

COURSE OUTLINE

INTERCULTURAL RELATIONS ON BOTH SIDES OF THE AEGEAN DURING THE EARLY GREEK PERIOD

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	INTERCULTURAL RELATIONS ON BOTH SIDES OF THE AEGEAN DURING THE EARLY GREEK PERIOD		
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	5	
<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"> • 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 1700 to 500 BC approximately • To understand the cultural interactions on both sides of the Aegean between the Greek world and Near Eastern peoples, such as Hittites, Hurrians, and Luwians • To be oriented towards issues of Eastern religion and ritual • To be aware of issues of religious syncretism and religious traditions 																
<p>General Skills <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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<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, ICT Use • Autonomous work • Teamwork • Equity and Inclusion • Demonstration of social, professional and moral responsibility and sensitivity to gender issues 																

- Promoting free, creative and inductive reasoning

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 ancient myth of scapegoat
2	The scapegoat tradition in the ancient world	<ul style="list-style-type: none"> • Ancient Greek tradition of scapegoat • The myth of Phrixus and Helle • The plague in Athens
3	Miasma and catharsis	<ul style="list-style-type: none"> • The Cylonian curse • The healing role of Epimenides • Ioannis Tzetzis and Hipponax
4	The king Oedipus the Tyrant	<ul style="list-style-type: none"> • Oedipus as a scapegoat • The Sakian tradition • The cleansing of the people
5	Eastern cleansing tradition	<ul style="list-style-type: none"> • Healing therapists • The Hittite king Mursili II • Cleansing in Herodotus
6	Greek colonization and the Eastern tradition	<ul style="list-style-type: none"> • The foundation of Cyrene • The foundation Decree of Cyrene • The Greek colonization in Southern Italy and in Pontus Euxinus. The role of Apollo.
7	The healing god Apollo – the Hittite god Apalluwa	<ul style="list-style-type: none"> • The god’s wrath • Consequencs of god’s wrath • The Greek 12 gods’ system and its Anatolian origins
8	Early Greek epic tradition	<ul style="list-style-type: none"> • The scapegoat tradition in the Iliad • The role of Thersites • The Wrath of Apollo
9	Removing the miasma in the Iliad	<ul style="list-style-type: none"> • The conflict of the Achaeans in the assembly • Chrysis and Chryseis • The healing god Apollo
10	(Self)sacrifice and cleansing	<ul style="list-style-type: none"> • Patroclus and Akhilles • The Hittite myth of the serpent Illuyanka • The Skythian myth of echidna
11	Hittite-Luwian and Hurrian Traditions	<ul style="list-style-type: none"> • Mesopotamian traditions of the 3rd and 2nd millennia BC • Anatolian rituals • The Hittite, Louwian, and Hurrian healing traditions
12	The Hittite-Luwian Ritual of Zarpiya	<ul style="list-style-type: none"> • Study and analysis of the ritual • The theatrical action • The precursor god of the Greek god Apollo and his healing properties
13	Recap	<ul style="list-style-type: none"> • Recap and resolving questions • Student feedback

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <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"> • PPT presentations • Teaching material, announcements and communication through the eClass platform • Student study of supplementary material related to

	<p>course content</p> <ul style="list-style-type: none"> • Communication with students via email 												
<p>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"> <thead> <tr> <th>Activity</th> <th>Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Essay</td> <td>50</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>57</td> </tr> <tr> <td>Examination</td> <td>4</td> </tr> <tr> <td>Total</td> <td>150</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Essay	50	Study and analysis of bibliography	57	Examination	4	Total	150
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<p>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>Formative</p> <p>Oral exam: 100%</p>												

5. SUGGESTED BIBLIOGRAPHY

- Petropoulos E. K., *Hellenic Colonization in Euxeinus Pontos: Penetration, Early Establishment, and the Problem of the 'Emporion' Revisited*. British Archaeological Reports International Series, 1394. Oxford, 2005.
- Parker R., *Miasma: Pollution and Purification in Early Greek Religion*. Oxford, 1983.
- Nagy G., *The Best of Achaeans: Concepts of the Hero in Archaic Greek Poetry*. (Revised edition). Baltimore, 1999.
- Mouton, Rutherford, Yakubovich 2013 – Mouton A., Rutherford I., Yakubovich I., (eds.), *Luwian Identities: Culture, Language and Religion between Anatolia and Aegean*. Leiden-Boston, 2013.
- Melchert H. C., (ed.), *The Luwians*. (Handbook of Oriental Studies. Section one. The Near and Middle East, vol. 68). Leiden-Boston, 2003.
- Metcalf C., *The Gods Rich in Praise: Early Greek and Mesopotamian Religious Poetry*. Oxford, 2015.
- Burkert W., *Greek Religion: Archaic and Classical* (translated by J. Raffan). Oxford, 2010.
- M. Bachvarova, D. Dutsch, A. Suter, (eds.), *The Fall of Cities in the Mediterranean: Commemoration in Literature, Folk-Song, and Liturgy*. Cambridge, 2016: 36-78.
- Πετρόπουλος Η. Κ., *Το μεγάλο ταξίδι των μύθων ανάμεσα στον αρχαίο ελληνικό κόσμο και την Εγγύς Ανατολής*. Αθήνα, 2021.
- Πετρόπουλος Η. Κ., *Όμηρος και Ανατολή στο σταυροδρόμι του Αιγαίου. Ιστορία, Αρχαιολογία, Μυθολογία*. Αθήνα, 2018.
- Morris I, Powell B., (eds.), *Εγχειρίδιο ομηρικών σπουδών*. (μετάφραση από αγγλικά Φ. Πέτικα, Μ. Σκέμης, Μ. Μουρατίδης). Αθήνα, 2009

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	E. K. PETROPOULOS
Contact details:	ipetro@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.