

## COURSE OUTLINE (Undergraduate-Seminar)

### (1) GENERAL

<b>SCHOOL</b>	PHILOSOPHICAL		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΛΑΦΦ 327	<b>SEMESTER</b>	3 <sup>rd</sup> -4 <sup>th</sup> Semester
<b>COURSE TITLE</b>	Female Voices in Latin Literature		
<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>	
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>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special Background, Skills Development		
<b>PREREQUISITE COURSES:</b>	ΛΑΦΦ 015, ΛΑΦΦ 100		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Modern Greek (English)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="http://classweb.cc.uoc.gr/classes.asp">http://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 general aim of the course is the study of the female “voice” in Roman literature, through the analysis of selected passages from poetry and prose. The seminar will focus on the different roles attributed to women in diverse literary genres (epic poetry, elegy, tragedy, historiography) and in different periods of Latin literature, focusing both on mythical female figures (e.g. Phaedra, Medea) as also historical ones (e.g. Livia Drusilla, Agrippina). Selected passages from authors like Catullus, Livy, Seneca and Tacitus will form the basis of the discussion.</p> <p>After the completion of the course students should be able:</p> <ul style="list-style-type: none"> <li>• To understand the main methodological issues surrounding the study of women in Antiquity.</li> <li>• To place the literary representations of women in Latin literature into a wider political, social</li> </ul>
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- and legal context.
- To know the main characteristics and to recognize the literary aspects of various genres of Roman literature which are used for the representation of women in Latin literature, e.g. tragedy, elegiac poetry, historiography.
- 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, showing a basic understanding of scientific methodology and argumentation.

### 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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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 1-2 Introduction to the study of women in ancient Rome and to the works of relevant authors. Legal, social and political dimensions of the representation of female gender in Roman literature.  
Sessions 3-4 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 3-4 Invited Speakers  
Sessions 7-13 Oral Presentations of seminar participants

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <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	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice,</i>	<i>Activity</i>	<i>Semester workload</i>
	Participation in the Seminar	39

<p><i>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>		
	Independent Study and Analysis of Secondary Literature	150
	Preparation of Oral Presentation	50
	Written Assignment	11
	Course total	<b>250</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b></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"> <li>• Participation in exercises of research and analysis of texts</li> <li>• Questions of Comprehension</li> <li>• Participation in Discussion</li> <li>• Oral Presentation in the classroom</li> <li>• Written assignment</li> </ul>	

### (5) ATTACHED BIBLIOGRAPHY (Selection)

Fantham, E., Foley, E., Kampen, K., Pomeroy, S., Shapiro H. (επιμ.). *Women in the Classical World: Image and Text* Oxford 1994 (ελληνική έκδοση, *Οι γυναίκες στον αρχαίο κόσμο*. Μτφρ. Κ. Μπούρας Αθήνα: Εκδόσεις Πατάκη, 2004)

Boatwright, Mary T. (2021). *Imperial Women of Rome: Power, Gender, Context*. New York: Oxford University Press.

D'Ambra, Eve (2006). *Roman Women*. New York: Cambridge University Press.

Gardner, J. F. (2008). *Women in Roman law and society*. Routledge.

Hallett, J. P. (1973). The role of women in Roman elegy: counter-cultural feminism. *Arethusa*, 6(1), 103-124.

Langlands, R. (2006), *Sexual morality in ancient Rome*. Cambridge: Cambridge University Press.

MacLachlan, Bonnie (2013). *Women in Ancient Rome: A Sourcebook* (Bloomsbury Sources in Ancient History). New York: Bloomsbury Academic.

Pomeroy, S. B. (1994). *Goddesses, Whores, Wives, and Slaves: Women in Classical Antiquity* (2 ed.). London: Pimlico (ελληνική έκδοση, *Θεές, πόρνες, σύζυγοι και δούλες*. Μτφρ. Μ. Μπλέτας Αθήνα: εκδ. Καρδαμίτσα, 2009)