

COURSE OUTLINE

History of Ancient Greek Religion

1. GENERAL

| | | | |
|---|---|---------------------|-----------------|
| SCHOOL | CLASSICS AND HUMANITIES | | |
| DEPARTMENT/UPS | HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY | | |
| LEVEL OF STUDIES | UNDERGRADUATE – LEVEL 6 | | |
| COURSE CODE | XXXXX | SEMESTER | 6 TH |
| COURSE TITLE | HISTORY OF ANCIENT GREEK RELIGION | | |
| 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

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|---|--|--------------------------------------|----------------|-----------------------------|-------------------------------------|--|------------------------|-----------------------|------------------------|--|-----------------|--------------------------|--|---|--|--|---|--|
| 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>After successfully completing the course, participants will be able to:</p> <ul style="list-style-type: none"> • Identify the historical development of major public and private cults in the ancient Greek world • Understand the significance of ancient Greek religion for a deeper knowledge of Greek and Greco-Roman history • Interpret public and mystery rituals within the framework of Greek polytheism • Summarize the basic characteristics of popular cults in antiquity • Distinguish the social and educational dimensions of major Greek cults • Apply their knowledge to analyze various issues in ancient history • Use primary and secondary sources related to the study of religion • Utilize relevant digital databases • Classify, evaluate, and analyze pertinent primary sources • Integrate literary, archaeological, and epigraphic evidence • Contextualize worship as myth and ritual in the life of the Greek city • Interpret religious phenomena in relation to political and social developments in the Greek city-state • View worship as a primarily cultural phenomenon, but also as political and aesthetic | | | | | | | | | | | | | | | | | | |
| <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,</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>ICT Use</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Sustainability</i></td> </tr> <tr> <td style="border: none;"><i>Autonomous work</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>Teamwork</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"></td> </tr> </table> | <i>Search, analysis and synthesis of data and information,</i> | <i>Project design and management</i> | <i>ICT Use</i> | <i>Equity and Inclusion</i> | <i>Adaptation to new situations</i> | <i>Respect for the natural environment</i> | <i>Decision making</i> | <i>Sustainability</i> | <i>Autonomous work</i> | <i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i> | <i>Teamwork</i> | <i>Critical thinking</i> | <i>Working in an international environment</i> | <i>Promoting free, creative and inductive reasoning</i> | <i>Working in an interdisciplinary environment</i> | | <i>Production of new research ideas</i> | |
| <i>Search, analysis and synthesis of data and information,</i> | <i>Project design and management</i> | | | | | | | | | | | | | | | | | |
| <i>ICT Use</i> | <i>Equity and Inclusion</i> | | | | | | | | | | | | | | | | | |
| <i>Adaptation to new situations</i> | <i>Respect for the natural environment</i> | | | | | | | | | | | | | | | | | |
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| <i>Working in an interdisciplinary environment</i> | | | | | | | | | | | | | | | | | | |
| <i>Production of new research ideas</i> | | | | | | | | | | | | | | | | | | |

- Search, analysis and synthesis of data and information, ICT Use Independent work
- Teamwork
- Respect for diversity and multiculturalism
- Promotion of free, creative, and inductive thinking
- Practice of critical thinking

3. COURSE CONTENT

| | | |
|----|--|---|
| 1 | <ul style="list-style-type: none"> • Introduction | <ul style="list-style-type: none"> • Introduction to students and presentation of the course content, objectives, learning outcomes, and requirements • Primary sources • Overview of contemporary research, bibliography, and methodology |
| 2 | <ul style="list-style-type: none"> • Prehistoric cults | <ul style="list-style-type: none"> • Minoan Cults • Mycenaean Cults |
| 3 | <ul style="list-style-type: none"> • “The Sacred” | <ul style="list-style-type: none"> • Sacred and profane • Pollution and purification • Ritual • Sacrifice • Offerings • Prayer |
| 4 | <ul style="list-style-type: none"> • Topography and landscape of cults in the Archaic and Classical Period | <ul style="list-style-type: none"> • Sanctuary, sacred precinct, temple • Cult statue • The Panhellenic sanctuaries • Panhellenic games |
| 5 | <ul style="list-style-type: none"> • Topography and landscape of cults in the Hellenistic and the Roman world | <ul style="list-style-type: none"> • Transformations • Panhellenic games • Festivals |
| 6 | <ul style="list-style-type: none"> • Priests and prophets | <ul style="list-style-type: none"> • Priests • Prophets • Oracles and divination • Magic and magicians |
| 7 | <ul style="list-style-type: none"> • Panhellenic Gods I | <ul style="list-style-type: none"> • Critique against anthropomorphism • Zeus, Athena, Apollo |
| 8 | <ul style="list-style-type: none"> • Panhellenic Gods II | <ul style="list-style-type: none"> • Aphrodite • Poseidon • Dionysus |
| 9 | <ul style="list-style-type: none"> • Gods and Heroes | <ul style="list-style-type: none"> • Funerary rites • Chthonic gods • Hero cults • The great heroes of the ancient world |
| 10 | <ul style="list-style-type: none"> • Polis and polytheism | <ul style="list-style-type: none"> • Polis cults • Festivals of Athens |
| 11 | <ul style="list-style-type: none"> • Polytheism and Monotheism | <ul style="list-style-type: none"> • Terminology • Henotheism • Contemporary perspectives |
| 12 | <ul style="list-style-type: none"> • Ancient Mysteries | <ul style="list-style-type: none"> • Eleusis • Cabiria (or the Kabeirian Mysteries) • Mysteries of Samothrace • Bacchic (or Dionysian rites) • Orphic |
| 13 | <ul style="list-style-type: none"> • Summary | <ul style="list-style-type: none"> • Recap • Addressing questions • Student feedback |

4. LEARNING & TEACHING METHODS - EVALUATION

| <p style="text-align: center;">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 style="text-align: center;">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 course content • Communication with students via email | | | | | | | | | | | | | | | |
| <p style="text-align: center;">TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <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;"><i>Activity</i></th> <th style="text-align: center;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Seminar</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Field-trip</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Independent study Progress assessments Exam preparation Self-assessment exercises Interactive activities</td> <td style="text-align: center; vertical-align: middle;">102</td> </tr> <tr> <td>Written exam</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> | | <i>Activity</i> | <i>Workload/semester</i> | Lectures | 39 | Seminar | 3 | Field-trip | 3 | Independent study Progress assessments Exam preparation Self-assessment exercises Interactive activities | 102 | Written exam | 3 | Total | 150 |
| <i>Activity</i> | <i>Workload/semester</i> | | | | | | | | | | | | | | | |
| Lectures | 39 | | | | | | | | | | | | | | | |
| Seminar | 3 | | | | | | | | | | | | | | | |
| Field-trip | 3 | | | | | | | | | | | | | | | |
| Independent study Progress assessments Exam preparation Self-assessment exercises Interactive activities | 102 | | | | | | | | | | | | | | | |
| Written exam | 3 | | | | | | | | | | | | | | | |
| Total | 150 | | | | | | | | | | | | | | | |
| <p style="text-align: center;">STUDENT EVALUATION <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>Evaluation Language: Greek (English for Erasmus students) Written Examination (100% of final grade)</p> <p>Optional Components:</p> <ol style="list-style-type: none"> 1. Individual Written Assignment (30% of the final grade) 2. Progress Check (5% of the final grade) <p>Format of the Written Examination:</p> <ul style="list-style-type: none"> • 10 True or False questions (10/100) • 10 multiple-choice questions (10/100) • 2 fill-in-the-blank texts (20/100) • 2 analytical essay questions (2x30 points) | | | | | | | | | | | | | | | |

5. SUGGESTED BIBLIOGRAPHY

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| <ol style="list-style-type: none"> 1. Βαλαβάνης, Π. 2018. Οι Δελφοί και το Μουσείο τους. Αθήνα: Καπόν 2. Burkert, W. 1997, Ελληνική Μυθολογία και Τελετουργία. Δομή και Ιστορία, Αθήνα: MIET 3. Burkert, W. 2011. HomoNecans. Ανθρωπολογική προσέγγιση στη θυσιαστήρια τελετουργία και τους μύθους της Αρχαίας Ελλάδας. Αθήνα: MIET 4. Burkert, W. 2015. Αρχαία Ελληνική Θρησκεία. Αρχαϊκή και Κλασική Εποχή. Αθήνα: Καρδαμίτσα 5. Clinton, K. 2007. 'The Mysteries of Demeter and Kore'. Στο Companion to Greek Religion. Malden, MA: BlackwellPublishing: σ. 342-356 6. Edmonds, R. G. III 2010. 'Orphic Mythology'. Στο A Companion to Greek Mythology, K. Dowden, N. Livingstone (επιμ.). Chichester: Wiley-Blackwell: 73-106 7. Garland, R. 2005. Η Θρησκεία και οι Έλληνες. Αθήνα: Ενάλιος |
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8. Graf, Fr. 2012. Εισαγωγή στη Μελέτη της Ελληνικής Μυθολογίας. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης
9. Kirk, G.S., Raven, J.E., Schofield, M. 1990. Οι Προσωκρατικοί Φιλόσοφοι. Αθήνα: ΜΙΕΤ
10. Marinatos, N. 'Minoan Religion', στο The Cambridge History of Religions in the Ancient World. Volume 1: From the Bronze Age to the Hellenistic Age, Cambridge: CUP, σ. 237-255
11. Martin, R., Metzger, H. 1992. Η Θρησκεία των Αρχαίων Ελλήνων. Αθήνα: Καρδαμίτσα
12. Nilsson, M.-P. 2008. Ιστορία της Αρχαίας Ελληνικής Θρησκείας. Αθήνα: Παπαδήμας

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

| | |
|---|---|
| Teacher (full name): | E.FASSA |
| Contact details: | efassa@he.duth.gr |
| Supervisors: (1) | YES |
| Evaluation methods: (2) | Final written examination: 100% |
| Implementation Instructions: (3) | The written exam 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. |

- (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.