be precise in oral and written speech • Differentiate concepts • Distinguish a philosophical position from a philosophical argument • Understand interpretative disputes (ancient and modern) and the reasons behind them • Evaluate philosophical arguments • Compare philosophical positions and views <p><i>In greater detail, upon completion of this course the students will be able to:</i></p> <ul style="list-style-type: none"> • Understand the fundamental questions that led Aristotle to the composition of the treatises that are now known as the <i>Metaphysics</i>, and acknowledge their unity.

- Follow the arguments on the basis of which Aristotle refutes a philosophical position and/or defends the truth of another.
- Be aware of the intellectual milieu of Aristotle's predecessors (Sophists, natural philosophers, Plato) in the context of which Aristotle produced his philosophical work.
- Know Aristotle's basic research methods: study of past thinkers, collection of empirical data, analysis of arguments and concepts, use of linguistic indications, sensitivity to common beliefs.
- Analyse and evaluate Aristotle's arguments.
- Acknowledge the relevance of Aristotle's first philosophy as a universal science of being *qua* being.

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

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Others...

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Generally, the students will have acquired the following abilities:

- Independent work.
- Collaboration.
- Production of original research ideas.
- Respect for cultural differences and personal identity divergence.
- Display of social, professional, and moral responsibility.
- Development of critical thought including self-criticism.
- Promotion of independent, creative, and inductive thinking.

(3) SYLLABUS

Under the general title "Research topics in classics III" the course will focus on the analysis and interpretation of Aristotle's most demanding work, the *Metaphysics*.

The course seeks to:

- (i) discover the hidden unity that brings together the fourteen treatises of the *Metaphysics*, and
- (ii) enable the students to translate and interpret selected passages of this work.

As for the second of the above goals (ii), the course will focus on:

1. Deciphering the *apparatus criticus*
2. Experimentation with *variae lectiones* of the manuscripts
3. Right/wrong translation of ancient philosophical terms in modern Greek: the central meaning and the connotations
4. Correct/incorrect translation of Aristotle's philosophical discourse in modern Greek: addition of implied words, change of syntax, parataxis and hypotaxis, translation of participles, division of sentences and clauses into shorter units, right style, word order, readability etc.

5. Interpretative approaches: parallel texts, views of ancient commentators, orthodox and heretical approaches of contemporary research.

The syllabus for the attainment of the first of the above goals (i) is as follows:

- i.* Seeking the science of wisdom through an exploration of universal causes: Book A
- ii.* The fundamental aporias: book B
- iii.* Indemonstrable principles (non-contradiction, *tertium non datur*): book Γ
- iv.* The philosophical dictionary of terms: book Δ
- v.* Theoretical sciences (mathematics, physics, theology) and the relation of special to general metaphysics: books E and K
- vi.* The substancehood of substance: books Z and H
- vii.* Substance as power and activity: Book Θ.1-9
- viii.* Substance as truth: chapter Θ.10
- ix.* Substance as unity: book I
- x.* Substance as self-knowledge (intellection of intellection): book Λ
- xi.* Contemporary approaches to Aristotle's *Metaphysics*

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Traditional, face-to-face lecturing, and discussion. Weekly presentations of selected texts. Oral comments on translation and interpretation.</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Power point presentations. Use of the e-class platform.</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. 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>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures/Seminars</p>	<p>39</p>
	<p>Weekly homework</p>	<p>104</p>
	<p>Preparation for the final essay</p>	<p>102</p>
	<p>Composition of the final essay</p>	<p>130</p>
<p>Course total</p>	<p>375 h (15 ECTS)</p>	
<p>STUDENT PERFORMANCE EVALUATION <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>	<ul style="list-style-type: none"> • Participation in the activities of the seminars – 10% • Evaluation of weekly homework – 30% • Evaluation of final essay – 60% 	

(5) ATTACHED BIBLIOGRAPHY

<p><i>-Recommended bibliography:</i></p> <p>Editions – Translations – Commentaries</p> <p>Christ, W., <i>Aristotelis Metaphysica</i>, Leipzig: Teubner 1903.</p> <p>Jaeger, Werner, <i>Aristotelis Metaphysica</i>, Oxford Classical Texts, Oxford: Oxford University Press 1957.</p> <p>Reale G., <i>Aristotele Metafisica</i>, Milano: Bompiani Testi A Fronte, 2004.</p> <p>Reeve, C.D.C., <i>Aristotle, Metaphysics</i>, Hackett Publishing Company 2016.</p> <p>Ross, W. D., <i>Aristotle's Metaphysics: A Revised Text with Introduction and Commentary</i>, 2 vols., Oxford: Clarendon Press 1953 [1924].</p> <p>Ross, W. D., <i>Aristotle, Metaphysics</i>, 2nd ed. Oxford: Oxford University Press 1928 [=J.</p> <p>Barnes, <i>The Complete Works of Aristotle: The Revised Oxford Translation</i>, Princeton: Princeton University Press 1991, vol. II, pp. 1552-1728].</p>

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