

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	PHILOSOPHY		
<b>ACADEMIC UNIT</b>	PHILOSOPHY		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>	MKLF051	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	POWER IN CRISIS: REVOLTS, DEFECTIONS AND DISSENSIONS IN GRECO-ROMAN 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>	
	3	15	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Skills development		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Modern Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://classweb.cc.uoc.gr/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The present seminar is related to a research programme which has been approved by the Hellenic Foundation for Research and Innovation (ELIDEK), entitled <i>Leaders and Crisis Management in Ancient Greek Literature</i> (PI: Melina Tamiolaki, 2021-2024, Host institution: IMS/FORTH, Collaborating institution: University of Crete). The aim of the seminar is to familiarize students with the notion of crisis (especially through the comparison of ancient terms related to crisis with modern theories and concepts). We will study the phenomenon of the challenge of power, as it is depicted in the texts of ancient Greek literature: from Homer's Thersites, Sophocles' Antigone and the secessions from the Athenian alliance to the revolt of Spartacus. Possible research questions that will be addressed are the following: how do leaders deal with the crisis of power? Is there a different response in the framework of democracy, oligarchy or kingship? What are the results of the crisis of power? (change, preservation of the status quo, punishment of challengers of power, reflection?) and how can we interpret them? An ultimate aim of the seminar is to produce, through the examination of various</p>

sources, a comparative reading of the phenomenon of the crisis of power. At the end of the seminar students should be able to

α) know the basic methodological issues (historical, linguistic, philosophica) related to the notion of crisis

β) recognize the vocabulary of crisis in the texts of ancient Greek literature and interpret through this lens the phenomenon of the challenge of power

γ) know and use the basic research tools

δ) write an original essay

### 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...*

*.....*

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Working independently

Team Work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Criticism and self-criticism

Production of free, creative and inductive thinking

### (3) SYLLABUS

The seminar consists of 2 introductory lectures on methodological issues, 5 or 6 lectures on the notion of crisis and on how it can be associated with the phenomenon of the challenging of power. The next courses will be devoted to the oral presentations of students.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In class	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of databases</li> <li>• Presentations-teaching with specified software (ppt etc.)</li> <li>• Teaching Material, announcements and contact through the platform of classweb</li> <li>• Contact via email</li> </ul>	
<b>TEACHING METHODS</b> <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</i>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	39
	Individual Study and preparation for the oral presentation	200

<p>visits, project, essay writing, artistic creativity, etc.</p> <p>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</p>	Writing of the final essay	136
	<b>Course Total</b>	<b>375</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Oral presentation and written essay. The written essay is decisive for the final grade. The oral presentation aims at helping students spot their weaknesses and subsequently improve the final written essay.</p>	

## (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Angiolillo, R., Elia E., Nuti E. (eds) 2015. *Crisi, Immagini, interpretazioni e reazioni nel mondo greco, latino e bizantino*, Alessandria.

Bringmann, K. 2003. *Krise und Ende der römischen Republik (133-42 v.Chr.)*, Berlin.

Funke, P., Luraghi, N. (eds) 2009. *The Politics of Ethnicity and the Crisis of the Peloponnesian League*, Cambridge, Mass.

Furley, W. D. 1996. *Andokides and the Herms. A Study of Crisis in fifth-century Athenian Religion*, London.

Habermas, J. 1975. *Legitimation Crisis*, Boston.

Herman, G. (ed.) 2011. *Stability and Crisis in the Athenian Democracy*, Stuttgart.

Scholten, H. (ed.) 2007. *Die Wahrnehmung von Krisenphänomenen. Fallbeispiele von der Antike bis in die Neuzeit*, Köln.

Markantonatos, A., Zimmermann, B. (eds) 2011. *Crisis on Stage. Tragedy and Comedy in Fifth-Century Athens*, Berlin.

Meinel, F. 2015. *Pollution and Crisis in Greek Tragedy*, Cambridge.