

COURSE OUTLINE (Undergraduate-Seminar)

(1) GENERAL

SCHOOL	PHILOSOPHICAL		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΛΑΦΦ 303	SEMESTER	3 rd -4 th Semester
COURSE TITLE	Facing Death in Roman Philosophy		
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	10	
<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 Background, Skills Development		
PREREQUISITE COURSES:	ΛΑΦΦ 015, ΛΑΦΦ 100		
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 <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 the discussion of the phenomenon of death in Roman philosophy, and specifically in representative passages from Cicero, Lucretius, Seneca and Plutarch.</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 Roman philosophical literature which discusses the phenomenon of death, such as the Ciceronian philosophical dialogue, the philosophical letters of Seneca and the didactic poetry of Lucretius. • To know the basic principles, notions and arguments of the Stoic, Epicurean and Platonic philosophy in relation to the phenomenon of death as they are developed in the works under discussion. • To search for and engage with 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.

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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

Search for, analysis and synthesis of data and information, also with the use of necessary technology
 Production of free, creative and inductive thinking
 Writing and Presentation Skills
 Independent and Team Work
 Production of new research ideas
 Criticism and Self-criticism
 Respect for difference and multiculturalism

(3) SYLLABUS

Sessions 1-3 Introduction to the topic. Analysis of relevant literature (e.g., Cicero Tusculan Disputations Books 1 and 3, Lucretius De Rerum Natura 3, Seneca Letters to Lucilius 77, 78, Plutarch Consolatio ad Apollonium)
 Sessions 4-6 Basic Principles and Methodology of Scientific research and writing, Themes and Structure of Scientific Writing, Search and Selection of secondary literature, Citation and Footnotes
 Sessions 7-13 Oral Presentations of Participants

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of power point Use of the E-learning platform for the sharing of material	
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. 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>	Activity	Semester workload
	Participation in the Seminar	39
	Independent Study and Analysis of Secondary Literature	150
	Preparation of Oral Presentation	50
	Written Assignment	11

	Course total	250
<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)

- Suggested bibliography:

John Davie Cicero, *On Life and Death*. (Translation of Books 1, 2 and 5). Oxford University Press 2017

Margaret Graver, *Cicero on the Emotions: Tusculan Disputations 3 and 4*. Translation and commentary. University of Chicago Press 2002

M. Griffin *Philosophy, Cato and Roman Suicide Greece & Rome* Vol. 33, No. 1 , pp. 64-77 , 1986

A. G. Long, *Death and Immortality in Ancient Philosophy. Key Themes in Ancient Philosophy*. New York: Cambridge University Press, 2019

M. Nussbaum, *The Therapy of Desire: Theory and Practice in Hellenistic Ethics*. Princeton University Press 2009

J. Warren *Facing death: Epicurus and his Critics*, Oxford University Press 2006

A.A. Long, *Η ελληνιστική φιλοσοφία: στωικοί, επικούρειοι, σκεπτικοί*, Αθήνα: ΜΙΕΤ 1987.

R.W. Sharples, *Στωικοί, Επικούρειοι και Σκεπτικοί*, Θεσσαλονίκη: Θύραθεν 2002