COURSE OUTLINE
ATHENS FROM THE ARCHAIC TO THE IMPERIAL PERIOD

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6
COURSE CODE	XXXXX **SEMESTER** 8TH

COURSE TITLE	ATHENS FROM THE ARCHAIC TO THE IMPERIAL PERIOD

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	4
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*	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
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

After successfully completing the course, students will be able to:
• Understand basic aspects of the history of Athens over the centuries
• Summarize the main stages of Athens' political development
• Identify major turning points in the city's history (political, social, economic, cultural, religious)
• Apply their knowledge to analyze various issues in ancient history
• Classify, evaluate, and analyze primary and secondary sources to support and enrich their arguments
• Integrate literary, archaeological, and epigraphic evidence

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*
Working in an international environment	*sensitivity to gender issues*
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 the necessary technologies
  - Independent work
  - Teamwork
  - Respect for diversity and multiculturalism
  - Promotion of free, creative, and inductive thinking
  - Practice of critical thinking

3. COURSE CONTENT

1	• Introduction	• Introduction to students and presentation of the course content, objectives, learning outcomes, and requirements • The importance of Athens for Greek history and identity • Primary sources • Overview of contemporary research, bibliography, and methodology
2	• Thebirthofthecity(Archaic Athens, part I)	• Key aspects of prehistory • The emergence of the city-state • The formation of urban elites and the crisis of the aristocracy • The hoplite revolution • The lawmakers: Draco and Solon • Solon's reforms • The tyrants: Peisistratos and the Peisistratids
3	• Archaic Athens (part II)	• Cleisthenes • Cleisthenes' reforms • Arts and letters in Archaic Athens • Trade and craftsmanship in Archaic Athens • The birth of coinage and the "owls" of Athens
4	• Classical Athens (Part I)	• Historical overview: first half of the 5th century • The political system • The establishment and consolidation of democracy • The Persian Wars • The Delian League
5	• Classical Athens (Part II)	• Historical overview: second half of the 5th century • The Peloponnesian War
6	• Classical Athens (Part III)	• Arts • Literature • Intellectual Life • Major Philosophical Movements
7	• Athens in the 4th century	• Athens among the hegemonies of the 4th century • Second Athenian League • Athens and Philip • Chaeronea • Athens and Alexande
8	• Hellenistic Athens (part I)	• Athens and the Diadochoi • Demetrios of Phaleron • DemetriosPoliorketes • Chremonidean War • Athens and the Ptolemies
9	• Hellenistic Athens (part II)	• Athens and Rome • Athens and Delos
10	• Hellenistic Athens (part III)	• Arts, literature and philosophy in Athens during the Hellenistic period
11	• Athens under Rome	• Augustus and Athens • Nero and Athens • Hadrian and Athens • The games • The festivals • Major religious trends
12	• Late Antique Athens	• Athens during late antiquity • Transformation of the urban landscape • The late antique philosophical schools
13	• Summary	• Recap • Addressing 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
	Lectures	39
	Seminar	3
	Field-trip	3
	Independent study Progress assessments Exam preparation Self-assessment exercises Interactive activities	72
	Written exam	3
	Total	120

STUDENT EVALUATION *Description of the evaluation process* *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* *Please indicate all relevant information about the course assessment and how students are informed*	Formative **Evaluation Language**: Greek (English for Erasmus students) **Written Examination** (100% of final grade) **Optional Components**: 1. Individual Written Assignment (30% of the final grade) 2. Progress Check (5% of the final grade) **Format of the Written Examination**: • 10 True or False questions (10/100) • 10 multiple-choice questions (10/100) • 2 fill-in-the-blank texts (20/100) • 2 analytical essay questions (2x30 points)

5. SUGGESTED BIBLIOGRAPHY

- Habicht, Chr. 1998. *Ελληνιστική Αθήνα.* Αθήνα: Οδυσσέας
- Leveque, P., 2003. *Ο Ελληνιστικός Κόσμος*. Αθήνα: Μεταίχμιο
- Parke, H. W. 2000. *Οι Εορτές στην Αρχαία Αθήνα*. Αθήνα: Δαίδαλος (Ζαχαρόπουλος)
- Shipley, G. 2012. *Ο Ελληνικός κόσμος μετά τον Αλέξανδρο: 323 – 31 π.Χ.*Αθήνα: ΜΙΕΤ
- Walbank, F.W., 1993. *Ο Ελληνιστικός Κόσμος*. Θεσσαλονίκη: Βάνιας
- Worthington, I. 2022. *Αθήνα. Η άγνωστη πόλη από τον Μέγα Αλέξανδρο έως τον αυτοκράτορα Αδριανό*. Αθήνα: Ψυχογιός
- Χανιώτης Α. 2021. Η Εποχή των Κατακτήσεων. Ο ελληνικός κόσμος από τον Αλέξανδρο στον

Αδριανό. Μετάφραση: Μ.Γ. Ευθυμίου, Α. Χανιώτης. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	E.FASSA
Contact details:	efassa@he.duth.gr.
Supervisors: (1)	YES
Evaluation methods: (2)	Final written examination: 100%
Implementation Instructions: (3)	The written exam 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.

(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.