

COURSE OUTLINE

ANCIENT GREEK POETRY

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	5 TH
COURSE TITLE	ANCIENT GREEK POETRY		
TEACHING ACTIVITIES <i>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.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
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 <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • Understand, describe, and interpret key terms and concepts related to ancient Greek epic poetry, the oldest surviving literary genre in Greek literature. • Research and study the synchronic and diachronic development of the genre through surviving archaic, Hellenistic, and later epics, as well as its transformation into epyllia and idyll. • Recognize the historical, social, political, and cultural context of each period. • Know and use fundamental reference materials for studying core issues related to the epic genre. • Analyze and clarify the basic grammatical and syntactical structures of the epic dialect, as well as the meter, with emphasis on words and concepts that are crucial to understanding the epic world in both synchronic and diachronic terms. • Understand and render epic texts into modern Greek, reflecting both synchronic and diachronic perspectives. 	
General Skills <i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>
<i>ICT Use</i>	<i>Equity and Inclusion</i>
<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision making</i>	<i>Sustainability</i>
<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Teamwork</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Working in an interdisciplinary environment</i>	

Production of new research ideas

- Search, analysis and synthesis of data and information,
- Autonomous work
- Teamwork
- Equity and Inclusion
- Decision making
- Promoting free, creative and inductive reasoning
- Critical thinking

3. COURSE CONTENT

1	Introduction	<ul style="list-style-type: none"> • Familiarization with the students and presentation of the course objectives, expected learning outcomes, and requirements • Introduction to the theory of literary genres. • The genre of epic in world literature: Greek epic and its subcategories, with an emphasis on heroic epic and the Epic Cycle.
2	Archaic Epic	<p>Epic dialect, meter.</p> <ul style="list-style-type: none"> • Use of specialized dictionaries, concordances, LfgrE, with reading of entries. • Use of Perseus, TLG, and electronic bibliographic sources.
3	Archaic Epic	<p>Brief overview of the Homeric Question (theories, trends, with emphasis on Neo-Analytic theory and the theory of oral composition).</p> <ul style="list-style-type: none"> • Logos, formulaic phrases. • Innovation and tradition.
4	Archaic Epic	<p>Homeric epics: <i>Iliad</i>, <i>Odyssey</i></p> <ul style="list-style-type: none"> • Prologues of the two epics: key words, concepts, and the distinction between passive/moral elements. • Structure of the two epics.
5	Archaic Epic	<p>Homeric Epics: <i>Iliad</i></p> <ul style="list-style-type: none"> • Typical scenes: warrior's armor, supplications. Selective reading of typical scenes and discussion on the relationship between tradition and innovation in traditional epic poetry.
6	Archaic Epic	<p>Homeric Epics: <i>Odyssey</i></p> <ul style="list-style-type: none"> • Typical scenes: feasts, hospitality, bards. Selective reading of typical scenes and discussion on the relationship between tradition and innovation in traditional epic poetry.
7	Archaic Epic	<p>Homeric Epics</p> <ul style="list-style-type: none"> • Grief, death, <i>kleos</i> (glory), mortality in the <i>Iliad</i>: The hero Achilles. • Concepts of polarity, epic characters, <i>kleos</i>, ethics, intellect, terms (e.g., <i>nipios</i>), and the relationships among epic characters (e.g., Odysseus, Athena, Calypso).
8	Archaic Epic	<p>Hesiod:</p> <ul style="list-style-type: none"> • <i>Theogony</i> • <i>Works and Days</i>
9	Archaic Epic	<p>Homeric Hymns</p> <ul style="list-style-type: none"> • Hymn to Dionysus • Hymn to Hermes • Hymn to Demeter
10	Hellenistic Epic	<p>Apollonius Rhodius, <i>Argonautica</i></p> <ul style="list-style-type: none"> • Readings from selected passages.
11	Hellenistic Epic	<p>Apollonius Rhodius, <i>Argonautica</i></p> <ul style="list-style-type: none"> • Readings from selected passages.
12	Hellenistic <i>Epyllion</i>	<p>Moschus, <i>Europa</i></p>

		Theocritus' epyllia • Readings from selected passages
13	Recap	• Recap and resolving questions • Student feedback

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	<ul style="list-style-type: none"> Lectures Active learning (hands-on learning) - Experiential learning Collaborative learning 												
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in teaching and communication with students <ul style="list-style-type: none"> 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 <i>The ways and methods of teaching are described in detail.</i> <i>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.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Exercise</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Bibliographic research & analysis</td> <td style="text-align: center;">27</td> </tr> <tr> <td>Exams</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">120</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Exercise	50	Bibliographic research & analysis	27	Exams	4	Total	120
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Lectures	39												
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Bibliographic research & analysis	27												
Exams	4												
Total	120												
STUDENT EVALUATION <i>Description of the evaluation process</i> <i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, 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</i> <i>Please indicate all relevant information about the course assessment and how students are informed</i>	Formative Mid-term written examination: 20% Final written examination: 80%												

5. SUGGESTED BIBLIOGRAPHY

<ul style="list-style-type: none"> Fowler, R. (επιμ.), <i>Όμηρος: Είκοσι μία εισαγωγικές μελέτες (The Cambridge Companion to Homer)</i>, Αθήνα, Ζαχαρόπουλος 2013 Μανακίδου Φ.Π. <i>Στρατηγικές της Οδύσσειας</i>, Θεσσαλονίκη 2018 (2^η έκδοση) Μαρωνίτης, Δ.Ν. <i>Αναζήτηση και νόστος του Οδυσσέα. Η διαλεκτική της Οδύσσειας</i>, Αθήνα
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1974

- Schein, S. L. *The Mortal Hero: An Introduction to Homer's Iliad*. Univ of California Press 1984 (ελλην.μτφρ. Studio University Press 2007). Schein, S. L., *Ο θνητός ήρωας: Εισαγωγή στην Ιλιάδα*, μτφρ. Γ. Φιλίππου, επιμ. Α. Ρεγκάκος, εκδ. University Studio Press, Θεσσαλονίκη 2007.
- Griffin, J., *Ο Όμηρος για τη ζωή και το θάνατο*, μτφρ. Π. Ανδρικόπουλος, Αθήνα 1999 (Griffin, J. *Homer on life and death*. Οξφόρδη 1983).
- Commentaries
- Heubeck, A. – West, St. – Hainsworth, J. B. – Hoekstra, A. – Russo, J. – Fernandez-Galiano, M., *Ομήρου Οδύσσεια. Κείμενο και ερμηνευτικό υπόμνημα*, μτφρ. Μ. Καίσαρ, Ρ. Χαμέτη, Φ. Φιλίππου, επιμ. μτφρ. Α. Ρεγκάκος, τόμ. 1-3, εκδ. Παπαδήμα, Αθήνα 2004-2005.
- Kirk, G. S. (γεν. επιμ.), *Ομήρου Ιλιάδα. Κείμενο και ερμηνευτικό υπόμνημα*, επιμ. μτφρ. Α. Ρεγκάκος, τόμ. 1-6., εκδ. University Studio Press, Θεσσαλονίκη 2003-2005.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	F. MANAKIDOU
Contact details:	fmanakid@helit.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Mid-term written examination: 20% Final written examination: 80%
Implementation Instructions: (3)	The written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam. The assignment must be submitted through eClass by a specified deadline.

- (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.