

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MEDITERRANEAN STUDIES		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	B-3	<b>SEMESTER</b>	2
<b>COURSE TITLE</b>	ANCIENT GREEK LITERATURE: EPIC		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.aegean.gr/">https://eclass.aegean.gr/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>• Learning Outcome Level Description: Upon completion of the course, the student will:</p> <ul style="list-style-type: none"> <li>- have advanced knowledge in a field of work or study, which implies a critical understanding of theories and principles</li> <li>- have advanced skills and the ability to demonstrate the required skill and innovation to</li> </ul>
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- solve complex and unpredictable problems in a specialized field of study or study
- manage complex technical or professional activities or work plans, taking responsibility for making decisions in unpredictable work or study environments
  - take responsibility for managing the professional development of individuals and groups

Descriptive Levels 6, 7 & 8 of the European Qualifications for Lifelong Learning Framework and Annex B Results

Level 6 (1st cycle of studies)

- Summary Learning Outcome Guide Level 6 (1st cycle)

After completing the course, students:

- can describe the secretarial items
- can distinguish the characteristics of different types of epic
- know the work of epic poets that survives today
- can examine the meaning of projects at the political and social level
- can differentiate epic theories
- can explain the social function of the epic
- can draw conclusions about the way in which the epic was received in its time and today

#### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search, analyze and compose data and information, using the necessary technologies
- Individual work
- Teamwork
- Production of new research ideas
- Practice criticism and self-assessment
- Promotion of free, creative and inductive thinking

### **(3) SYLLABUS**

The course focuses on the species of the epic and examines their history, sources and reception in antiquity today.

During the first half of the semester, a systematic study of the various categories of the epic (heroic, biosophical, religious) is carried out, the sources, the surviving texts, the problems and new approaches to the history of the species are examined.

The lesson then focuses on exploring the epic as a creation of bourgeois literature and examines its relationship to the political and social reality of the 5th century BC.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching and communication with students	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hrs (1.56 ECTS)
	Personal study	108 hrs (4.32 ECTS)
	Final examination	3 hrs (0.12 ECTS)
	<b>Course total</b>	<b>150 hrs (6 ECTS)</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: English</p> <p>Assessment Language: English. Assessment method: Oral examination. Optional written work (offset)</p>	

## (5) ATTACHED BIBLIOGRAPHY

### **Bibliography in English:**

Schein, Seth, *The Mortal Hero: An Introduction To Homer's Iliad* (Berkeley/Los Angeles Cal 1985).

Tracy, Stephen V., *The Story of the Odyssey* (Princeton: Princeton 1990).

Ahl, F. and H. M. Roisman. 1996. *The Odyssey Reformed*. Ithaca.

David W. Tandy, a classicist, and Walter Neale, *Works and Days: A Translation and Commentary for the Social Sciences*, University of California Press, 1997.

Allen, T. W., W. R. Halliday and E. E. Sikes, eds. 1963. *The Homeric Hymns*. Amsterdam.

Bloom, Harold (ed.), *Homer's The Iliad* (NY Chelsea House 1987) [Modern Critical Interpretations].

Bloom, Harold (ed.), *Homer's The Odyssey* (NY Chelsea House 1987) [Modern Critical Interpretations].

Carter, Jane B. and Sarah P. Morris (edd.), *The Ages of Homer* (Austin: University of Texas 1995).

### **Bibliography in Greek:**

Joachim Latacz, *Όμηρος. Ο θεμελιωτής της Ευρωπαϊκής Λογοτεχνίας*, εκδ. Παπαδήμα, Αθήνα 2000.

Hainsworth, Br. , Kirk, G. S., *Όμηρου Ιλιάδα, τόμος Α΄*, επιμ. Α. Ρεγκάκος, University Studio Press, Θεσσαλονίκη 2018.

S. Saïd, M. Trédé, A. Le Boulluec, *Ιστορία της Ελληνικής Λογοτεχνίας* (αρχική έκδοση, Presses Uniersitaires de France, Paris, 1997), Ελλην. Μτφ. Γ. Ξανθάκη-Καραμάνου, Δ. Τσιλιβέρδης, Β. Πόθου, εκδ. Παπαζήση, Αθήνα, 2001.