

## COURSE OUTLINE

### THE HELLENISTIC WORLD

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	6 <sup>TH</sup>
<b>COURSE TITLE</b>	THE HELLENISTIC WORLD		
<b>TEACHING ACTIVITIES</b> <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>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b> <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, students will be able to:</p> <ul style="list-style-type: none"> <li>• understand the historical trajectory of the Hellenistic world and the relationships between cities and between cities and kingdoms</li> <li>• recognize changes in the dynamics of political life within city-states during the Hellenistic period</li> <li>• use primary and secondary sources to support and enrich their arguments</li> <li>• utilize relevant online databases</li> <li>• classify, evaluate, and analyze relevant primary sources</li> <li>• combine literary, archaeological, and epigraphic evidence</li> <li>• interpret the phenomenon of the rise of Hellenistic kingdoms</li> </ul>																
<p><b>General Skills</b> <i>Name the desirable general skills upon successful completion of the module</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analysis and synthesis of data and information, ICT Use</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Autonomous work</i></td> <td style="border: none;"><i>Sustainability</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</i></td> <td style="border: none;"><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td></td> </tr> </table>	<i>Search, analysis and synthesis of data and information, ICT Use</i>	<i>Project design and management</i>	<i>Adaptation to new situations</i>	<i>Equity and Inclusion</i>	<i>Decision making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Sustainability</i>	<i>Teamwork</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Working in an international environment</i>	<i>Critical thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive reasoning</i>	<i>Production of new research ideas</i>	
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#### 3. COURSE CONTENT

1	The structure of the course and of the final exam	Introduction and presentation of the contents, aim and learning outcomes and course requirements.
2	Historical Narrative (323 – 31 π.Χ.)	From the death of Alexander to the First Macedonian War.
3	Historical Narrative (323 – 31 π.Χ.)	The Dissolution of the Hellenistic Kingdoms and the Rise of Rome
4	Relations between Cities and Between Cities and Kings/1	New forms of 'international' cooperation among <i>polis</i> ( <i>isopoliteia, sympoliteia, symbola</i> , athletic festivals)
5	Relations between Cities and Between Cities and Kings/2	The maintenance of relations of the <i>polis</i> with Hellenistic kings through diplomatic and religious means. The cult of kings in the Hellenistic <i>polis</i>
6	Ptolemaic Egypt/1	The economic and social foundations of Ptolemaic rule in Egypt
7	Ptolemaic Egypt/2	Hellenism and Greek society in Egypt and Greek interaction with the native Egyptian population
8	Religion in the Hellenistic Period/1	Continuities in religious beliefs and practices from the Classical age into the Hellenistic period.
9	Religion in the Hellenistic Period/2	The spread and impact of new cults in the Hellenistic world and their interaction with pre-existing beliefs
10	Philosophical Trends in the Hellenistic Period	The main schools of philosophy in the Hellenistic world (Cynics, Stoics, Epicureans) and their origins in the Classical world.
11	Hellenistic Medicine	The approaches and philosophy of medicine in the <i>Hippocratic Corpus</i> . The work of Herophilus and Erasistratus in Alexandria and its influence on medicine. The <i>Hippocratic Oath</i> . Medicine and religion.
12	The Attalids	Philetaerus and the foundation of the Pergamene dynasty. Attalid relations with Macedonia, the Gauls and with other states in western and central Asia Minor. Attalid relations with Rome. The end of the Attalids. Attalid architecture and sculpture. The Attalids as benefactors.
13	Social Tensions in Sparta (404 – 202 π.Χ. )	Social problems and economic inequality in Hellenistic Sparta and their origins in Classical times ( <i>oliganthropia</i> ). The reform programmes of Agis IV and Cleomenes III. Conflict with the Achaean League and the end of reform in Sparta.

#### 4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;"><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Active learning (hands-on learning) - Experiential learning</li> <li>• Collaborative learning</li> </ul>
<p style="text-align: center;"><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> <li>• PPT presentations</li> <li>• Teaching material, announcements and communication through the eClass platform</li> <li>• Student study of supplementary material related to course content</li> <li>• Communication with students via email</li> </ul>

<b>TEACHING ORGANIZATION</b>	<b>Activity</b>	<b>Workload/semester</b>
<p>The ways and methods of teaching are described in detail.</p> <p>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</p> <p>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</p>	Lecture Attendance	39
	Seminar Attendance	3
	Educational Visit	3
	Independent Study, Progress Assessments, Exam Preparation, Self-Assessment Exercises, Interactive Activities	72
	Final Exam	3
	Total	120
<p><b>STUDENT EVALUATION</b></p> <p>Description of the evaluation process</p> <p>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</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>	<p>Formative</p> <p>Language of assessment: Greek (English for Erasmus students)</p> <p>Written Exam (100%)</p> <p>Optional components:</p> <p>(1) Written Individual Assignment (30% of the final grade)</p> <p>(2) Progress Check (5% of the final grade)</p> <p>The Written Exam will include the following format:</p> <ul style="list-style-type: none"> <li>• 10 True or False questions (10/100)</li> <li>• 10 multiple-choice questions (10/100)</li> <li>• 2 fill-in-the-blank texts (20/100)</li> <li>• 2 essay questions (2x30 points)</li> </ul>	

## 5. SUGGESTED BIBLIOGRAPHY

- Leveque, P., 2003. *Ο Ελληνιστικός Κόσμος*. Αθήνα: Μεταίχμιο
- Shipley, G. 2012. *Ο Ελληνικός κόσμος μετά τον Αλέξανδρο: 323 – 31 π.Χ.* Αθήνα: ΜΙΕΤ
- Walbank, F.W., 1993. *Ο Ελληνιστικός Κόσμος*. Θεσσαλονίκη: Βάνιας
- 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

<b>Teacher (full name):</b>	A. FARRINGTON, E. FASSA
<b>Contact details:</b>	<a href="mailto:afarring@he.duth.gr">afarring@he.duth.gr</a> , <a href="mailto:efassa@he.duth.gr">efassa@he.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Final Written Exam: 100%
<b>Implementation Instructions: (3)</b>	The written exams (progress and final) will be conducted via eClass on a date and time that will be announced, along with the duration and content, within a reasonable timeframe before the exams take place.

- (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.