

## COURSE OUTLINE

### PUBLIC AND PRIVATE LIFE IN THE CLASSICAL AND 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>	PUBLIC AND PRIVATE LIFE IN THE CLASSICAL AND 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	5
<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

##### Learning Outcomes

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

Upon completing the course, students should be able to:

- Understand the daily reality of the ancient Greek world.
- Recognize the position and role of women in both private and public life, specifically their role in the religious life of the local community as well as in the broader context of the city-state.
- Understand the family structure in Classical and Hellenistic antiquity, as well as its social and economic roles.
- Identify and explain the significance of religion and its political dimensions in the life of the city-state, as well as its role in personal life, including the impact of so-called “mystical cults,” such as the cult of Dionysus.
- Understand the methods of child-rearing and socialization in Classical antiquity, the influences shaping a citizen's child in the ancient city, and the institutions (e.g., the gymnasium, the coming-of-age ceremonies) designed to educate and guide the child toward adulthood.
- - Recognize the natural conditions of life in antiquity, the life expectancy of various groups, and the approaches of ancient medicine.

##### 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*

- Search, analysis and synthesis of data and information, ICT Use
- Autonomous work
- Adaptation to new situations
- Working in an interdisciplinary environment
- Promoting free, creative and inductive reasoning

### 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	The history and political organization of the Greek <i>polis</i> .	The birth, history and origin of the <i>polis</i> and its political organization, with emphasis on political institutions.
3	The history and political organization of the Greek <i>polis</i> . / 2	The physical aspect of the <i>polis</i> (market places, theatres, temples, walls, etc.)
4	Religion in the life of the <i>polis</i> /1	The role of religion in the life of the <i>polis</i> and its application to the regulation and maintenance of relations between <i>polis</i> and the gods
5	Religion in the life of the <i>polis</i> /2	The existential and religious beliefs of the individual regarding his / her anxieties, such as the fear of death.
6	The family and family life /1	The role of members of the <i>oikos</i> ('household') in its maintenance and support
7	The family and family life/2	Religion and the family
8	Mystery religions/1	The Eleusinian Mysteries, the <i>Kabeiroi</i> of Samothrace and cults of Dionysus
9	Mystery religions/2	The role of mystery religions, such as the Eleusinian mysteries, in the personal life of the individual
10	Bringing up a child	Raising a male child in the Greek <i>polis</i> and the institutions that contribute to social maturation (e.g. <i>gymnasion</i> , <i>ephebeia</i> )
11	The educational system	Raising a female child in the <i>polis</i> . The raising of girls in Sparta.
12	War	The importance of war as a political reality and social value. Methods of warfare in Classical antiquity.
13	The economy of the <i>polis</i>	Economic life in the Classical <i>polis</i> . The role of agriculture in the ancient economy. The role of artisans and other economic activity. The monetization of the ancient economy.

### 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>				
<p style="text-align: center;"><b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field</i></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #d9ead3;">Activity</th> <th style="background-color: #d9ead3;">Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lecture Attendance</td> <td style="text-align: center;">39</td> </tr> </tbody> </table>	Activity	Workload/semester	Lecture Attendance	39
Activity	Workload/semester				
Lecture Attendance	39				

<p><i>Exercise, Bibliographic research &amp; 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>		
	Seminar Attendance	3
	Educational Visit	3
	Independent Study, Progress Assessments, Exam Preparation, Self-assessment Exercises, Interactive Activities	102
	Final Examination	3
	<b>Total</b>	<b>150</b>
<p><b>STUDENT EVALUATION</b></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>Language of Assessment: Greek (English for Erasmus students)</p> <p>Written Exam: 95% (if the student does not submit an optional assignment. If an assignment is submitted, the exam accounts for 65%)</p> <p>Optional:</p> <p>Individual Written Assignment (30% of the final grade)</p> <p>The Written Exam will be structured as follows:</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 gap-fill texts (20/100)</li> <li>- 2 analytical essay questions (2 x 30 points)</li> </ul>	

## 5. SUGGESTED BIBLIOGRAPHY

- **Textbooks:**
  1. *Οι αρχαίοι Έλληνες: Η καθημερινή τους ζωή*, Garland, R. (μετάφραση: Γεδεών, Δ.) (Βασδέκης, Αθήνα, 2001)
  2. *Ο δημόσιος και ιδιωτικός βίος των αρχαίων Ελλήνων* Flacelière, R. (μετάφραση Βανδώρου, Γ.Δ.) (13<sup>η</sup> εκδ., Παπαδήμας, Αθήνα, 2005)
- **Other Suggested Bibliography:**
  1. *Πολιτισμός και εκπαίδευση στον αρχαίο ελληνικό κόσμο (8<sup>ος</sup> αιώνας π.Χ. -4<sup>ος</sup> αιώνας μ.Χ.*, Legras, B. (Εκδόσεις Κριτική, Αθήνα, 2005)

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	A. FARRINGTON
<b>Contact details:</b>	<a href="mailto:afarring@he.duth.gr">afarring@he.duth.gr</a>
<b>Supervisors: (1)</b>	Yes
<b>Evaluation methods: (2)</b>	Written examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.
<b>Implementation Instructions: (3)</b>	The deadline for the submission of any assignments is the last day of the semester. Details will be arranged, should it be necessary to implement emergency measures. It is envisaged that the exam will be administered through the Eclass application.

(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.