COURSE OUTLINE

SEMIOTIC APROACHES TO ANTHROPOLOGY

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	SEMIOTIC APROACHES TO ANTHROPOLOGY		

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*	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.

From an epistemological point of view, the course includes first of all the clarification of the concepts Semiology and Semiotics in their historical development as well as the formation of Semiotics as an interdisciplinary approach in the social sciences. Particular emphasis is placed on the semiotic approach to culture, through the clarification of the concept of "text" that is transferred from the written word to all elements of culture, according to the approach of Clifford Geertz. It follows the approach of Semiotics as a research method in the social sciences with the clarification of the concepts "signifier" and "signified", "polysemy" and "ambiguity", "social marking" and "discourse" (discourse - according to the approach of M. Foucault). Finally, sufficient examples of the application of the semiotic approach at the level of the analysis of "discourse" / "texts" are given from various scientific fields such as Narrative Semiotics, Spatial Semiotics, Image Semiotics, etc.

More specifically, upon completion of the course, students should be able to:

• To know a brief history of Semiotic science
• To know the basic terminology of Semiotics science and the scope of application of this terminology
• To recognize the mechanisms of notation / production of meaning
• Apply interpretative practices to cultural phenomena

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

- Work in an interdisciplinary environment
- Generating new research ideas
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Exercise criticism and self-criticism
- free, creative and inductive reasoning

3. COURSE CONTENT

1. What is Semiotics? - definitions.
2. Is Semiotics a science? The subject of Semiotics
3. The concept of code - Theory of Codes
4. The concept of "text" - Theory of sign production - The concept of "imagery" - The aesthetic text as invention
5. Examples from social and cultural organization I (totemism - nutrition)
6. Examples from social and cultural organization II (advertising - art)
7. Roland Barthes' semiotic model of connotation
8. Paradigmatic and constitutional axis
9. Metaphor / metonymy according to Roman Jakobson
10. Intertextuality and context
11. Verbal communication according to Roman Jakobson
12. Interpretation and Overinterpretation according to Umberto Eco
13. Basic Concepts of Structural Importance by Algirdas J. Greimas

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
Interactive teaching	37
Study and analysis of bibliography	70
Written examination	4
Total	150

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*	Formative The final assessment is the three-hour written exam in Greek with essay development questions on epistemological issues of the field, as highlighted through examples that the students use either from the literature or from their social experience.

5. SUGGESTED BIBLIOGRAPHY

- Γρηγόρης Πασχαλίδης, 2005, Σημειωτική και πολιτισμός. Κουλτούρα, λογοτεχνία, επικοινωνία, Επίκεντρο, Θεσσαλονίκη 2005.
- Ουμπέρτο Έκο, 1994, Θεωρία Σημειωτικής, Γνώση, Αθήνα, μτφρ. Έφη Καλλιφατίδη
- Marcel Danesi, 2017, Μηνύματα, Σημεία και Σημασίες, University Studio Press, Θεσσαλονίκη, μτφρ. Χ. Κόκκινου – επιμ. Β. Δαλκαβούκης
- Adorno W. Theodor, 2000, *Αισθητική Θεωρία,* μτφρ. Λ. Αναγνώστου, εκδ. Αλεξάνδρεια, Αθήνα
- Geertz, Cl., 2003 [1973], *Η ερμηνεία των πολιτισμών*, Αλεξάνδρεια, Αθήνα, μτφρ. Θ. Παραδέλλης
- Greimas Algirdas Julien, 1966, *Sémantique Structurale*, Larousse, Paris
- Jakobson Roman, 1998, *Δοκίμια για τη γλώσσα της λογοτεχνίας*, μτφρ. Ά. Μπερλής, Βιβλιοπωλείον της Εστίας, Αθήνα
- Mauss Marcel, 1999, *Το δώρο: μορφές και λειτουργίες της ανταλλαγής στις αρχαϊκές κοινωνίες,* Καστανιώτης, Αθήνα
- Δημητρίου Σωτήρης, 1988, *Λεξικό όρων επικοινωνίας και σημειωτικής ανάλυσης,* Καστανιώτης, Αθήνα
- Καψωμένος Ερατοσθένης, 1990, *Κώδικες και σημασίες*, Αρσενίδης, Αθήνα
- Μπαρτ Ρολάν, 1987, *Ο βαθμός μηδέν της γραφής. Νέα κριτικά δοκίμια*, Ράππας, Αθήνα, μτφρ. Κατερίνα Παπαϊακώβου
- Μπαχτίν Μιχαήλ, 1980, *Προβλήματα λογοτεχνίας και αισθητικής,* Πλέθρον, Αθήνα, μτφρ. Γ. Σπανός

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	V. DALKAVOUKIS
Contact details:	vdalkavo@he.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	The final assessment is the three-hour written exam in Greek with essay development questions on epistemological issues of the field, as highlighted through examples that the students use either from the literature or from their social experience.
Implementation Instructions: (3)	The written exams 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.