

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	D-4	SEMESTER	4
COURSE TITLE	GREEK MYTHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.aegean.gr/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>Upon completion of the course the student will be able to:</p> <ul style="list-style-type: none"> - understand the different interpretive approaches to Greek Mythology - identify the principle gods, heroes and demigods of the Greeks - identify the factors that shaped the development of Greek myths - understand the reasons for the popularity of myths in art

- understand the political parameters of the dramatization of mythology	
General Competences	
<i>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>	
<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>	<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

Myth is a complex cultural phenomenon that can be approached from a number of viewpoints. In general, myth is a narrative that describes and portrays in symbolic language the origin of the basic elements and assumptions of a culture. Mythic narrative relates, for example, how the world began, how humans and animals were created, and how certain customs, gestures, or forms of human activities originated. Because of the all-encompassing nature of myth, however, it can illuminate many aspects of individual and cultural life. The course introduces the student to the principles of Greek mythology and the most notable stories of mortals, immortals and demigods of the Greeks. Topics include, *Origins and development of myths, Interpretative Schools of mythology, Principal gods, Mythological Monsters, Heroes, Myths in Performance, Political use and abuse of Mythology.*

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students

TEACHING METHODS	Activity	Semester workload
<p>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.</p> <p>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</p>	Lectures	39 hrs (1.56 ECTS)
	Personal study	58 hrs (2.32 ECTS)
	Essay writing	50 hrs (2 ECTS)
	Final examination	3 hrs (0.12 ECTS)
	Course total	150 hrs (6 ECTS)
<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Language of evaluation: English</p> <p>Methods of evaluation:</p> <p>(a) Written assignment: One written essay which contributes 20% to the final cumulative grade of the course.</p> <p>(b) Written final examination: The written examination contributes 80% to the final cumulative grade of the course.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>Bibliography in English:</p> <p>William Hansen, <i>Classical Mythology: A Guide to the Mythical World of the Greeks and Romans</i>, Oxford University Press, 2005.</p> <p>W. K. G. Guthrie, <i>The Greeks and their gods</i>, 1950.</p> <p>P. E. Easterling & J. V. Muir (edd.), <i>Greek Religion and Society</i>, C.U.P. 1985.</p> <p>Richard Buxton, <i>Imaginary Greece</i>, C.U.P. 1994. R. Hard, <i>Apollodorus, the Library of Greek Mythology</i>, OUP, 19976, εκδ. Παπαζήση.</p> <p>S. Syropoulos, <i>A bestiary of monsters in Greek Mythology</i>, Archaeopress, 2018.</p>

The Cambridge Companion to Greek Mythology, ed. Roger D. Woodard, New York: Cambridge University Press, 2007.

Buxton, R. G. A. *From Myth to Reason*. New York: Oxford University Press, 1999.

Buxton, R. G. A. *Imaginary Greece: The Contexts of Mythology*. New York: Cambridge University Press, 1994. An introduction, with emphasis on social contexts in which Greek myths were narrated.

Csapo, Eric. *Theories of Mythology*. London: Blackwell, 2004. A history of theories of myth, with sample readings on how to interpret myths.

Detienne, Marcel. *The Creation of Mythology*. Chicago: University of Chicago Press, 1986.

Doniger, Wendy. *The Implied Spider: Politics and Theology in Myth*. New York: Columbia University Press, 1998.

Dowden, K. *The Uses of Greek Mythology*. New York: Routledge, 1992.