

COURSE OUTLINE

HOMERIC STUDIES: CORRELATIONS WITH CULTURES OF THE PEOPLES OF THE ANCIENT NEAR EAST

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / DIGITAL APPLICATIONS IN ARTS AND CULTURE		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	8 TH
COURSE TITLE	HOMERIC STUDIES: CORRELATIONS WITH CULTURES OF THE PEOPLES OF THE ANCIENT NEAR EAST		
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>																
Upon successful completion of the course, participants will be able to: <ul style="list-style-type: none"> • To know the history and the culture of the Near Eastern peoples • To research and study primary sources. • To know the historical, political, and cultural context of the era from 1400 to 700 BC approximately • To be aware of an ‘eastern’ approach on Homeric studies 																
General Skills <i>Name the desirable general skills upon successful completion of the module</i>																
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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 history of Homeric studies
2	Mythology and epos	<ul style="list-style-type: none"> Scientific approaches on the study of the myths The aid of the early Greek painting pottery
3	Mycenaeans and the Eastern Aegean	<ul style="list-style-type: none"> Early Greek presence on the West Asian Minor littoral and their contacts with the Hittites and other local populations The Ahhiyawa problem on the Hittite cuneiform tablet tradition Diplomacy and religion on both sides of the Aegean The case of the god Apollo Archaeological and other testimonies
4	The production of Epics in the East and the Greek world	<ul style="list-style-type: none"> Homer and the script The Hittites and the Homeric question The Homeric question The Golden Fleece and the Hittite ^{KUŠ} <i>kurša</i>
5	The Homeric world	<ul style="list-style-type: none"> The Late Bronze Age period Epic Cycle The Homeric epics and their impact
6	Homer and the early Greek historiography	<ul style="list-style-type: none"> Herodotus and Thucydides Homer and the Eastern Tradition
7	Common features and influence from the East	<ul style="list-style-type: none"> The historicity of the Iliad The Kronia and their salvific theology The epos of Ullikummi and the Homeric epos
8	The tradition of betulus	<ul style="list-style-type: none"> The Hittite and Hurrian Ullikummi The ancient tradition of the "Nartians" The greek tradition of betulus Poseidon, Pegasus and Bellerophon
9	Heroic correlations	<ul style="list-style-type: none"> Ullikummi and Achilles The custom of naming Olen and the origin of Apollo Wandering poets and singers
10	The Greeks and the sea	<ul style="list-style-type: none"> Minoans and Mycenaeans on the sea roads Transportation and barter Trade, economy and enslavement
11	Breaches in the palace system	<ul style="list-style-type: none"> The entrance to the Iron Age Movement, migration and relocation Greek presence in the Eastern Mediterranean Neo-Hittites and Greek immigrants
12	The message of Homer and New Assyria	<ul style="list-style-type: none"> The emergence of the new empire in the East The Empire and the Homeric legacy Social and political processes in the Greek world Greek merchants and mercenaries in the East
13	Recap	<ul style="list-style-type: none"> 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	Use of ICT in teaching and communication with students <ul style="list-style-type: none"> PPT presentations

<p style="text-align: center;">(ICT)</p> <p style="text-align: center;"><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<ul style="list-style-type: none"> • Teaching material, announcements and communication through the eClass platform • Student study of supplementary material related to course content • Communication with students via email 												
<p style="text-align: center;">TEACHING ORGANIZATION</p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><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></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Essay</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">27</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">120</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Essay	50	Study and analysis of bibliography	27	Examination	4	Total	120
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<p style="text-align: center;">STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><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></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Concluding</p> <p>Oral exam: 100%</p>												

5. SUGGESTED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Sherratt S., Bennet J., (eds.), <i>Archaeology and Homeric Epic. Sheffield Studies in Aegean Archaeology</i>. Oxford-Philadelphia, 2017. • Bachvarova M. R., <i>From Hittite to Homer: The Anatolian Background of the Ancient Greek Epic</i>. Cambridge, 2016 • West M. L., <i>The East Face of Helicon: West Asiatic Elements in Greek Poetry and Myth</i>. Oxford 1997. • Bryce T., <i>The Kingdom of the Hittites</i>. Oxford, 2005. • Bryce T., <i>The World of the Neo-Hittite Kingdoms: A Political and Military History</i>. Oxford, 2012. • Nagy G., <i>The best of the Achaeans. Concepts of the hero in Archaic Greek poetry</i>. Baltimore-London, 1979. • Osborne R., <i>Greece in the Making (1200-479 BC)</i>. London-New York, 2005. • Πετρόπουλος Η. Κ., <i>Όμηρος και Ανατολή στο σταυροδρόμι του Αιγαίου. Ιστορία, Αρχαιολογία, Μυθολογία</i>. Αθήνα, 2018. • Taplin O., «Ο Όμηρος», στο J. Boardman, J. Griffin, O. Murray, (επιμ.), <i>Η Ελλάδα και ο ελληνιστικός κόσμος (ελληνική μτφρ. Α. Τσοτσόρου-Μύστακα)</i>. Αθήνα, 1996: 71-110. • Μαζαράκης-Αινιάν Α., <i>Όμηρος και Αρχαιολογία</i>. Αθήνα, 2000. • Polignac Fr. de, <i>Η γέννηση της αρχαίας ελληνικής πόλης: Λατρείες, χώρος και κοινωνία (8^{ος}-7^{ος} αιώνες (μεταφρ. Ν. Κυριαζόπουλου)</i>. Αθήνα, 2000. • Ραγκούση Ε. Ν., <i>Οι πρώιμες ελληνικές κοινωνίες. Τα δεδομένα από τα έπη του Ομήρου, του Ησίοδου και τα αρχαιολογικά ευρήματα</i>. Αθήνα, 2007.
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ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	E. K. PETROPOULOS
Contact details:	ipetropo@bscc.duth.gr
Supervisors: (1)	NO
Evaluation methods: (2)	Oral exam: 100%
Implementation Instructions: (3)	The oral final examination will take place via Skype for Business at a date and time that will be announced together with its duration and content in a reasonable period of time before it takes 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.