

LINGUISTIC PERCEPTIONS AND PRACTICES IN GRECO-ROMAN ANTIQUITY

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COURSE OUTLINE

1. GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOLOGY		
LEVEL OF STUDIES	GRADUATE		
COURSE CODE	ΕΛΦ003	SEMESTER	2 nd
COURSE TITLE	LINGUISTIC PERCEPTIONS AND PRACTICES IN GRECO-ROMAN ANTIQUITY		
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
		3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised, general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Modern Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in Modern Greek)		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Upon successful completion of the course students should be able to:

-understand thoroughly the basic terminology, fundamental principles and methods of study of the history of linguistic ideas and of historical sociolinguistics

- have sufficient knowledge about essential scholarly issues concerning the course syllabus proper (ancient (meta)linguistic knowledge, forms of language contact in antiquity, sociolinguistic issues in the Greco-Roman world).

-analyze, compare and critically present scholarly views from the modern literature.

-develop academic presentation skills through different techniques (abstracts, handouts, slides (PowerPoint), posters)

-familiarize themselves with academic essay writing techniques.

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?

<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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

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

Working independently

Working in an interdisciplinary environment

Criticism and self-criticism

Production of free, creative and inductive thinking

3. SYLLABUS

This course explores, on the basis of both original ancient texts and the modern literature, the fundamental linguistic perceptions in the ancient Greco-Roman world, while it also examines the actual linguistic conditions in those ancient societies. Among others, there is an effort to trace the development of ancient linguistic thought, starting with pre-Socratic philosophers and sophists-orators and going all the way down, through the intermediate stage of important philosophic figures like Plato, Aristotle and the Stoics, to the philologists and

grammarians of the Hellenistic period; the transmission-evolution of linguistic views in Roman context (Quintilian, Varro, post-classical grammarians, etc.) is examined as well (weeks 1-5).

The latter part of the course focuses on aspects of the linguistic situation in the societies of the Greco-Roman world. Inter alia, there is some discussion of the dialectal fragmentation and dialect contact in the ancient Greek world, the emergence of supraregional linguistic varieties (*Koinaí*), and also the formation of a standard language, especially in a Roman context; moreover, sociolinguistic varieties and different registers; the language of particular groups (e.g. female speech); finally, there is some substantial discussion of the phenomenon of language contact, both between ancient Greek and Latin, but also in relation to other languages (e.g. Egyptian, Hebrew / Aramaic, languages of Italy and Asia Minor), through which some interesting cases of bi-/ multi-lingualism at the level of speakers and societies came about (weeks 6-13).

4. TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Face-to-face. • Asynchronous distance learning through the electronic platform ecourse. • Synchronous distance learning through the electronic platform Microsoft Teams, when required. 	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Support of the learning process through the electronic platform ecourse. (Uploading of lecture notes and other course material) • Use of ICT in teaching (PowerPoint presentations) • Communication with students via e-mail / MS Teams. • Posting of announcements on the electronic platform ecourse. • Use of the Internet (dictionaries, databases, texts, videos). 	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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>
	Lectures in interaction with students	39
	Weekly Non-directed Study	39
	Independent Study of Secondary Literature	72
	Final Essay	100
	Course total (25 hours per credit)	250 (10 ECTS)

<p style="text-align: center;">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>A final essay written in Modern Greek on a subject relevant to the content and objectives of the course (50%).</p> <p>The essay's evaluation criteria are thoroughly explained during the course and essays are returned to students with corrections and marks (0-10 scale).</p> <p>Weekly critical presentation (in Greek) by students of important scholarly texts akin to the course subject (50%). Presentations are assessed and given feedback by the instructor, while dialogue among all participants is encouraged.</p> <p>The evaluation criteria are made known at the first meeting of the graduate course and/or may be available to students on ecourse.</p> <p>Course notes and study material are available on ecourse and/or in the University Library.</p> <p>Examination is carried out in Greek, Nonetheless, in the case of Erasmus students their assessment normally takes place in the form of a written assignment in English.</p>
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5. ATTACHED BIBLIOGRAPHY

1. Adams, J. N. 2003. *Bilingualism and the Latin Language*. Cambridge: CUP.
2. Clackson, J. 2015. *Language and Society in the Greek and Roman Worlds*. Cambridge: CUP.
3. Clackson, J. & G. Horrocks 2007. *The Blackwell History of Latin*. Oxford: Wiley-Blackwell.
4. de Melo, W. 2019. *Varro, De Lingua Latina*, 2 vols. Oxford: OUP.
5. de Melo, W. 2023. *Latin Linguistics: An Introduction*. Berlin – Boston: De Gruyter.
6. Lepschy, G. (ed.). 1994. *History of Linguistics, vol. II: Classical and Medieval Linguistics*. London – New York: Longman-Routledge.

7. Robins, R. R. 1989. *Σύντομη ιστορία της γλωσσολογίας*. Αθήνα: Νεφέλη [transl. from: *A Short History of Linguistics*. London (1979). New (4th) ed.: London – New York (1997)].

8. Horrocks, G. 2006. *Ελληνικά. Ιστορία της γλώσσας και των ομιλητών της*. Αθήνα: Εστία [transl. from: *Greek. A History of the Language and its Speakers*. London-New York (1997): Longman. New (2nd) English ed.: Oxford – Malden, MA 2010: Wiley-Blackwell].

- *Related academic journals:*

[E-resources:](#)