

COURSE OUTLINE (Postgraduate-Seminar)

(1) GENERAL

NAME OF PROFESSOR	GEORGIA TSOUNI		
SCHOOL	PHILOSOPHICAL		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MΚΛΦ050	SEMESTER	
COURSE TITLE	Political Theory and Practice in Cicero		
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 and Oral Presentations	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>	Skills Development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Modern Greek (English)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://classweb.cc.uoc.gr/classes.asp		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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>The general aim of the course is to introduce students to Cicero's political thought and practice on the basis of the discussion of representative passages from different genres of the Ciceronian corpus: the philosophical dialogues, the rhetorical speeches and Cicero's correspondence. Particular emphasis will be put on placing Cicero's political ideas in the historical context of the late Roman republic.</p> <p>After the completion of the course students should be able:</p> <ul style="list-style-type: none"> • To know the main characteristics and to recognize the literary aspects of texts conveying Cicero's political thought, such as the philosophical dialogues, rhetorical speeches and epistolography of Cicero. • To know the basic notions and arguments of Roman political thought as they are developed in the works under discussion. • To recognize the particularities of Roman political thought and its institutions in relation to the ancient

<ul style="list-style-type: none"> • Greek intellectual and political tradition. • To search for and engage with international secondary literature in relation to the works which will be discussed and to know the basic scientific requirements of academic writing. • To organize and share their views and conclusions in the classroom during discussion and in oral presentations. • To organize and present their thoughts in written exercises and written assignments. 																		
<p>General Competences</p> <p><i>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?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
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<p>Search for, analysis and synthesis of data and information, also with the use of necessary technology</p> <p>Production of free, creative and inductive thinking</p> <p>Writing and Presentation Skills</p> <p>Independent and Team Work</p> <p>Production of new research ideas</p> <p>Criticism and Self-criticism</p> <p>Respect for difference and multiculturalism</p>																		

(3) SYLLABUS

<p>The course will cover the following topics:</p> <ul style="list-style-type: none"> -Study and analysis of representative passages of the Ciceronian corpus which relate to Cicero's political thought and practice (e.g. passages from De Legibus, De Re Publica, Philippics and the Letters) -Study and analysis of the influence of Ancient Greek Political Thought on Cicero -Discussion and analysis of the main institutions of the Roman republic as also of the historical context of Cicero's political writings -Study and analysis of relevant secondary literature -Oral Presentations of Students -Discussion of written assignments

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face (with perhaps combination with online learning)								
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of power point</p> <p>Use of the E-learning platform for the sharing of material</p> <p>Contact through e-mail</p>								
<p>TEACHING METHODS</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,</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Participation in the Seminar</td> <td>39</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Participation in the Seminar	39				
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<p><i>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>	Independent Study and Analysis of Secondary Literature	150
	Preparation of Oral Presentation	150
	Written Assignment	36
	Course total	375
<p>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>	<p>Evaluation through:</p> <ul style="list-style-type: none"> • Participation in exercises of research and analysis of texts • Questions of Comprehension • Participation in Discussion • Oral Presentation in the classroom • Written assignment 	

(5) ATTACHED BIBLIOGRAPHY (Selection)

M. Τύλλιου Κικέρωνα *Περί Πολιτείας*. Εισαγωγή, Μετάφραση, Σχόλια Ι. Ντεληγιάννης, Αθήνα: Εκδόσεις Καρδαμίτσα 2015.

M. Τύλλιου Κικέρωνα *Περί Νόμων*. Εισαγωγή, Μετάφραση, Σχόλια Ι. Ντεληγιάννης, Αθήνα: Εκδόσεις Καρδαμίτσα 2017.

Ταϊφάκος, Ι. *Σύγκρισις πολιτειών στο De re publica του Κικέρωνος*. Αθήνα 1996.

Asmis, E. "A New Kind of Model: Cicero's Roman Constitution in *De Republica*," *American Journal of Philology* 2005

Balot, R., ed., *A Companion to Greek and Roman Political Thought* Malden, 2009.

Harris, W.V. *War and Imperialism in Republican Rome* Oxford, 1979.

Kapust, D. *Republicanism, Rhetoric, and Roman Political Thought* Cambridge, 2011.

Rowe, C. and M. Schofield, eds. *The Cambridge History of Greek and Roman Political Thought* Cambridge, 2005.

Schofield M. 'Cicero's Definition of the Res Publica' in *Saving the City. Philosopher-Kings and Other Classical Paradigms* Routledge 155-68 1999.

Schofield M. *Cicero: Political Philosophy* Oxford 2021.

Stem, R. "Cicero as Orator and Philosopher: The Value of the *Pro Murena* for Ciceronian Political Thought," *Review of Politics* (2006)