COURSE OUTLINE

INTRODUCTION TO THE HISTORY OF GREEK AND ROMAN ANTIQUITY

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	**SEMESTER**	1ST
COURSE TITLE	INTRODUCTION TO THE HISTORY OF GREEK AND ROMAN ANTIQUITY		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	TEACHING HOURS PER WEEK	ECTS CREDITS
	3	5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	BACKGROUND
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/

2. LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

On successful completion of the course, students will be in a position to...
- define the phases of ancient history from the Archaic period to the Late Roman period and to discern the particular features of each of these periods
- understand the phenomenon of the formation of the city-state and the changes it underwent up to the imperial period
- summarise the main stages in the formation and development of the Athenian democracy
- apply their knowledge to the analysis of various questions in ancient history
- use primary and secondary sources to document and enrich their argumentation
- use online databases relating to the study of ancient history
- classify, evaluate and analyse primary sources used in ancient history.
- combine literary, archaeological and epigraphic evidence and
- to understand the rise of Rome and its domination of the Mediterranean.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use	*Project design and management*
Adaptation to new situations	*Equity and Inclusion*
Decision making	*Respect for the natural environment*
Autonomous work	*Sustainability*
Teamwork	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Working in an international environment	
Working in an interdisciplinary environment	*Critical thinking*
Production of new research ideas	*Promoting free, creative and inductive reasoning*

- Search, analysis, and synthesis of data and information, using necessary technologies
- Classification, evaluation, and analysis of primary sources

		• Combined interpretation of literary, archaeological, and epigraphic evidence • Independent work • Teamwork • Promotion of free, creative, and inductive thinking

3. COURSE CONTENT

1	Introduction	• Introduction to students and presentation of course content, objectives, learning outcomes, and requirements • Geographic Scope • Chronological Scope • Primary Sources: ancient historians, other literary sources, epigraphic evidence, papyrological and numismatic sources, archaeological remains • Overview of Contemporary Research, Secondary Sources • Periodization • Methodology
2	Archaic Period	• The Archaic World • The Birth of the City-State • Colonization and Migration • Aristocratic Oligarchies • Tyrants and Lawgivers • The Use of the Alphabet • The Origins of Coinage • Aristocratic Culture (symposium, games, hunting) • The Pre-Socratic Philosophers • Art in the Archaic Period
3	The Classical Era	• Political Changes: the Case of Athens • Reforms of Cleisthenes • Gradual Development of Democracy • Democratic Institutions • The Persian Wars • Greeks and Barbarians
4	Democracy and Hegemony	• The Delian League • Pericles • The Peloponnesian War
5	Society, Economy, Culture, Religion	• History, Theater, Arts • Social Classes, Citizens, Women, Metics, Slaves • Economic Activity in Classical Cities • City Religion
6	The 4th Century	• The End of Classical Hegemonies • The Spartan Zenith • The Rise of Thebes • Athens in the 4th Century • The Era of the Orators • The Rise of Macedonia • Philip II • Macedonia and Greek Cities, Battle of Chaeronea
7	Alexander the Great	• Primary Sources • Philip and Alexander • The Campaign in Asia • Governance • Culture
8	The Hellenistic World	• Formation of the Hellenistic Kingdoms • The Ptolemies

		• The Antigonids
		• The Seleucids
		• The Attalids
		• City-States
		• Federal States
9	Hellenistic Period: Society, Economy, Art, Culture, Sciences	• Society in the Hellenistic Kingdoms: Greeks and Natives
		• Developments and Transformations in the Economy
		• Hellenistic Science
		• Major Philosophical Trends
		• Hellenistic Art
		• The Museum and Library of Alexandria
10	Rome: The Roman Republic Period	• From Latium to the Mediterranean
		• Main Institutions of the Roman Republic
		• The Punic Wars
		• The Macedonian Wars
		• Rome and Other Hellenistic Kingdoms
		• The Civil Wars
		• Julius Caesar
11	Augustus	• From Republic to Principate
		• The Rule of Augustus
		• The Provincial System
12	From Augustus to the 3rd Century AD	• Overview of Political Developments
		• Roman Society: Orders, Classes, Citizens, Women, Slaves
		• Relations between Greeks and Romans
		• The Cultural Encounter between Greeks and Romans
13	Recap	• Recap and resolving questions
		• Student feedback

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	• Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching and communication with students • PPT presentations • Teaching material, announcements and communication through the eClass platform • Student study of supplementary material related to course content • Communication with students via email

TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	*Activity*	*Workload/semester*
	Lecture Attendance	39
	Seminar Attendance	3
	Educational Visit	3
	Independent Study, Progress Assignments, Exam Preparation, Self-assessment Exercises, Interactive Activities	102
	Final Examination	3
	Total	150

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test,*	Formative Assessment Evaluation Language: Greek (English for Erasmus students) Written Examination (100%)

Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others	Optional Components: 1. Written Individual Assignment (30% of the final grade) 2. Progress Check (5% of the final grade)
Please indicate all relevant information about the course assessment and how students are informed	The written examination will consist of the following format: - 10 True or False questions (10/100) - 10 Multiple Choice questions (10/100) - 2 Cloze texts for completion (20/100) - 2 Analytical Essay Questions (2 x 30 points)

5. SUGGESTED BIBLIOGRAPHY

- Bury, J. B., Meiggs, R. 1998. Ιστορία της Αρχαίας Ελλάδας. Αθήνα: Καρδαμίτσα
- Clancier Ph., Coloru, O., Gorre, G. 2020. Οι Ελληνιστικοί Κόσμοι. Από τον Νείλο στον Ινδό Ποταμό. Μετάφραση: Α. Σταθάκη. Αθήνα: Gutenberg
- Graf, Fr. 2003. Εισαγωγή στην Αρχαιογνωσία. Τόμος Β΄: Ρώμη. Μετάφραση: Δ. Ζ. Νικήτας. Αθήνα: Παπαδήμας
- Gschnitzer, Fr. 2011. Ιστορία της Αρχαίας Ελληνικής Κοινωνίας. Από τα μυκηναϊκά χρόνια ώς το τέλος της κλασικής εποχής. Μετάφραση: Α. Χανιώτης. Αθήνα: ΜΙΕΤ
- LaneFox, R. 2006. Ο Κλασικός Κόσμος. Το έπος της Ελλάδας και της Ρώμης. Μια επική ιστορία από τον Όμηρο στον Αδριανό. Μετάφραση: Δ.Γ. Στεφανάκης. Αθήνα: Ωκεανίδα
- MosséCl., Schnapp-Gourbeillon, 20138. Επίτομη Ιστορία της Αρχαίας Ελλάδας (2.000-31 π.Χ.). Μετάφραση: Λ. Στεφάνου. Αθήνα: Παπαδήμας
- Nesselrath H.G. 2013. Εισαγωγή στην Αρχαιογνωσία. Τόμος Α΄: Αρχαία Ελλάδα. Μετάφραση: Ι. Ι. Δανιήλ. Αθήνα: Παπαδήμας
- Osborne, R. 2000. Η γένεση της Ελλάδας (1.200-479 π.Χ.). Αθήνα: Οδυσσέας
- Ward, A. M., Heichelheim, F. M., Yeo, C. A. 2008. Οι Ρωμαίοι. Αθήνα: Οδυσσέας. Κεφάλαια 1-21

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	A.FARRINGTON, Ε. ΦΑΣΣΑ
Contact details:	afarring@he.duth.gr, efassa@he.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Written examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.
Implementation Instructions: (3)	The deadline for the submission of any assignments is the last day of the semester. Details will be arranged, should it be necessary to implement emergency measures. It is envisaged that the exam will be administered through the Eclass application.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.
  ➢ *written assignment* or/and exercises
  ➢ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises:** the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods:** the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.