

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	AY-34	SEMESTER	8
COURSE TITLE	ANCIENT GREEK LITERATURE: EPIC		
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	5	
<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>	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://dms.aegean.gr/%cf%80%cf%81%ce%bf%cf%80%cf%84%cf%85%cf%87%ce%b9%ce%b1%ce%ba%ce%ad%cf%82-%cf%83%cf%80%ce%bf%cf%85%ce%b4%ce%ad%cf%82/%cf%80%cf%81%cf%8c%ce%b3%cf%81%ce%b1%ce%bc%ce%bc%ce%b1-%cf%83%cf%80%ce%bf%cf%85%ce%b4%cf%8e%ce%bd-2017-2018/		

(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*

Learning Outcome Level Description:

Upon completion of the course, the student will

- have advanced knowledge in a field of work or study, which implies a critical understanding of theories and principles,
- have advanced skills and the ability to demonstrate the required skill and innovation to solve complex and unpredictable problems in a specialized field of study or study,
- manage complex technical or professional activities or work plans, taking responsibility for making decisions in unpredictable work or study environments.
- takes responsibility for managing the professional development of individuals and groups

Descriptive Levels 6, 7 & 8 of the European Qualifications for Lifelong Learning Framework and Annex B Results

Level 6 (1st cycle of studies)

Summary Learning Outcome Guide Level 6 (1st cycle)

After completing the course, students

- can describe the secretarial items
- can distinguish the characteristics of different types of epic
- know the work of epic poets that survives today
- can examine the meaning of projects at the political and social level
- can differentiate epic theories
- can explain the social function of the epic
- can draw conclusions about the way in which the epic was received in its time and today.

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, analyze and compose data and information, using the necessary technologies

-Individual work

- Teamwork

- Production of new research ideas

- Practice criticism and self-assessment

- Promotion of free, creative and inductive thinking

(3) SYLLABUS

The course focuses on the species of the epic and examines their history, sources and reception in antiquity today.

During the first half of the semester, a systematic study of the various categories of the epic (heroic, biosophical, religious) is carried out, the sources, the surviving texts, the problems and new approaches to the history of the species are examined.

The lesson then focuses on exploring the epic as a creation of bourgeois literature and examines its relationship to the political and social reality of the 5th century BC.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching and communication with students	
<p>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.</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	39 hrs (1.56 ECTS)
	Personal study	33 hrs (1.32 ECTS)
	Essay writing	50 hrs (2 ECTS)
	Final examination	3 hrs (0.12 ECTS)
	<p>Course total</p>	<p>125 hrs (5 ECTS)</p>
<p>STUDENT PERFORMANCE EVALUATION <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</i></p>	<p>Language of evaluation: Greek</p> <p>Assessment method: oral examination, optional written work (offset)</p>	

work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

Greek language

Joachim Latacz, Όμηρος. Ο θεμελιωτής της Ευρωπαϊκής Λογοτεχνίας, εκδ. Παπαδήμα, Αθήνα 2000

Richard Seaford, *Ανταπόδοση και τελετουργία. Ο Όμηρος και η τραγωδία στην αναπτυσσόμενη πόλη-κράτος*, εκδ. Μ.Ι.Ε.Τ., Αθήνα 2003

S. Saïd, M. Trédé, A. Le Boulluec, *Ιστορία της Ελληνικής Λογοτεχνίας* (αρχική έκδοση, Presses Uniersitaires de France, Paris, 1997), Ελλην. Μτφ. Γ. Ξανθάκη-Καραμάνου, Δ. Τσιλιβέρδης, Β. Πόθου, εκδ. Παπαζήση, Αθήνα, 2001.

Foreign language

Calder, W. M. (1968) 'Sophokles' political tragedy, Antigone'; in Greek Roman and Byzantine Studies, vol. 9, pp. 389-407

Euben, P. J. (1986) Greek Tragedy and Political Theory, Berkeley.

P. E. Easterling & B. M. W. Knox, The Cambridge History of Classical Literature, Cambridge University Press, Cambridge, 1985 [Ελλ. Έκδ. Ιστορία της Αρχαίας Ελληνικής Λογοτεχνίας, μτφ. Ν. Κονομή, Χ. Γρίμπα, Μ. Κονομή, εκδ. Παπαδήμα (3η έκδοση αναθεωρημένη) Αθήνα, 1999].

H. Günther-Nesselrath, Einleitung in die Griechische Philologie, Leipzig, 1997 [Ελλ. Έκδ. Εισαγωγή στην Αρχαιογνωσία. Τόμος Α': Αρχαία Ελλάδα., επιμ. Μτφ. Δ. Ιακώβ & Α. Ρεγκάκος, εκδ. Παπαδήμα, Αθήνα, 2001].

Podlecki A. J. (1966) The Political Background of Aeschylean Tragedy

Zeitlin, F. I. (1992) 'The politics of Eros in the Danaid trilogy of Aeschylus'; in R. Hexter & D. Selden, Innovations of Antiquity, NewYork, pp. 203-52.