

BA in Hellenic Studies

English syllabi

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1st Semester

MODERN GREEK CEFR LEVEL A1/A2 - COURSE GUIDELINES AND SYLLABUS

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1. Required Course Materials

- Σιμόπουλος, Γ., Παθιάκη, Ε., Κανελλοπούλου, Ρ., Παυλοπούλου, Α. (2011). *Ελληνικά Α' (A1/A2)*. Αθήνα: Εκδόσεις Πατάκης.
- Access to computer and the Internet
- Τζεβελέκου Μ., Κάντζου, Β., Σταμούλη, Σ. (2007). *Βασική Γραμματική της Ελληνικής*. Athens: ΙΕΛ. http://archive.ilsp.gr/files/Basic_Greek_Grammar.pdf
- Αντωνίου, Μ., Βενέτη, Γ., Δετσούδη, Ζ., Κακαρίκος, Κ. (2004). *Λέξεις και εικόνες: Εικονογραφημένο Λεξικό*. ΕΚΠΑ: ΚεΔΑ.
https://www.keda.uoa.gr/epam/pdf/high/lexeis_eikones_lex.pdf
- Headset with microphone
- Handouts distributed in class

☞ Note: Additional electronic reference books (dictionaries, grammars etc.) will be handed to students.

2. Course Description and Learning Outcomes

This syllabus is implemented to four semesters and is intended to students who need to acquire basic Modern Greek language skills. It is designed to promote language proficiency at undergraduate level for students belonging to the Greek Philology academic disciplines. It assesses the students' ability to use Greek as a medium of practical communication and is designed for students for whom Greek is not a first language/mother tongue. We will focus on core language skills (Listening, Speaking, Reading, and Writing) using a variety of texts (textbook lessons, online authentic material, web multimodal texts, advertisements, films, and documentaries) with particular emphasis on face-to-face communication, group discussions, vocabulary, grammar, games, question-answer sessions, writing, and spoken fluency.

A. Oral Communication

Overall Expectations

By the end of this course, students are expected to:

- communicate in routine tasks requiring a simple and direct exchange of information on familiar matters in areas of immediate need (personal info, studies, work, free time);
- respond in a variety of ways to a range of media and oral texts provided speech is clearly and slowly articulated;
- express and understand ideas and opinions in simple self-directed conversations and routine discussions;
- contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting their limited repertoire;
- make very simple oral presentations on a variety of everyday topics;

Specific Expectations

Listening

By the end of this course, students are expected to:

- listen and respond to short, simple, and structured spoken and media texts;
- extract the main ideas and supporting details from media works (e.g., radio and television newscasts, sports reports, video clips) and discuss their interpretations;
- respond to classmates' simple presentations by asking questions for clarification and by providing feedback;
- follow a TV commercial or a trailer or scene from a film, provided that the images are a great help in understanding and the delivery is clear and relatively slow.
- understand short, clearly articulated spoken announcements by piecing together what they understand from the available versions in different languages.
- recognize when difficulties occur in interaction with members of other cultures, even though they may well not be sure how to behave in the situation.

Speaking

By the end of this course, students are expected to:

- use simple words and non-verbal signals to communicate;
- convey simple, predictable information of immediate interest;
- express meaning through dramatization;
- use complete (simple) sentences in sustained conversations;
- speak in Greek when working in collaborative and exploratory activities;
- present short dialogues (e.g., based on wordless comic strips, illustrations, photographs);
- create a short and simple media presentation (e.g., a news report, a weather forecast, an interview, etc.);
- interact in a simple way to express their ideas and opinions on a linguistic or literary theme in class or small group discussions;
- prepare and give short and simple oral presentations on topics under study, incorporating appropriate audio and visual aids
- mobilize their repertoire in different languages in order to make themselves understood.

Language Conventions

By the end of this course, students are expected to:

- identify and use appropriate language structures and pragmatic conventions during oral communication activities;
- use newly acquired vocabulary in conversation;
- interpret the meaning of unfamiliar words, using contextual clues.

B. Written Communication

Overall Expectations

By the end of this course, students are expected to:

- understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-/study-related language;
- understand short, clearly written messages and texts by piecing together what they understand from the versions in different languages;
- write a series of simple phrases and sentences linked with simple connectors.
- give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions;
- give their impressions and opinions in writing about topics of personal interest (e.g., lifestyles and culture, stories), using basic everyday vocabulary and expressions;
- produce short and simple continuous and non-continuous texts of different genres.

Specific Expectations

Reading

By the end of this course, students are expected to:

- demonstrate an understanding of materials containing a brief text (e.g., brochures, posters, advertisements);
- understand short, simple messages sent via social media or email;
- understand everyday signs and notices etc. in public places;
- understand short narratives and descriptions of someone's life that are written in simple words, and photo stories in a magazine;
- identify and mark (e.g. underline) the essential information in straightforward, informational texts, such as advertisements, prospectuses, menus, reference lists and timetables.
- understand the main point of a short article reporting an event that follows a predictable pattern;
- identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.
- respond to their independent reading of narratives and dialogues (e.g., by answering questions, summarizing the story, making a presentation to the class);
- describe an incident they have read about by creating a media work (e.g., a book jacket, a movie poster, an advertisement, a newspaper article);
- summarize short stories they have read to present key information;
- identify and describe the elements of a story (e.g., characters, setting, plot);
- respond by answering questions, discussing the main ideas and supporting details.

Writing

Overall Expectations

By the end of this course, students are expected to:

- express ideas and opinions in short written texts;
- create short written texts in structured and open-ended situations;
- write creatively.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students are expected to:

- introduce themselves and manage simple exchanges online;
- make short descriptive online postings about everyday matters, social activities and feelings, with simple key details;
- comment on other people's online postings, provided that they are written in simple language;
- write a descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence;
- exchange information by writing a letter, a postcard, or an e-mail message that includes an appropriate salutation and closing;
- record personal thoughts and observations in diaries, journals, and logs;
- write point-form notes to record key information from articles, poems, and reading passages.
- write an introduction to a story or continue a story, provided he/she can consult a dictionary and references (creative writing).

Language Conventions

By the end of this course, students are expected to:

- identify, understand and use appropriate language and genre conventions;
- use reading strategies (e.g., knowledge of cognates, word families, root words) to determine the meaning of unfamiliar vocabulary and expressions;
- observe the rules of pronunciation as they read aloud;
- read aloud, with expression, changing intonation to reflect declarative, interrogative, and exclamatory sentences;
- demonstrate basic dictionary skills (e.g., recognize and understand short forms for parts of speech, pronunciation cues, abbreviations);
- write a short message, using correct spelling and punctuation;
- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- incorporate newly acquired vocabulary into their written work.
- use illustrated and bilingual dictionaries to determine the meaning of unfamiliar vocabulary.

3. Course Requirements

In order to receive credit for the course, the students should:

- ✓ Complete all in-class and out-of-class assignments as specified by the instructor
- ✓ Maintain a portfolio of the revised work
- ✓ Receive a passing grade (C or better) in Mid-term and Final term exams.
- ✓ Attend tutoring sessions as assigned
- ✓ Comply with the attendance and work policy

4. Course Policies

- ✓ All work must be submitted on time
- ✓ After five absences you will not be allowed to take the final exam
- ✓ The students must observe class timings-Tardiness will affect the attendance credit
- ✓ The students have access to the Internet and use it whenever needed
- ✓ Teacher reserves the right to change to modify the course to meet the objectives

5. Assessment Criteria

Portfolio	10 %
Quizzes	10 %
Attendance/ Class participation	10 %
Partial exams	50%
Final exams	20%

Tentative Syllabus Levels A1/2

<p>Lesson 1 & 2 Introduction</p> <ul style="list-style-type: none"> ✓ Course prerequisites & teaching material ✓ Greek writing & pronunciation system: practicing the Greek alphabet & accent (letters and sounds)
<p>Lesson 3: Γεια σου! Τι κάνεις; (Hello! How are you?)</p> <p>Communicative functions</p> <ul style="list-style-type: none"> ▪ Greeting ▪ Introducing myself <p>Functional patterns: <i>Γεια σου/ σας, Πώς σε/ σας λένε; Είμαι ο/ η... Με λένε... Χαίρω πολύ, Από πού είσαι; Είμαι από...</i></p> <p>Grammar</p> <ul style="list-style-type: none"> ✓ Verb 'to be' ✓ Personal pronoun (nominative case): <i>εγώ</i> ✓ Propositional phrases with accusative case: <i>...από την Ελλάδα</i> ✓ Grapheme-to-sound difficult structures (<i>αι, γκ...</i>) ✓ Punctuation: comma, full stop, question mark ✓ Stress & Intonation patterns <p>Vocabulary</p> <ul style="list-style-type: none"> ✓ Greetings ✓ Countries & Cities ✓ Numbers (1-10) <p>Cultural issues</p> <ul style="list-style-type: none"> ✓ Body language: handshake etc.
<p>Lesson 4: Where do you live? (Πού μένεις;)</p> <p>Communicative functions:</p> <ul style="list-style-type: none"> ✓ Greeting formally & informally ✓ Exchanging personal information (address, telephone, etc...) <p>Functional patterns: <i>Τι κάνεις/ κάνετε; Καλημέρα, Αγκα, Πού μένεις; Μένω στον/ στη(ν)/ στο..., Έχεις τηλέφωνο; Το τηλέφωνό μου είναι...</i></p> <p>Grammar</p> <ul style="list-style-type: none"> ✓ Present tense (1st conjugation verbs, <i>μένω, κάνω, έχω</i>) ✓ Grammatical gender & noun endings (nominative case) ✓ Propositional phrases with accusative case: <i>...μένω στη Νέα Υόρκη</i> ✓ Possessives: <i>Το τηλέφωνό μου είναι...</i> ✓ Strategies: perception & articulation strategies ✓ Stress & Intonation patterns ✓ Punctuation <p>Vocabulary</p> <ul style="list-style-type: none"> ✓ Numbers (10-100) ✓ Personal information (name, surname, address, telephone, etc.) <p>Cultural issues</p> <ul style="list-style-type: none"> ✓ Politeness in context: address as a social action in different languages and cultures (class, age and gender)

Lesson 5: My family and my friends (Οικογένεια και παρέα)
Communicative functions <ul style="list-style-type: none"> ✓ Exchanging personal information ✓ Describing friends and family
Functional patterns: Ποιος είναι αυτός; Τον/την λένε..., Έχεις αδέρφια;
Grammar <ul style="list-style-type: none"> ✓ Interrogative pronoun ✓ Phonetics-Phonology: difficult sound distinction: [t-θ], [d-ð], [g-γ], [s-z]
Vocabulary <ul style="list-style-type: none"> ✓ Family and friendship relations
Cultural issues <ul style="list-style-type: none"> ✓ Names & surnames ✓ Kinship terms and kin address

Lesson 6: Do you speak Greek? (Μιλάς ελληνικά;)
Communicative functions: <ul style="list-style-type: none"> ✓ Exchanging personal information (language, nationality)
Functional patterns: Μιλάς ελληνικά; Μιλάω πολύ καλά αγγλικά, Συγγνώμη, δεν καταλαβαίνω, Είμαι Αμερικανός, Ξέρεις τον/την...; Ναι, τον/την ξέρω.
Grammar <ul style="list-style-type: none"> ✓ Verbs of 2nd conjugation (μιλάω-μιλώ) ✓ National adjectives & languages: Έλληνας-Ελληνίδα, ελληνικός-ελληνική-ελληνικό ✓ Direct object: nominative vs. accusative case ✓ Personal pronoun: accusative case ✓ Phonetics-Phonology: difficult sound distinction: [g-γ], [k-c, x-ç]
Vocabulary <ul style="list-style-type: none"> ✓ Nationalities & Languages ✓ Numbers (100-1000)
Cultural issues <ul style="list-style-type: none"> ✓ Language varieties ✓ Modern Greek, Ancient Greek, Dialects

Lesson 7: Let's go again (Πάμε πάλι!) Revision and partial exam

Lesson 8: Where do you go? (Πού πάτε;)
Communicative functions <ul style="list-style-type: none"> ✓ Asking for and giving directions ✓ Telling the time
Functional patterns: Με συγχωρείτε..., Πάω με το λεωφορείο, Τι ώρα είναι; Τι ώρα φτάνει; Στις... Από τις ... μέχρι τις..., Μήπως έχετε εισιτήρια; Πόσο κάνει;
Grammar <ul style="list-style-type: none"> ✓ Verb 'to go' ✓ Verbs B1/B2 ✓ Propositional phrases: από, με, σε, για, ως μέχρι, παρά... ✓ Phonetics-Phonology: difficult sound distinction: [f-θ], [θ -ð]
Vocabulary <ul style="list-style-type: none"> ✓ means of transportation ✓ days of the week ✓ time, periods of the day, orientation

<p>Cultural issues</p> <ul style="list-style-type: none"> ✓ On foot, taking a taxi or the bus? ✓ Means of transportation and time across cultures

<p>Lesson 9: Daily routine and weather... (Κάθε μέρα...)</p>
<p>Communicative functions</p> <ul style="list-style-type: none"> ✓ Describing a typical and an exceptional day ✓ Calling and planning to go out
<p>Functional patterns: <i>Πότε δουλεύεις; Δεν δουλεύω την Κυριακή, Ακούω μουσική κάθε μέρα, Βγαίνω έξω συχνά, Πόσον καιρό είσαι...; Είμαι εδώ από το 2020, Τι καιρό κάνει; Τον Οκτώβριο κάνει ζέστη/κρύο, Παρακαλώ; Τι λες; Πάμε για καφέ; Γιατί όχι;</i></p>
<p>Grammar</p> <ul style="list-style-type: none"> ✓ Verbs <i>τρώω, λέω, ακούω</i> ✓ Accusative denoting time: <i>την Κυριακή...</i> ✓ Phonetics-Phonology: consonant clusters
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ everyday tasks ✓ hobbies ✓ sports ✓ time expressions ✓ months & seasons ✓ numbers (1000-10000)
<p>Cultural issues</p> <ul style="list-style-type: none"> ✓ Everyday life across cultures (similarities & differences) ✓ Seasons and weather conditions

<p>Lesson 10: How much does it cost? (Πόσο κάνει;)</p>
<p>Communicative functions</p> <p>Interacting:</p> <ul style="list-style-type: none"> ✓ At the bakery ✓ At the supermarket ✓ At the open market ✓ At the kiosk
<p>Functional patterns: <i>Έχετε εισιτήρια; Τι θα θέλατε, παρακαλώ; Θα ήθελα..., Πόσο κάνει; Τα ρέστα σας και η απόδειξή σας. Πόσους χυμούς θέλετε; Δύο χυμούς, τρεις σοκολάτες και τέσσερα παγωτά.</i></p>
<p>Grammar</p> <ul style="list-style-type: none"> ✓ Definite & indefinite article (nominative & accusative case) ✓ Nouns in plural (nominative & accusative case) ✓ Numerical adjectives (gender) ✓ Interrogative pronoun <i>πόσος-πόση-πόσο;</i> ✓ Phonetics-Phonology: difficult sound distinction
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ Buying everyday goods ✓ Shops
<p>Cultural issues</p> <ul style="list-style-type: none"> ✓ shopping habits

<p>Lesson 11: Let's go shopping... (Πάμε για ψώνια;)</p>
<p>Communicative functions</p>

<ul style="list-style-type: none"> ✓ Buying clothes, shoes, devices... ✓ Liking and disliking
<p>Functional patterns: <i>Πόσο κοστίζει; Τι χρώμα θέλετε; Μου αρέσει..., Μου πάει..., Μου κάνει, Υπάρχει/ υπάρχουν...</i></p>
<p>Grammar</p> <ul style="list-style-type: none"> ✓ Adjectives (singular & plural): <i>ακριβός, φτηνά</i> ✓ Gender agreement (adjective & noun) ✓ Demonstrative pronouns <i>αυτός-αυτή-αυτό, εκείνος-εκείνη-εκείνο</i> ✓ Verbs in <i>-ομαι</i>: <i>έρχομαι, χρειάζομαι, βρίσκομαι</i> ✓ Personal pronoun (genitive case): <i>μου, σου, του...</i> ✓ Indefinite pronoun: <i>κανένας-καμία, κανένα</i> ✓ Phonetics-Phonology: difficult sound distinction: [ts-dz]
<p>Vocabulary</p> <ul style="list-style-type: none"> ✓ products ✓ clothes and accessories ✓ food ✓ colors
<p>Cultural issues</p> <ul style="list-style-type: none"> ✓ e-shopping ✓ money and currencies ✓ wishes: <i>με γεια</i>, looking good...(differences & similarities) ✓ colours across the cultures

Lesson 12: Let's go again (*Πάμε πάλι!*)

Revision and partial exam

Lesson 13: Searching for a house to rent/buy... (Ψάχνω για σπίτι...)

Communicative functions

- ✓ Searching for a place to stay...
- ✓ Renting a room/ an apartment/ a house
- ✓ Describing my apartment/ room/ house
- ✓ Giving/following direction instructions
- ✓ Responding to classified ads

Functional patterns: *Το σπίτι είναι του John, Ενοικιάζεται..., Τηλεφωνώ για την αγγελία, Πόσο είναι το ενοίκιο; Σε ποιον όροφο είναι το διαμέρισμα; Το σαλόνι είναι πιο μεγάλο από την κουζίνα.*

Grammar

- ✓ Genitive case
- ✓ Interrogative pronoun (genitive case): *τίνος*
- ✓ Adverbs of place: *κοντά, μακριά, μέσα, έξω, δεξιά, αριστερά, απέναντι, δίπλα, ανάμεσα...*
- ✓ Verbs in *-άμαι*: *φοβάμαι, λυπάμαι, κοιμάμαι, θυμάμαι*
- ✓ Degrees of comparison

Vocabulary

- ✓ residence types
- ✓ parts of the house/ apartment, rooms
- ✓ dates

Cultural issues

- ✓ Types of residence
- ✓ Wishes: *καλορίζικο!* (differences & similarities)
- ✓ Formatting date in different cultures

Lesson 14: Where have you been? (Πού ήσουν;)
Communicative functions ✓ Engaging in a narrative
Functional patterns: <i>Πού ήσουν το Σαββατοκύριακο; Πώς περάσατε χτες; Προχτές ξύπνησα αργά, Τους είδα την περασμένη βδομάδα</i>
Grammar ✓ Past tense of regular verbs ✓ Past tense of irregular verbs (Part I) ✓ Adverbs of time
Vocabulary ✓ trips ✓ reservations
Cultural issues ✓ Travel resorts ✓ Monuments

Lesson 15: What shall we do? (Τι θα κάνουμε;)
Communicative functions ✓ Making future plans ✓ Ordering and asking for the bill (café, tavern, restaurant, bar etc.)
Functional patterns: <i>Τι θα πάρετε; Τι θα πιούμε; Θα έρθει τον άλλο μήνα.</i>
Grammar ✓ Future tense of regular and irregular verbs ✓ Adverbs of time
Vocabulary ✓ Food & drinks ✓ Toasts ✓ Entertainment
Cultural issues ✓ Food habits ✓ Wishes: <i>Καλά να περάσετε! Να το κάψετε!</i> (similarities & differences)

Lesson 16: Different stories... (Διαφορετικές ιστορίες...)
Communicative functions ✓ Narrating and listening to personal experience stories
Functional patterns: <i>Γεννήθηκα στην Κίνα αλλά μεγάλωσα στη Νέα Υόρκη, Ήρθα στην Ελλάδα πέρυσι, Βρήκα μια δουλειά στη Βουλγαρία, Χρόνια πολλά! Να ζήσεις!</i>
Grammar ✓ Past tense of irregular verbs (Part II) ✓ Past tense of verbs: <i>έρχομαι, γεννιέμαι, παντρεύομαι</i> ✓ Indirect questions
Vocabulary ✓ Biographical information ✓ Festivals & celebrations
Cultural issues ✓ Real life stories

Lesson 17: Let's go again (Πάμε πάλι!) Revision and partial exam
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Lesson 18: <i>Where will we go?... (Πού θα πάμε;)</i>
Communicative functions <ul style="list-style-type: none"> ✓ Making suggestions for entertainment ✓ Planning vacations
Functional patterns: <i>Θέλετε να δούμε μια σειρά; Πάμε για καφέ; Βέβαια! Δυστυχώς, δεν μπορώ, Πού θα πάμε διακοπές;</i>
Grammar <ul style="list-style-type: none"> ✓ Subjunctive
Vocabulary <ul style="list-style-type: none"> ✓ Social life ✓ Leisure ✓ Types of holidays
Cultural issues <ul style="list-style-type: none"> ✓ Holidays and celebrations ✓ Holiday wishes

Lesson 19: <i>Preparing for a job (Ψάχνω για δουλειά...)</i>
Communicative functions <ul style="list-style-type: none"> ✓ Calling for a job vacancy ✓ Writing a CV ✓ Preparing for a job interview
Functional patterns: <i>Τηλεφωνώ για τη θέση του/της..., Έχετε εμπειρία; Στείλτε το βιογραφικό σας</i>
Grammar <ul style="list-style-type: none"> ✓ Formal nouns in -ση -ξη, -ψη ✓ Imperative ✓ Use of personal pronoun with imperative (<i>πείτε μου</i>)
Vocabulary <ul style="list-style-type: none"> ✓ Professions and salaries ✓ Workplaces
Cultural issues <ul style="list-style-type: none"> ✓ Job vacancies in language and literature

Lesson 20: <i>I am feeling sick (Δεν αισθάνομαι καλά...)</i>
Communicative functions <ul style="list-style-type: none"> ✓ Talking about health ✓ Interacting with the doctor
Functional patterns: <i>Έχω πυρετό, Βήχω, Αν νιώσεις χειρότερα, πήγαινε στον γιατρό, Πρέπει να πάρεις αντιβίωση</i>
Grammar <ul style="list-style-type: none"> ✓ <i>Πολύς, πολλή, πολύ</i> ✓ Conditionals
Vocabulary <ul style="list-style-type: none"> ✓ Body parts ✓ Medical specialties ✓ Diseases, causes, treatment
Cultural issues <ul style="list-style-type: none"> ✓ Culture-specific diseases ✓ Herbal remedies

Lesson 21: Let's go again (Πάμε πάλι!)
Revision and final exam

AG1 Ancient Greek Literature I: The People - Private Life - Education (6 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Classical Studies and Humanities		
DEPARTMENT	Greek Philology		
LEVEL OF STUDIES	BA in Hellenic Studies - Undergraduate		
COURSE CODE	AG1	SEMESTER	1 st
COURSE TITLE	ANCIENT GREEK LITERATURE I: THE PEOPLE - PRIVATE LIFE - EDUCATION		
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	6	
<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>	Background		
PREREQUISITES:	None		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:			

2. LEARNING OUTCOMES

<p>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> <p>The aim of the course is to familiarize students, through ancient Greek literary sources in English translation, with Ancient Greece in terms of people, private life and education. The texts cover a wide range of literary genres from all periods of ancient Greek literature. In the context of this course, it is deemed necessary to present a historical outline of Ancient Hellenism.</p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • have a direct overview of the historical periods and key historical events that contributed to the development, flourishing and decline of ancient Greek civilization, • have a direct overview of the mentality of the ancient Greeks, as traced in representative texts of ancient Greek literature, • identify with ease the main features of the private life and education of the ancient Greeks, • delve into such topics as the institution of the family, everyday life, the relationship of the Greeks with slaves and foreigners, their perceptions of love and death, their
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- preferences in clothing, drink and food, and the organisation of the education of young people, with emphasis on musical education,
- respond directly to the interpretation and understanding of any ancient Greek text that touches on issues of the private life and education of the ancient Greeks,
 - assess and compare texts relating to the private life and education of the ancient Greeks and examine how specific features of private life and education have survived to the present day with or without modifications and changes.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use	Project design and management Equity and Inclusion
Adaptation to new situations	Respect for the natural environment
Decision making	Sustainability
Autonomous work	Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Teamwork	Critical thinking
Working in an international environment	Promoting free, creative and inductive reasoning
Working in an interdisciplinary environment	
Production of new research ideas	

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Equity and Inclusion
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Historical periods and basic historical events that contributed to the evolution, prosperity and decline of ancient Greek civilization (Archaic-Classical-Hellenistic Period-Late Antiquity)
2. People I: Social organisation, men, women, parents and children.
3. People II: the elderly, the disabled, slaves, foreigners and barbarians, the case of Sparta
4. Private life I: Housing, clothing, food and drink
5. Privacy II: Sexuality
6. Privacy: III: Friendship, love, marriage
7. Private life IV: Death, burial, funeral customs and traditions
8. Private life V: Health and sickness
9. Education I: Ancient Greek education systems - School structures (Athens, Sparta)
10. Education II: Sophistic method and practice - Socrates as an educator - 4th century BC.
11. Music education (Plato - Aristotle) - 4th century
12. Presentations of papers
13. Presentations of papers

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to Face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)	Use of ICT in Teaching, in Laboratory Education, in Communication with students

<i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>													
<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 style="text-align: center;">Activity</th> <th style="text-align: center;">Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Bibliographic research and analysis</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Essay (individual or group work)</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Written or oral examination</td> <td style="text-align: center;">51</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Bibliographic research and analysis	30	Essay (individual or group work)	30	Written or oral examination	51	Total	150
	Activity	Workload/semester											
	Lectures	39											
	Bibliographic research and analysis	30											
	Essay (individual or group work)	30											
	Written or oral examination	51											
Total	150												
<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>	<ul style="list-style-type: none"> - Essay (individual or group work) - Written or oral examination 												

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LING1 Modern Greek phonology and morphology (6 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	Classics and Humanities		
DEPARTMENT	Greek Philology		
LEVEL OF STUDIES	6		
COURSE CODE	LING1	SEMESTER	1 st
COURSE TITLE	MODERN GREEK PHONOLOGY AND MORPHOLOGY		
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
Lectures and labs		3	6
<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>	Background		
PREREQUISITES:	-		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:			
COURSE URL:			

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>	
On successful completion of the course students are expected to: <ul style="list-style-type: none"> • acquaint with the nature of speech sounds, the mechanisms of speech production and perception and the ways by which sounds are classified. • use the IPA (International Phonetic Alphabet) in speech transcription. • perform a phonemic analysis drawing on notions of minimal pairs, contrastive vs complementary distribution, conditioning of allophones, and free variation. • identify the role of stress, tone, and intonation in speech. • analyze phonological data from Modern Greek and their L1. • display awareness of the different types of morphology across languages. • develop knowledge of the principles that govern morphology and how it interacts with phonology. • analyze words into their morphological constituents. • acquire skills in linguistic argumentation with respect to phonology and morphology. • identify the relatedness of phonological and morphological analysis to language acquisition, teaching, and language technologies. 	
General Skills <i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork</i>	<i>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</i>

<i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Critical thinking</i> <i>Promoting free, creative and inductive reasoning</i>
Search, analysis and synthesis of data and information, ICT use Autonomous work, Teamwork Adaptation to new situations Production of new research ideas, Critical thinking Project design and management	

3. COURSE CONTENT

<ul style="list-style-type: none"> • Orientation, Phonology and Morphology • Physical sounds and phonetic transcription (Quiz 1) • Phonemes, allophones, underlying representations (Quiz 2) • Suprasegmentals: syllable, stress, tone, intonation (Quiz 3) • Phonological analysis in action: Principles & difficulties • Phonologic issues: L1/L2 acquisition, language technologies (Quiz 4) • Basic concepts of word-formation: morpheme, allomorph, root, base, and affix • Morphological analysis in action: Principles and difficulties • Inflection, Derivation, Compounding (Literature review assignment) • Productivity and frequency (Mid-term exam) • Morphological syllabi in language teaching • Computational Morphology and dictionaries • Presentation of group final projects

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Distance learning	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Google classroom, web2 tools, praat, email	
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> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	39
	Literature review	40
	Laboratory Exercise	31
	Final project	40
	Total	150
STUDENT EVALUATION <i>Description of the evaluation process</i> <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> <i>Please indicate all relevant information about the course assessment and how students are informed</i>	Class participation: 20% Formative Assignments-4 quizzes, literature review: 30% Mid-term exam: 20% Final Final project-Presentation in audience: 30%	

5. SUGGESTED BIBLIOGRAPHY

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LIT1 Modern Greek Literature I: Post-junta Greece: Mapping out Cultural and Literary Undercurrents (1975- 21st Century) (8 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	OF CLASSICS AND HUMANITIES		
DEPARTMENT	OF GREEK PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	LIT1	SEMESTER	1 st
COURSE TITLE	POST-JUNTA GREECE: MAPPING OUT CULTURAL AND LITERARY UNDERCURRENTS (1975- 21 st CENTURY)		
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 (13 WEEKS)	8
<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:	None		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:	https://eclass.duth.gr		

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>										
At the end of the course the students should be able to: <ol style="list-style-type: none"> 1. Know the literary movements of the last years of 20th century and the first two decades of the 21st, as well as their association with the history of contemporary movements in both Greek and European literature. 2. Be familiar with the historical circumstances in which literature was written and has since been read, as well as of other works which come before and after it. 3. Incorporate the history of Modern Greek Literature into the history of European literary movements. 4. Recognize the main characteristics of periods, generations and literary schools. 5. Analyze representative texts of each period in terms of style and content. 6. To place an emphasis on the relationship that link one work with another and with its historical context. 										
<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</i></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</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>									
<i>Decision making</i>	<i>Sustainability</i>									
<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and</i>									

<i>Teamwork</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>sensitivity to gender issues</i> <i>Critical thinking</i> <i>Promoting free, creative and inductive reasoning</i>
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3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Introduction. Post-junta Greece: the historical context. The legal recognition of political parties of the far Left. 2. Literature under military dictatorship (1967-1974). The introduction of preventive censorship. The public statement of George Seferis (1969) against the regime. The publication of the volume <i>Eighteen Texts</i> (1970) «in which writers clearly found, as well as safety in numbers, a common purpose, despite the variety of their ages, backgrounds, artistic aims, and political allegiances, in using their art to combat the perceived threat of imposed self-censorship» (R. Beaton). The publication of the volumes <i>New Texts</i> and <i>New Texts 2</i> (1972). 3. «Generation of 1970». Poetry. Yannis Kontos, <i>The Chronometer</i> (1972). Jenny Mastoraki, <i>Tolls</i> (1972). Nasos Vayenas, <i>Field of Mars</i>. Rea Galanaki, <i>Albeit Pleasing</i>. The compilations entitled <i>Deposition '73</i> (1973) and <i>Deposition '74</i> (1974). 4. «The Greek poets of the early 1970s eschew all assumption of a hierarchy of values, and build their poetry to a large extent out of juxtapositions which are striking, epigrammatic, often parodic, but which characteristically resist resolution or synthesis» (Beaton, <i>An Introduction...</i>, 270). Yannis Kontos, «Ariadne's Thread». Jenny Mastoraki, «[The Wooden Horse...]». 5. Lefteris Poullos, «American bar in Athens». The echoing of the «beat generation» (Beaton, <i>An Introduction...</i>, 272). Vasilis Stergiadis, <i>Mr Ivo</i> (1970), <i>The Private Plane</i> (1971). 7. Poetry and Music. «The resurgence of the "popular art song" which married words by established poets to musical structures that derived simultaneously from the long-despised music from the urban poor and from the music of the Greek church» (Beaton, 273). Mikis Theodorakis, Manos Hatzidakis, Stavros Xarhakos, Yannis Markopoulos, Christodoulos Chalaris, Eleni Karaindrou, Dionisis Savvopoulos. Yannis Ritsos- Odysseas Elytis and their cooperation with Mikis Theodorakis. 8. Odysseas Elytis, <i>The Light Tree</i> (1971), <i>The Monogram</i> (1971), <i>The Half-Siblings</i> (1974), <i>Maria Nefeli</i> (1978), <i>The Little Sailor</i> (1985) etc. 9. Prose fiction after 1974. Recent political history and a new style of writing. Aris Alexandrou, <i>The Box</i> (1974). 10. Margarita Lymberaki, <i>The Rite</i> (1976). Alexandros Kotzias, <i>Usurped Authority</i> (1979). 11. Maro Douka, <i>Fool's Gold</i> (1979). Margarita Karapanou, <i>Cassandra and the Wolf</i> (1977). 12. The experience of exile: Alki Zei, <i>Achilles' Fiancée</i> (1987). 13. Yoryis Yatromanolakis, <i>History</i> (1982). Evgenia Fakinou, <i>The Seventh Garment</i> (1983). Rea Galanaki, <i>The Life of Ismail Ferik Pasha</i> (1989). 4. 13. Fiction and History. Thanassis Valtinos, <i>Orthokosta</i> (1994). <i>Synaxari Andrea Kordopati. Book II. Balkan Wars-'22</i> (2000). <i>New Moon. Day first</i> (2022).
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5. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Specialized software of e-class, powerpoints, communication via e-class and e-mail.	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis,</i>	Activity	Workload/semester
	Lectures of the instructor	39 hours
	Independent study	61 hours
	Writing an essay	60 hours

<i>Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Preparation for the exam	48 hours
	Final exam	2 hours
	Total	200 hours
<p align="center">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>Language of Assessment: English (for Erasmus students: English).</p> <p>Assessment Method: Concluding.</p> <p>Written essay: 20% of total grade.</p> <p>Written final examination includes:</p> <ol style="list-style-type: none"> 1. Multiple choice questionnaires, short-answer questions. 2. Essay development: 2 hours (80% of total grade). 	

6. SUGGESTED BIBLIOGRAPHY

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Linos Politis, *A History of Modern Greek Literature*, Oxford at the Clarendon Press 1973.

C.Th. Dimaras, *A History of Modern Greek Literature*, State University of New York 1972.

Roderick Beaton, *Εισαγωγή στη νεότερη ελληνική λογοτεχνία. Ποίηση και πεζογραφία 1821-1992*, Μτφρ. Ευαγγελία Ζουργού - Μαριάννα Σπανάκη, Νεφέλη, Αθήνα 1996.

Κ.Θ. Δημαράς, *Ιστορία της νεοελληνικής λογοτεχνίας. Από τις πρώτες ρίζες ως την εποχή μας*, Αθήνα, Γνώση 2000.

Λίνος Πολίτης, *Ιστορία της νεοελληνικής λογοτεχνίας*, Αθήνα, Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, Αθήνα 1978, 41985 (και φωτομηχανικές επανεκδόσεις).

Mario Vitti, *Ιστορία της νεοελληνικής λογοτεχνίας*, Αθήνα, Οδυσσέας 2003.

Αλέξανδρος Αργυρίου, *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στα χρόνια του μεσοπολέμου (1918-1940)*, τ. Α-Β', Καστανιώτης, Αθήνα 2001. Τόμ. Γ': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στους δύστηνους καιρούς (1941-1944)*, Αθήνα, Καστανιώτης 2003. Τόμος Δ': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στα χρόνια του ετεροκαθορισμένου Εμφυλίου Πολέμου (1945-1949)*, Αθήνα, Καστανιώτης 2004. Τόμος Ε': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στα χρόνια της επισφαλούς δημοκρατίας (1950-1956)*, Αθήνα, Καστανιώτης 2005. Τόμος ΣΤ': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στα χρόνια της αυτοσχέδιας ανάπτυξης (1957-1963)*, Αθήνα, Καστανιώτης 2005. Τόμος Ζ': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της όταν η δημοκρατία δοκιμάζεται, υπονομεύεται και καταλύεται (1964-1974) και μέχρι τις ημέρες μας*, Αθήνα, Καστανιώτης 2007.

Για μια ιστορία της ελληνικής λογοτεχνίας του εικοστού αιώνα. Προτάσεις ανασυγκρότησης, θέματα και ρεύματα, Πρακτικά Συνεδρίου στη μνήμη του Αλέξανδρου Αργυρίου, Ρέθυμνο 20-22 Μαΐου 2011 (Τμήμα Φιλολογίας Πανεπιστημίου Κρήτης – Μουσείο Μπενάκη), Επιμ. Αγγέλα Καστρινάκη, Αλέξης Πολίτης, Δημήτρης Τζιόβας, Ηράκλειο, Πανεπιστημιακές Εκδόσεις Κρήτης, Μουσείο Μπενάκη 2012.

Η μεταπολεμική πεζογραφία. Από τον πόλεμο του '40 ως τη δικτατορία του '67, τ. Α'-Η', Αθήνα, Εκδόσεις Σοκόλη 1988-1992 (στον Α' τόμο: Αλέξανδρος Αργυρίου, «Εισαγωγή», σελ. 17-449. «Βιβλιογραφία μεταπολεμικής πεζογραφίας», σελ. 451-458). Η σειρά περιέχει εισαγωγικά σημειώματα διαφόρων επιμελητών και ανθολόγηση από το έργο μεταπολεμικών συγγραφέων.

Η ελληνική ποίηση του 20ού αιώνα. Μια συγχρονική ανθολογία, Επιμέλεια-ανθολόγηση Ευριπίδης Γαραντούδης, Μεταίχμιο 2008 (συνοδεύεται από CD: 18 ποιητές διαβάζουν ποιήματά τους). Με πλούσια παραρτήματα και ευρετήρια.

Και με τον ήχον των για μια στιγμή επιστρέφουν... Η ελληνική ποίηση τον εικοστό αιώνα. Επίτομη ανθολογία, Ανθολόγηση- πρόλογος: Δώρα Μέντη, Εισαγωγικά σημειώματα: Ευριπίδης Γαραντούδης, Αθήνα, Gutenberg 2016.



2nd Semester

AG2 Ancient Greek Literature II: Politics and Warfare – Religion, Beliefs and Ethics (8 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Classical Studies and Humanities		
DEPARTMENT	Greek Philology		
LEVEL OF STUDIES	BA in Hellenic Studies - Undergraduate		
COURSE CODE	AG2	SEMESTER	2 nd
COURSE TITLE	ANCIENT GREEK LITERATURE II: POLITICS AND WARFARE – RELIGION, BELIEFS AND ETHICS		
TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
<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>			
		3	8
<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>	Background		
PREREQUISITES:	None		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:			

2. LEARNING OUTCOMES

<p>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> <p>The aim of the course is to familiarize students with Ancient Greece through the ancient Greek literary sources in English translation with Ancient Greece in terms of politics and war, religion, beliefs and ethics. The texts cover a wide range of literary genres from all periods of ancient Greek literature. In the context of this course, an overview of the Ancient Greek literature is deemed necessary: the historical development of literary genres from the time of Homer to late antiquity, their basic characteristics and the main representatives with their most important works.</p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • have a direct overview of the ancient Greek literature in terms of the historical development of literary genres, their basic characteristics and their main representatives, • understand the characteristics of the ancient Greek city-state and the status of the (free) citizen who participated in its institutions and administration, as traced in representative texts of ancient Greek literature, • have direct oversight of the social and political organization of Athens and Sparta,

- deepen their knowledge in the political systems and regimes of Greek antiquity (kingship, tyranny, oligarchy, democracy) through philosophical, historical and poetic texts,
- deepen their knowledge in the work of Herodotus and Thucydides on the two great wars of antiquity, the Persian Wars and the Peloponnesian War,
- understand the ritualistic character, the polytheistic system and the central role of ancient Greek religion within the ancient Greek city,
- respond directly to the interpretation and understanding of any ancient Greek text that addresses issues of politics, war, religious beliefs and ethics,
- assess and compare ancient Greek texts that address issues of politics, war, religious beliefs and ethics and examine how specific practices and elements have survived to the present day with or without modifications and changes.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,

Project design and management

ICT Use

Equity and Inclusion

Adaptation to new situations

Respect for the natural environment

Decision making

Sustainability

Autonomous work

Demonstration of social, professional and moral responsibility and sensitivity to gender issues

Teamwork

Critical thinking

Working in an international environment

Promoting free, creative and inductive reasoning

Working in an interdisciplinary environment

Production of new research ideas

Search, analysis and synthesis of data and information,

ICT Use

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Working in an international environment

Equity and Inclusion

Demonstration of social, professional and moral responsibility and sensitivity to gender issues

Critical thinking

Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Ancient Greek literature: Periods, Literary genres, Key representatives and works
2. Political Thought in Ancient Greece I: Herodotus-T Thucydides - Xenophon
3. Political Thought in Ancient Greece II: Plato - Aristotle
4. Political Thought in Ancient Greece III : Rhetoric
5. Warfare I: Herodotus
6. Warfare II: Ancient Drama (Tragedy-Comedy)
7. Warfare III: Thucydides
8. Religion - Beliefs I: The Dodecatheon, Sacrifice and public worship, Celebrations.
9. Religion-Beliefs II: Heroes, Divination: omens and oracles
10. Ethics I: Plato and the pursuit of excellence
11. Ethics II: Aristotle and the pursuit of happiness
12. Presentation of papers
13. Presentation of papers

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD

Face to face, Distance learning, etc.

Face to Face

<p align="center">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)</p> <p align="center"><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in Teaching, in Laboratory Education, in Communication with students</p>															
<p align="center">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 align="center"><i>Activity</i></th> <th align="center"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td align="center">39</td> </tr> <tr> <td>Bibliographic research and analysis</td> <td align="center">50</td> </tr> <tr> <td>Essay (individual or group work)</td> <td align="center">60</td> </tr> <tr> <td>Written or oral examination</td> <td align="center">51</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total</td> <td align="center">200</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Bibliographic research and analysis	50	Essay (individual or group work)	60	Written or oral examination	51			Total	200
<i>Activity</i>	<i>Workload/semester</i>															
Lectures	39															
Bibliographic research and analysis	50															
Essay (individual or group work)	60															
Written or oral examination	51															
Total	200															
<p align="center">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>	<ul style="list-style-type: none"> - Essay (individual or group work) - Written or oral examination 															

5. SUGGESTED BIBLIOGRAPHY

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Ahbel-Rappe, S. and R. M. Kamtekar (eds) 2006. A Companion to Socrates, Oxford: Basil Blackwell.

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LIT2 Modern Greek Literature II: Modern Greek Literature during a turbulent period (1930-1974) (6 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	OF CLASSICS AND HUMANITIES		
DEPARTMENT	OF GREEK PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	LIT2	SEMESTER	2 nd
COURSE TITLE	MODERN GREEK LITERATURE II: MODERN GREEK LITERATURE DURING A TURBULENT PERIOD (1930-1974)		
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 (13 WEEKS)	6	
<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:	None		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:	Yes		
COURSE URL:	https://eclass.duth.gr		

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>At the end of the course the students should be able to:</p> <ol style="list-style-type: none"> 1. Know the literary movements of 20th century as well as their association with the history of contemporary movements in both Greek and European literature. 2. Be familiar with the historical circumstances in which literature was written and has since been read, as well as of other works which come before and after it. 3. Incorporate the history of Modern Greek Literature into the history of European literary movements. 4. Recognize the main characteristics of periods, generations and literary schools. 5. Analyze representative texts of each period in terms of style and content. 6. To place an emphasis on the relationship that link one work with another and with its historical context. 										
<p>General Skills <i>Name the desirable general skills upon successful completion of the module</i></p> <table> <tr> <td><i>Search, analysis and synthesis of data and information,</i></td> <td><i>Project design and management</i></td> </tr> <tr> <td><i>ICT Use</i></td> <td><i>Equity and Inclusion</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Sustainability</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Demonstration of social, professional and moral responsibility and</i></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</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>									
<i>Decision making</i>	<i>Sustainability</i>									
<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and</i>									

<i>Teamwork</i>	<i>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>	

To provide fairly detailed but readable introduction to subjects.
 Search, analysis and synthesis of data and information.
 Teamwork.
 Project design and management.
 Critical thinking.
 Promoting free, creative and inductive reasoning.

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Introduction. 20th Century and its historical and literary context. 2. The predecessors. The generation of 1880. Kostis Palamas. The Parnassians. The Symbolists. The Language Question. Folklore and realism in prose 3. «Under the heavy shadow of Palamas» (K.Th. Dimaras). The first decades of 20th century. Poetry and prose fiction. 4. C.P. Kavafis, Angelos Sikelianos, Nikos Kazantzakis, Kostas Varnalis. 5. Karyotakis and the Later Symbolists. 6. «Manifesto» for a new age: Theotokas' <i>Free Spirit</i> (1929) (according to R. Beaton). 7. «Generation of 1930». Prose fiction. Three groups (R. Beaton): A) «Fiction as Testimony. The "Aeolian School"» (Stratis Doukas, Stratis Myrivilis etc.). 8. «Generation of 1930». Prose fiction. B) Urban Realism (George Theotokas, Angelos Terzakis etc.). C) The Modernists (N.G. Pentzikis, Giannis Skarimpas etc.). 9. «Generation of 1930». Poetry (George Seferis, Odysseas Elytis, Andreas Empirikos, Nikos Eggonopoulos, Giannis Ritsos etc.). 10. «Generation of 1930». The Left Wing Poets (Giannis Ritsos, Nikiforos Vrettakos). 11. Literature under Dictatorship of Ioannis Metaxas and the German Occupation of Greece (1936-1944). 12. Post-war poetry. The "new voices" (Aris Alexandrou, Manolis Anagnostakis, Takis Sinopoulos, Miltos Sahtouris, Ektor Kaknavatos, Nanos Valaoritis etc.). 13. Post-war fiction (Sotiris Patatzis, Rodis Roufos, Margarita Lymberaki, Dimitris Hatzis, Stratis Tsirkas, Giorgos Ioannou, Alexandros Kotzias, Thanassis Valtinos etc.).
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4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face														
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Specialized software of e-class, powerpoints, communication via e-class and e-mail.														
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> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures of the instructor</td> <td>39 hours</td> </tr> <tr> <td>Independent study</td> <td>41 hours</td> </tr> <tr> <td>Writing an essay</td> <td>20 hours</td> </tr> <tr> <td>Preparation for the exam</td> <td>48 hours</td> </tr> <tr> <td>Final exam</td> <td>2 hours</td> </tr> <tr> <td>Total</td> <td>150 hours</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures of the instructor	39 hours	Independent study	41 hours	Writing an essay	20 hours	Preparation for the exam	48 hours	Final exam	2 hours	Total	150 hours
Activity	Workload/semester														
Lectures of the instructor	39 hours														
Independent study	41 hours														
Writing an essay	20 hours														
Preparation for the exam	48 hours														
Final exam	2 hours														
Total	150 hours														
STUDENT EVALUATION <i>Description of the evaluation process</i> <i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written</i>	<p>Language of Assessment: English (for Erasmus students: English).</p> <p>Assessment Method: Concluding.</p> <p>Written essay: 20% of total grade.</p>														

<p>Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>	<p>Written final examination includes: 1. Multiple choice questionnaires, short-answer questions. 2. Essay development: 2 hours (80% of total grade).</p>
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5. SUGGESTED BIBLIOGRAPHY

Roderick Beaton, *An Introduction to Modern Greek Literature*, Clarendon Press, Oxford 1994.

Linos Politis, *A History of Modern Greek Literature*, Oxford at the Clarendon Press 1973.

C.Th. Dimaras, *A History of Modern Greek Literature*, State University of New York 1972.

Nanos Valaoritis & Thanasis Maskaleris (ed.), *An Anthology of Modern Greek Poetry*, With Introduction and Commentaries by Nanos Valaoritis, Jersey City, New Jersey, Talisman House, Publishers 2003.

The Collected Poems of Odysseus Elytis, Translated by Jeffrey Carson and Nikos Sarris, Introduction and Notes by Jeffrey Carson, Baltimore and London, The John Hopkins University Press

George Seferis, *Collected Poems*, Translated, Edited and Introduced by Edmund Keeley and Philip Sherrard, Revised Edition, Princeton, New Jersey 1995.

Modern Greek Poetry, Translation, Introduction, an Essay on Translation, and Notes by Kimon Friar, New York, Simon and Schuster 1973.

Yiannis Ritsos, *Selected Poems*, Translated by Nikos Stangos with an Introduction by Peter Bien, Penguin Books, Bungay, Suffolk 1974.

Bruce Merry, *Encyclopedia of Modern Greek Literature*, Greenwood Press, Westport, Connecticut, London 2004.

Roderick Beaton, *Εισαγωγή στη νεότερη ελληνική λογοτεχνία. Ποίηση και πεζογραφία 1821-1992*, Μτφρ. Ευαγγελία Ζουργού - Μαριάννα Σπανάκη, Νεφέλη, Αθήνα 1996.

Κ.Θ. Δημαράς, *Ιστορία της νεοελληνικής λογοτεχνίας. Από τις πρώτες ρίζες ως την εποχή μας*, Αθήνα, Γνώση 2000.

Λίνος Πολίτης, *Ιστορία της νεοελληνικής λογοτεχνίας*, Αθήνα, Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, Αθήνα 1978, ⁴1985 (και φωτομηχανικές επανεκδόσεις).

Mario Vittì, *Ιστορία της νεοελληνικής λογοτεχνίας*, Αθήνα, Οδυσσεάς 2003.

Αλέξανδρος Αργυρίου, *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στα χρόνια του μεσοπολέμου (1918-1940)*, τ. Α-Β', Καστανιώτης, Αθήνα 2001. Τόμ. Γ': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στους δύστηνους καιρούς (1941-1944)*, Αθήνα, Καστανιώτης 2003. Τόμος Δ': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στα χρόνια του ετεροκαθορισμένου Εμφυλίου Πολέμου (1945-1949)*, Αθήνα, Καστανιώτης 2004: Τόμος Ε': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στα χρόνια της επισφαλούς δημοκρατίας (1950-1956)*, Αθήνα, Καστανιώτης 2005. Τόμος ΣΤ': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στα χρόνια της αυτοσχέδιας ανάπτυξης (1957-1963)*, Αθήνα, Καστανιώτης 2005. Τόμος Ζ': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της όταν η δημοκρατία δοκιμάζεται, υπονομεύεται και καταλύεται (1964-1974) και μέχρι τις ημέρες μας*, Αθήνα, Καστανιώτης 2007.

Για μια ιστορία της ελληνικής λογοτεχνίας του εικοστού αιώνα. Προτάσεις ανασυγκρότησης, θέματα και ρεύματα, Πρακτικά Συνεδρίου στη μνήμη του Αλέξανδρου Αργυρίου, Ρέθυμνο 20-22 Μαΐου 2011 (Τμήμα Φιλολογίας Πανεπιστημίου Κρήτης – Μουσείο Μπενάκη), Επιμ. Αγγέλα Καστρινάκη, Αλέξης Πολίτης, Δημήτρης Τζιόβας, Ηράκλειο, Πανεπιστημιακές Εκδόσεις Κρήτης, Μουσείο Μπενάκη 2012.

Η μεσοπολεμική πεζογραφία. Από τον Πρώτο ως τον Δεύτερο Παγκόσμιο Πόλεμο (1914-1939), τ. Α'-Ι', Αθήνα, Εκδόσεις Σοκόλη 1993 (στον Α' τόμο: Παναγιώτης Μουλλάς, «Εισαγωγή», σελ. 17-170. «Μαρτυρίες για την πεζογραφία του Μεσοπολέμου», σελ. 171-407). Η σειρά περιέχει εισαγωγικά σημειώματα διαφόρων επιμελητών και ανθολόγηση από το έργο μεσοπολεμικών συγγραφέων.

Η μεταπολεμική πεζογραφία. Από τον πόλεμο του '40 ως τη δικτατορία του '67, τ. Α'-Η', Αθήνα, Εκδόσεις Σοκόλη 1988-1992 (στον Α' τόμο: Αλέξανδρος Αργυρίου, «Εισαγωγή», σελ. 17-449. «Βιβλιογραφία μεταπολεμικής πεζογραφίας», σελ. 451-458). Η σειρά περιέχει εισαγωγικά σημειώματα διαφόρων επιμελητών και ανθολόγηση από το έργο μεταπολεμικών συγγραφέων.

Η ελληνική ποίηση του 20ού αιώνα. Μια συγχρονική ανθολογία, Επιμέλεια-ανθολόγηση Ευριπίδης Γαραντούδης, Μεταίχμιο 2008 (συνοδεύεται από CD: 18 ποιητές διαβάζουν ποιήματά τους). Με πλούσια παραρτήματα και ευρετήρια.

Και με τον ήχον των για μια στιγμή επιστρέφουν... Η ελληνική ποίηση τον εικοστό αιώνα. Επίτομη ανθολογία, Ανθολόγηση- πρόλογος: Δώρα Μέντη, Εισαγωγικά σημειώματα: Ευριπίδης Γαραντούδης, Αθήνα, Gutenberg 2016.

LING2 History of the Greek language (6 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Classics and Humanities		
DEPARTMENT	Department of Greek Philology		
LEVEL OF STUDIES	6		
COURSE CODE	LING2	SEMESTER	2 nd
COURSE TITLE	HISTORY OF THE GREEK LANGUAGE		
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	
Lectures and labs	3	6	
<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>	General Knowledge		
PREREQUISITES:	-		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:			

2. LEARNING OUTCOMES

<p>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> <p>On successful completion of the course students are expected to be able to: Students will be able to:</p> <ol style="list-style-type: none"> 1. To get to know through examples the basic characteristics of language change in the Greek language. 2. To get to know the stages of the Greek language through illustrative texts and examples. 3. To interpret the synchrony of Greek (rules and exceptions) based on changes that have taken place over time. 4. To get to know the learned/scholar level in contemporary modern Greek through texts and sources of the language landscape. <p>Specifically:</p> <ul style="list-style-type: none"> • They will learn information about the prehistory (Indo-European – Proto-Greek) and the history (Ancient, Hellenistic, Medieval) of the Greek language. • They will get to know in detail the synchronic and diachronic phonological and morphological analysis of Greek. • They will perceive the survivals (mainly at the lexical and morphological level) of the linguistic tradition in modern Greek through the presentation and explanation of language changes and by extension (a) the connection between language past and present and (b) the reciprocal relationship between teaching ancient Greek and modern Greek.

General Skills	
<i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project design and management Equity and Inclusion Respect for the natural environment Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Sustainability Autonomous work Teamwork Critical thinking Promoting free, creative and inductive reasoning</i>	

3. COURSE CONTENT

1. Introduction.
2. Stages of the history of the Greek language
3. Language change in the Greek language I: phonology, morphology, syntax
4. Language change in the Greek language II: vocabulary
5. Borrowing in the history of the Greek language
6. The effect of diachrony on the synchronic system of Greek
7. The learned level in contemporary modern Greek I: history and interpretation
8. The learned level in contemporary modern Greek II: phonology, morphology
9. The learned level in contemporary modern Greek III: syntax, vocabulary
10. Etymology
11. Practice
12. Practice
13. Practice

2. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	YES	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. 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> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lecture	80
	Thesis	39
	Lab work	31
		150
STUDENT EVALUATION <i>Description of the evaluation process</i> <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>	On-line test: 30% Practice: 40% Oral exams: 30%	

Please indicate all relevant information about the course assessment and how students are informed

3. SUGGESTED BIBLIOGRAPHY

- Babinotis, G. (1986) *Synoptiki istoria tis ellinikis glossas* [Synoptic history of the Greek language]. Athens. [in Greek].
- Browning, R. (2008) *The Medieval and Modern Greek language* (6th edition) (Translation: M. Conomis). Athens: Papadimas. [in Greek].
- Chantraine, P. (1998) *Historical morphology of the Greek language* (Translation: N. Agavanakis). Athens: Kardamitsas. [in Greek].
- Horrocks, G. (2006) *Greeks: A history of the language and its speakers* (Translation: M. Stavrou, M. Tzevelekou). Athens: Estia. [in Greek].
- Tonnet, H. (1995) *Histoire du grec moderne: La formation d' une langue* (Translation: M. Karamanou & P. Lialiatsis). Athens: Papadimas. [in Greek].



3rd Semester

HIS3 Ancient Greek history (5 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	OF CLASSICS AND HUMANITIES		
DEPARTMENT	OF GREEK PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIS 3	SEMESTER	3 rd
COURSE TITLE	ANCIENT GREEK HISTORY		
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>	GENERAL KNOWLEDGE		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	TRANSLAGUAGING		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:			

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>																		
<ul style="list-style-type: none"> The aim of the course is to introduce students to the history of the ancient Greek world, to familiarize them with the basic economic, social, political and civic developments from the Bronze Age to the end of the Hellenistic era. After the successful presentation of the course students will be able to: <ul style="list-style-type: none"> ✓ Understand the characteristics of the ancient Greek world 																		
General Skills <i>Name the desirable general skills upon successful completion of the module</i>																		
<table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information,</i></td> <td><i>Project design and management</i></td> </tr> <tr> <td><i>ICT Use</i></td> <td><i>Equity and Inclusion</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Sustainability</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td><i>Critical thinking</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td></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>																	
<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>																		
Search, analysis and synthesis of data and information, using the necessary technologies Autonomous work Teamwork Working in an international environment																		

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Introductory section 2. The Dark Ages 3. The Homeric world 4. The development of the city and the colonizations 5. Tyrants and legislators 2. The Persian Wars 3. The Classical Era I 4. The classical era II 5. The Classical Era III 6. The Peloponnesian War 7. The end of Athenian hegemony – The consequences of the Peloponnesian War 8. The Hellenistic Era I 13. The Hellenistic Age II
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4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching and Communicating with students	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. 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> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	39
	Individual work	30
	Visit to a museum	15
	Teamwork	25
	Field trip	16
	Course total	125
STUDENT EVALUATION <i>Description of the evaluation process</i> <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> <i>Please indicate all relevant information about the course assessment and how students are informed</i>	Individual work 25% Teamwork 25 % Participation 10 % Final Evaluation 40%	

5. SUGGESTED BIBLIOGRAPHY

<p>G. Cawkwell, <i>The Greek Wars.</i> P. J. Rhodes, <i>A History of the Classical Greek World: 478-323 BC</i></p>

AG3 Ancient Greek Literature III: The Public Sphere - Pleasure and Leisure (5 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Classical Studies and Humanities		
DEPARTMENT	Greek Philology		
LEVEL OF STUDIES	BA in Hellenic Studies - Undergraduate		
COURSE CODE	AG3	SEMESTER	3 rd
COURSE TITLE	ANCIENT GREEK LITERATURE III: THE PUBLIC SPHERE - PLEASURE AND LEISURE		
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>	Background		
PREREQUISITES:	None		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:			

2. LEARNING OUTCOMES

<p>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> <p>The aim of the course is to familiarize students with Ancient Greece through the Ancient Greek literary sources in English translation with regard to aspects of public and private life. As far as private life is concerned, emphasis is placed on the leisure and recreational opportunities of the Athenian citizen. The texts cover a wide range of literary genres from all periods of ancient Greek literature. Since theatre played an important role in the entertainment of the Athenian citizen, a more thorough examination of ancient theatre and drama (birth, evolution, flourishing, tragedy, satirical drama, comedy, Aristotelian theories on drama, Aeschylus, Sophocles, Euripides, Aristophanes, Menander) is considered necessary in the context of this course.</p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • have a solid knowledge of ancient Greek theatre and drama both as literature and as a performing art and, more generally, of ancient Greek drama and its reception by modern and contemporary theatre, • study comparatively the genres of ancient drama identifying similarities and differences, • analyse and compare the key concepts, ideas and techniques in the works of Aeschylus, Sophocles, Euripides, Aristophanes and Menander,
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- understand conditions and characteristics of the ancient Greek city-state related to various aspects of public life, as traced in representative texts, mainly rhetorical, of ancient Greek literature,
- have, through literary texts, a direct overview of the possibilities offered by the city-state, especially the Athenian republic, for entertainment and recreation, such as musical and sporting events, festivals, various public and private celebrations,
- assess and compare ancient Greek texts relating to public and private life and examine how specific practices and elements have survived to the present day with or without modifications and changes.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,

Project design and management

ICT Use

Equity and Inclusion

Adaptation to new situations

Respect for the natural environment

Decision making

Sustainability

Autonomous work

Demonstration of social, professional and moral responsibility and sensitivity to gender issues

Teamwork

Critical thinking

Working in an international environment

Promoting free, creative and inductive reasoning

Working in an interdisciplinary environment

Production of new research ideas

Search, analysis and synthesis of data and information,

ICT Use

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Working in an international environment

Equity and Inclusion

Demonstration of social, professional and moral responsibility and sensitivity to gender issues

Critical thinking

Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. The ancient Greek theatre (birth, evolution, flourishing, tragic and comic poets)
2. Aristotelian theories on ancient drama ("Poetics") - The structure of the ancient Greek theatre, the machinery, the theatrical contests and their main contributors.
3. Aspects of public life I: Thucydides, Pericles' Funeral Oration
4. Aspects of public life II: Rhetorical texts (Isocrates)
5. Aspects of public life III: Rhetorical texts (Demosthenes)
6. Drinking Parties (The Symposium) I: Archaic period: Homeric Epics and Lyric Poetry
7. Drinking Parties (The Symposium) II: Classical and Hellenistic period
8. The Athletic Games (Homeric Epics, Lyric Poetry)
9. Ancient Greek tragedy I: selected passages
10. Ancient Greek Tragedy II: selected passages
11. Ancient comedy: selected passages from Aristophanes' comedies with emphasis on private life (leisure and entertainment)
12. Presentation of papers
13. Presentation of papers

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to Face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)	Use of ICT in Teaching, in Laboratory Education, in Communication with students

<i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	
<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>	Activity
	Workload/semester
	Lectures
	39
	Bibliographic research and analysis
	20
Essay (individual or group work)	
45	
Written or oral examination	
21	
Total	125
<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>	<ul style="list-style-type: none"> - Essay (individual or group work) - Written or oral examination

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LIT3 Modern Greek Literature III: From the Beginnings of Modern Greek Literature to the Era of Enlightenment (11th-beginning of 19th Century) (5 ECTS)

COURSE OUTLINE

9. GENERAL

SCHOOL	Classical and Humanistic Sciences		
DEPARTMENT	Hellenic Studies		
LEVEL OF STUDIES	Undergraduate (BA in Hellenic Studies)		
COURSE CODE	LIT3	SEMESTER	3 rd
COURSE TITLE	MODERN GREEK LITERATURE III: FROM THE BEGINNINGS OF MODERN GREEK LITERATURE TO THE ERA OF ENLIGHTENMENT (11 th -BEGINNING OF 19 TH CENTURY)		
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>	Obligatory/ General Knowledge		
PREREQUISITES:			
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:			
COURSE URL:			

10. 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>
Knowledge and understanding of the Methodological Issues connected to the study of Modern Greek Philological Approaches to Literature.
Analysis and interpretation of essays on theory, history, criticism of Literature as well as Comparative Theory. Also analysis/interpretation of examples of Greek literary texts till 1830.
Proposal, planning and writing a scientific essay (small essays to be asked for)
Implementation of the theoretical and historical issues on the approaches of various artistic products and their relation (music, painting, films) to the literary ones. Interdisciplinary approaches are indispensable especially today, when multimedia dominate our lives.

Ability to use the various digital libraries (Greek and foreign) and work within the digital environment.	
General Skills	
<i>Name the desirable general skills upon successful completion of the module</i>	
<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>	
Searching books, articles, studies, dictionaries, useful for their science (and their subject) in our Department's library and/or search within the various Digital Libraries (Greek or foreign), so as to write an essay.	
Adapting to the new digital environment ("e-class") which is obligatory for both material on our subject (articles, notes, bibliography etc.) and for the submission of their essays and/or final exams. Learning how to use word, PPT and PDF for their essays.	
Work autonomously on their subject for an essay so as to collect information and within a team to search for the general bibliography.	
Analyzing the literary texts through their bibliography and learn how to use the studies, monographs, reference books so as to collect information that is necessary and implement their personal knowledge and abilities/skills in order to make a plan of their essay and then write it. It is important to undertake initiatives also for new research or text approaching ideas.	
Being able to use their critical thinking not only in interpreting texts but also knowing the historical background of each one and not only spot the exact period it was written (from 11 th to 19 th century), according to the language, genre, style, historical information given within the text, but also being able to compare it with our days and take examples on issues of equity and inclusion, gender issues, social justice, political status etc. Especially within the Ottoman Empire it is vital for them to learn how to examine their material without any kind of prejudices.	
The comparative methodology in its various aspects is a very important one for the critical thinking and for new research ideas, especially when inter-disciplinary issues arise, since they are students from other countries or civilizations. For this reason they are given a plan of the Literary and Cultural Movements (Renaissance, Enlightenment etc.), many paintings from Medieval ones to Romanticism, some films that depict the periods till the 19 th century and old books to study, printed till the 18 th century and available free on line.	
They are encouraged to face Philology or Study of Literature as a science with certain methodological "tools" for research, study, essay, article or monograph writing, and of course teaching. These tools are Theory, History, Comparative Literature and Literary Criticism and, through this course, we intent to make an introduction to the methodology.	

11. COURSE CONTENT

- A. The first three hours will be used for a description of the course's content, methodology, skills to be acquired and evaluation system, after getting to know each other (students and instructor).
- B. An introductory course for the scientific Study of Modern Greek Literature with reference to the four methodological "tools" of Modern Greek Philology, namely Theory, History, Comparative Literature and Literary Criticism, since our course includes studying and analyzing exemplary texts.
- C. The main part of the course is an attempt to present a historical outline of Modern Greek Literature throughout the centuries till the creation of the Greek Republic. The historical outline is offered under a theoretical perspective, focusing on the dominant literary genres, movements and arts of each period, and not as presented in the traditional Histories of Modern Greek Literature. The comparative perspective is another aspect of the exemplary text approaches of the course and the students are stimulated to use it in their essays, depending on their country of origin. The passages of literary texts approached within the class are offered in an on line and open access anthology: georgakas.lit.auth.gr.

12. LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD <i>Face to face, Distance learning, etc.</i>	Face to face teaching in the class. Use of e-mail, e-class for material, communication, tutorials (for this purpose Microsoft Teams will also be used) and
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	<p>some web links they can use in order to find bibliography not only for this course but for others as well. A screen will be used so as to show the students how they can search within the web. If distance learning is used the screen will be shared. Thus they will get acquainted with the digital environment.</p>								
<p>USE OF INFORMATION & COMMUNICATION TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of screen in classroom or share screen. Use of the platform Microsoft Teams for tutorials or extra multimedia material presentations (music, paintings, films will be shown). The platform will also be used for those who (optionally) want to attend the Modern Greek and Comparative Literature Laboratory activity (lectures, workshops, book presentations etc). Use of e-learning platforms as georgakas.lit.auth.gr for the course. Digital libraries (as anemi digital library) will also be used.</p>								
<p>TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. 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 data-bbox="826 846 1145 882">Activity</th> <th data-bbox="1145 846 1396 882">Workload/semester</th> </tr> </thead> <tbody> <tr> <td data-bbox="826 882 1145 1218"> <p>Week 1. The course and its obligations. Outline, evaluation methods, ways of contact and digital environment presentation (e-class, Microsoft Teams, digital libraries, on line anthology etc.)</p> </td> <td data-bbox="1145 882 1396 1218"> <p>3 hours lecture 5 hours bibliography and e-class material study</p> </td> </tr> <tr> <td data-bbox="826 1218 1145 1839"> <p>Week 2. The methodology and the material of our course. Terms and definitions (literature, philology etc.) for the period and material of our course. Methods of approach and their aspects. Philological skills and prerequisites for essay/study composition. Gradual presentation for each methodological approach i) History of Lit. ii) Theory of Lit. iii) Lit. Criticism iv) Comparative Lit.</p> </td> <td data-bbox="1145 1218 1396 1839"> <p>3 hours lecture 5 hours bibliography and e-class material study</p> </td> </tr> <tr> <td data-bbox="826 1839 1145 2016"> <p>Week 3-4. When does "Modern" Greek Literature begins (from Byzantium to Modern Greek world). Language,</p> </td> <td data-bbox="1145 1839 1396 2016"> <p>6 hours lectures 10 hours bibliography and e-class material study</p> </td> </tr> </tbody> </table>	Activity	Workload/semester	<p>Week 1. The course and its obligations. Outline, evaluation methods, ways of contact and digital environment presentation (e-class, Microsoft Teams, digital libraries, on line anthology etc.)</p>	<p>3 hours lecture 5 hours bibliography and e-class material study</p>	<p>Week 2. The methodology and the material of our course. Terms and definitions (literature, philology etc.) for the period and material of our course. Methods of approach and their aspects. Philological skills and prerequisites for essay/study composition. Gradual presentation for each methodological approach i) History of Lit. ii) Theory of Lit. iii) Lit. Criticism iv) Comparative Lit.</p>	<p>3 hours lecture 5 hours bibliography and e-class material study</p>	<p>Week 3-4. When does "Modern" Greek Literature begins (from Byzantium to Modern Greek world). Language,</p>	<p>6 hours lectures 10 hours bibliography and e-class material study</p>
Activity	Workload/semester								
<p>Week 1. The course and its obligations. Outline, evaluation methods, ways of contact and digital environment presentation (e-class, Microsoft Teams, digital libraries, on line anthology etc.)</p>	<p>3 hours lecture 5 hours bibliography and e-class material study</p>								
<p>Week 2. The methodology and the material of our course. Terms and definitions (literature, philology etc.) for the period and material of our course. Methods of approach and their aspects. Philological skills and prerequisites for essay/study composition. Gradual presentation for each methodological approach i) History of Lit. ii) Theory of Lit. iii) Lit. Criticism iv) Comparative Lit.</p>	<p>3 hours lecture 5 hours bibliography and e-class material study</p>								
<p>Week 3-4. When does "Modern" Greek Literature begins (from Byzantium to Modern Greek world). Language,</p>	<p>6 hours lectures 10 hours bibliography and e-class material study</p>								

	<p>movements, metric theory and systems. Philology and humanistic sciences by Greeks in the period. Examples of Scholars and texts.</p>	
	<p>Weeks 5-6. General outline of the History of Mod. Greek Lit. The examples of texts within the byzantine frame considered as forerunners of modern Greek identity: Krasopateras, Digenis Akritas, Spanos.</p>	<p>6 hours lectures 10 hours bibliography and e-class material study</p>
	<p>Weeks 7-8. Texts from Renaissance Era (Cyprus and Crete). Cypriot sonnets, Apokopos. Erotocritos, Erofilii</p>	<p>6 hours lectures 10 hours bibliography and e-class material study and film</p>
	<p>Weeks 9-11. Examples of texts of the Greek Enlightenment. Mavrocordatos, Vilaras, Chritopoulos, Rigas, Korais. On the 10th week there will be an one and a half hour of mid-term exam</p>	<p>9 hours lectures (including 1,5 hour exam) 15 hours bibliography and e-class material study and film</p>
	<p>Weeks 12. Popular texts as Bertoldo and Demotic Songs. General overview of the course and questions by students</p>	<p>3 hours lecture 8 hours bibliography and e-class material study and film</p>
	<p>Week 13. Conclusions and revision of the course.</p>	<p>3 hours lecture and conversation 17 hours study for essays and/or exams</p>
	<p>Overall course:</p> <p>A. Lectures B. Films C. Bibliography study D. Mid-term exam</p>	<p>A. 37,5 hours B. 6 hours C. 80 hours D. 1,5 hour</p>

	Total hours for the course:	125 hours/5 ECTS= 25hours/ECTS
STUDENT EVALUATION		
<i>Description of the evaluation process</i>		
<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>		
<i>Please indicate all relevant information about the course assessment and how students are informed</i>		
Participation in the conversation in the class 5%		
Mid-term test 25%		
Final exam 70%		
Additional essay (optional) 10%		

13. SUGGESTED BIBLIOGRAPHY

A. Theoretical approaches:

- Βελουδής Γ., *Γραμματολογία – Θεωρία της λογοτεχνίας*, Δωδώνη, Αθήνα 1994, 23-30, 56-61 και 82-85.
- Eideneier H., «Αναζητώντας τις αρχές της νεοελληνικής γραμματείας», στον τόμο Ν. Παναγιωτάκης (επιμ.), *Αρχές της Νεοελληνικής Λογοτεχνίας. Πρακτικά του δευτέρου διεθνούς συνεδρίου «Neograeca Medii Aevi» (Βενετία 7-10 Νοεμβρίου 1991, τ. Α΄, Βενετία 1993, 42-49.*
- Καψωμένος Ερ., «Από τη βυζαντινή στη νεοελληνική πολιτισμική φάση. Αξιολογικά πρότυπα στα λαϊκότερα μεταβυζαντινά κείμενα», στον τόμο Ν. Παναγιωτάκης (επιμ.), *Αρχές της Νεοελληνικής Λογοτεχνίας. Πρακτικά του δευτέρου διεθνούς συνεδρίου «Neograeca Medii Aevi» (Βενετία 7-10 Νοεμβρίου 1991, τ. Α΄, Βενετία 1993, 61-73.*
- Jacobson R., «Linguistics and Poetics» (1960): Robert E. Innis, *Semiotics: An Introductory Anthology*, Indiana University Press 1985, 147-175.
- Αράγης Γ., «Η έννοια της λογοτεχνικής κριτικής», *Εκθόλος* 6 (Χειμώνας 1981), 419-435.
- Βαγενάς Ν., «Θεωρία ή Κριτική;» (1987) και «Θεωρία ή Κριτική; Β΄» (1988): Ν. Βαγενάς, *Η εσθήτα της θεάς. Σημειώσεις για την ποίηση και την κριτική*, Στιγμή, Αθήνα 1988, 87-107 και 173-214.
- Αγγελάτος Δ., «Ο τελωνειακός ή ο διπλωμάτης; Ρόλοι για τη συγκριτική γραμματολογία/φιλολογία του σήμερα», εισαγωγή στο Ρ. Brunel, Cl. Pichois, A.-M. Rousseau, *Τι είναι η συγκριτική γραμματολογία;*, πρόλ./μτφ.σημ. Δ. Αγγελάτος, Πατάκης, Αθήνα 1998, 11-34

B. Main studies

- II. Λίνου Πολίτη, *Ιστορία της Νεοελληνικής Λογοτεχνίας*: pp. 1 – 137. L. Politis, *A History of Modern Greek Literature*, Clarendon Press, 1975
- III. Δ. Αγγελάτου, *Η Αλφαβήτα του Νεοελληνιστή*, Gutenberg 2011.
- IV. N. Mavrelou, A. Outline of a History of Genres in Modern Greek Literature and B. Outline of literary movements from Byzantium to Enlightenment

C. On line (free access) anthology of texts with introductory notes

georgakas.lit.auth.gr

LING3 Teaching Greek as a second/foreign/heritage language (5 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Classics and Humanities		
DEPARTMENT	Department of Greek Philology		
LEVEL OF STUDIES	BA in Hellenic studies – undergraduate program		
COURSE CODE	LING3	SEMESTER	3 rd
COURSE TITLE	TEACHING MODERN GREEK AS A SECOND/FOREIGN/HERITAGE LANGUAGE + INTERNSHIP		
TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
<i>in case the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to a course as a whole, then please note down the teaching hours per week and the corresponding ECTS Credits.</i>			
Lectures and labs		3	5
<i>Add lines if necessary. The teaching organization and methods used are described in the point 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific area and skill development		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:			
URL COURSE:			

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i></p> <p>This course provides students with a practical introduction to the principles and practices of post-method era language teaching. It stresses the importance of various language teaching contexts and describes the differences among them (second/ foreign/heritage language situations). It then focuses on the practical issues which they may face as teachers, and introduces a wide variety of materials and activities. The program helps students develop lesson planning techniques, and also gives them opportunities to try out these techniques in practice.</p> <p>By the end of the course the students will:</p> <ul style="list-style-type: none"> • be able to distinguish between second, foreign, and heritage language speakers and learners • become familiar with basic techniques and principles in current language teaching • be able to evaluate a variety of teaching materials • evaluate, create and adapt materials for the language classroom • be able to use a wide range of techniques and materials in classroom teaching
<p>General Skills</p> <p><i>Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is intended (for the course)?</i></p> <p><i>Search, analysis and synthesis of data and information, using the necessary technologies</i> <i>Adaptation to new situations</i></p> <p><i>Project design and management</i> <i>Equity and Inclusion</i> <i>Respect for the natural environment</i></p>

<i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Sustainability</i> <i>Demonstration of social, professional, and moral responsibility and sensitivity to gender issues</i> <i>Critical thinking</i> <i>Promoting free, creative, and inductive thinking</i>
<ol style="list-style-type: none"> 1. Search, analysis and synthesis of data and information, using the necessary technologies 2. Adaptation to new situations 3. Equity and Inclusion 4. Working in an international environment 5. Promoting free, creative and inductive thinking 6. Autonomous work 	

3. COURSE CONTENT

<ul style="list-style-type: none"> • Second/Foreign language learners • Heritage language learners • Second/foreign language teaching: From theory to practice • Teaching Language Integrated Skills - Listening and Speaking • Teaching Language Integrated Skills - Reading and Writing • Teaching vocabulary • Teaching Grammar • Teaching Young Learners and adult beginners • Use of Technology in Teaching - Distance Learning • Lesson Planning/Techniques for Active Learning • Test Development and Evaluation • Materials Development and Evaluation • Presentations (lesson plans and teaching materials)

4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD</p> <p style="text-align: center;"><i>Face to face, Distance learning, etc.</i></p>	<p>Face to face</p> <p>Distance learning</p> <p>Labs</p>												
<p style="text-align: center;">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)</p> <p style="text-align: center;"><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<ul style="list-style-type: none"> • Use of ICT in Teaching, in Laboratory Education, and in Communication with students 												
<p style="text-align: center;">TEACHING ORGANIZATION</p> <p><i>The way 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 student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.</i></p>	<table border="1"> <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>Lab exercise</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Interactive learning</td> <td style="text-align: center;">41</td> </tr> <tr> <td>Project</td> <td style="text-align: center;">15</td> </tr> <tr> <td>25X5=150 workload</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Lab exercise	20	Interactive learning	41	Project	15	25X5=150 workload	125
<i>Activity</i>	<i>Workload/semester</i>												
Lectures	39												
Lab exercise	20												
Interactive learning	41												
Project	15												
25X5=150 workload	125												
<p style="text-align: center;">STUDENT EVALUATION</p>	<p>Formative:</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, Public Presentation, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Explicitly defined assessment criteria and if and where are accessible to students are mentioned.</i></p>	<p>Class participation 20%</p> <p>Presentation 40%</p> <p>Portfolio 40%</p>
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5. SUGGESTED BIBLIOGRAPHY

- Γαβρηλίδου, Ζ., Μητσιάκη, Μ., & Φλιάτουρας, Α. (2021). *100 βασικές έννοιες για τη γλωσσολογία*. Αθήνα: Gutenberg.
- Gavriilidou, Z. & Mitsiaki, M. (2021). *Curriculum for teaching Greek as a Heritage Language: a framework for teachers*, Ed. Office of Greek Education of the Greek Orthodox Archdiocese of America, 2kProject.
- Cecilia, R. R., & Lopes, A. (Eds.). (2019). *New trends in foreign language teaching: Methods, evaluation and innovation*. Cambridge Scholars Publishing.
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.
- Sarri, S. (2008). *Teaching modern Greek as a second/foreign language to adults* (Doctoral dissertation, California State University, Sacramento).
- Morales Ortiz, A., Pagán Cánovas, C., & Martínez Campillo, C. (2010). *The teaching of modern Greek in Europe: Current situation and new perspectives*. Odysseus project final conference.



4th Semester

AG4 Ancient Greek Language I (8 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Classical Studies and Humanities		
DEPARTMENT	Greek Philology		
LEVEL OF STUDIES	BA in Hellenic Studies - Undergraduate		
COURSE CODE	AG4	SEMESTER	4 th
COURSE TITLE	ANCIENT GREEK LANGUAGE I		
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	8	
<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>	Background		
PREREQUISITES:	None		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:			

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>The aim of the course is the learning of the ancient Greek language, specifically the Attic dialect, and the familiarization of students with ancient Greek texts from the original. The Attic dialect was the language that prevailed in Greece in the 5th century BC, a period of political, intellectual and artistic prosperity in Athens. It was through the Attic dialect that the common Greek was created, which made the other dialects disappear. Transcending the narrow boundaries of the city-state of Athens, it developed into a language of panhellenic scope and with the conquests of Alexander the Great it became the lingua franca of the time. Its evolution is the modern Greek language. The greatest masterpieces of the European intellectual elite have been written in this dialect.</p> <p>For this course, the following basic textbooks have been selected: ATHENAZE : An Introduction to Ancient Greek , Book 1 by Maurice Balme and Gilbert Lawall, 2nd Edition, Oxford: Oxford University Press 2003 and READING GREEK: Text, Vocabulary and Grammar by the Joint Association of Classical Teachers' Greek Course, 2nd Edition, Cambridge: Cambridge University Press 2007. The course introduces students to short Greek texts written in the attic dialect of the 5th and 4th centuries BCE, since the attic dialect is a good basis not only for the works of the major poets and authors of these centuries (e.g. Sophocles, Euripides, Thucydides, Demosthenes, Plato) but also for earlier literature texts (e.g. Homeric epics, early Greek lyric poetry) and later ones (e.g. the New Testament). The course is an introduction to the basics of Classical Greek. It includes reading Greek texts based on original pieces of literature in increasing order of difficulty. These texts give also information about the daily life, literature and culture in ancient Athens. The study of grammar and syntax will be based on the</p>

teaching units of ATHENAZE : An Introduction to Ancient Greek , Book 1 by Maurice Balme and Gilbert Lawall, 2nd Edition, Oxford: Oxford University Press 2003.

Upon successful completion of the course, students will be able to:

- understand the ancient Greek language (grammar, syntax, vocabulary),
- identify the basic elements of a sentence: the verb, the subject and object of the verb, participle and infinitive phrases,
- search in a text for indicators of certain basic links and relations: time, cause, manner, place,
- to be gradually strengthened in their investigation of the way in which the ancient Greek text is organized,
- approach linguistic phenomena (e.g. grammatical and syntactic phenomena), not isolated but in relation to their function in texts ,
- use printed and electronic tools (dictionaries, grammars), which are necessary for the linguistic processing of texts,
- identify the similarities and differences between Modern and Ancient Greek
- search for the basic structures of the ancient language, focusing on those that differ from modern Greek,
- translate simple texts written in Attic dialect,
- have an understanding of the diachronic dimension of the Greek language.

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

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Working in an international environment

Equity and Inclusion

Demonstration of social, professional and moral responsibility and sensitivity to gender issues

Critical thinking

Promoting free, creative and inductive reasoning

3. COURSE CONTENT

The lessons are organized on the basis of the teaching of the grammar and syntax of the Attic dialect.

1. The Greek alphabet and its pronunciation (Consonants, Vowels, Diphthongs, and Iota Subscripts and Adscripts), Accents, Excursus: the different forms of Greek
2. Verb Forms: Stems and Endings, Nouns: Genders, Stems, Endings, Cases, and Agreement , Labeling Functions of Words in Sentences , Use of the Definite Article
3. Verb Forms: Indicative Mood; 1st, 2nd, and 3rd Persons Singular , Proclitics, The Imperative, Articles, Adjectives, and Nouns; Singular, All Cases , Uses of the Cases
4. Verb Forms: 3rd Person Plural, Imperatives, and Infinitives

<p>5. Verb Forms: All Persons. Singular and Plural, Declensions of Nouns and Adjectives, Feminine Nouns and Adjectives of the 1st Declension , Masculine Nouns of the 1st Declension , Feminine Nouns of the 2nd Declension , 1st and 2nd Declension Adjectives , Formation of Adverbs</p> <p>6. Contract Verbs in -α- , Elision, Agreement of Subject and Verb, Personal Pronouns, Possessives</p> <p>7. Verb Forms: πλέω, Verbs: Voice, Verb Forms: Middle Voice , Deponent Verbs, Middle Voice: Meaning , Some Uses of the Dative Case, Prepositions</p> <p>8. Substantive Use of Adjectives Nouns, 3rd Declension I, The Interrogative Pronoun, The Indefinite Pronoun</p> <p>9. Participles: Present: Middle Voice, 3rd Declension Nouns II, 3rd Declension Adjectives II, Numbers, Expressions of Time.</p> <p>10. Participles: Present: Active Voice, 3rd Declension Nouns III, Uses of the Genitive Case, Some Uses of the Article</p> <p>11. Verb Forms: Future, Future Participle to Express, Purpose. Impersonal Verbs</p> <p>12. Verb Forms: Past Tense I, Active Imperatives</p> <p>14. Verb Forms: Past Tense II, Verb Forms: Augment of Compound Verbs</p>

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	Face to Face	
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	Use of ICT in Teaching, in Laboratory Education, in Communication with students	
<p>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>	Activity	Workload/semester
	Lectures	39
	Weekly assignments (exercises) and written tests	100
	Written or oral examination	61
	Total	200
<p>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>	<ul style="list-style-type: none"> - Weekly assignments (exercises) - written tests - Written or oral examination 	

5. SUGGESTED BIBLIOGRAPHY

<p>Adrados, F.R., 1992. Nueva Syntaxis del Griego Antiguo, Madrid.</p> <p>Bakker, E. ed. 2010. A companion to the Ancient Greek language. Oxford: Wiley-Blackwell.</p>	
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- Bakker, E.J. (ed.), 2010. *A Companion to the Ancient Greek Language*. Blackwell Companions to the Ancient World. Literature and Culture, Chichester/Malden, MA.
- Balme, M. and Lawall, G. 2003. *ATHENAZE: An Introduction to Ancient Greek*, Book 1, 2nd Edition, Oxford: Oxford University Press .
- Beekes, R. and van Beek, L. 2010. *Etymological Dictionary of Greek*. Brill: Leiden/Boston.
- Bornemann, E. & Risch, E., 1973. *Griechische Grammatik*, Frankfurt am Main.
- Chantraine, P. 1968-1980. *Dictionnaire Etymologique De La Langue Grecque*. Histoire des mots. Paris: Klincksieck.
- Chantraine, P., 1973/1981. *Grammaire homerique I-II*, Paris.
- Christidis, A.-Ph. ed. 2007. *A history of Ancient Greek: From the beginnings to Late Antiquity*. Cambridge: Cambridge University Press.
- Colvin, St. C. 2007. *A historical Greek reader: Mycenaean to the koiné*. Oxford: Oxford University Press.
- Crespo, E., Conti, L. & Maquieira, H., 2003. *Sintaxis del Griego Clásico*, Madrid: Gredos (ISBN 84-249-2697-8). Review: P. de Blas, 2004, Bryn Mawr Classical Reviews.
- Delaunois, M., 1988. *Essais de syntaxe greque classique*. Reflexions et recherches, Bruxelles.
- Dickey, E. 2016. *An introduction to the composition and analysis of Greek prose*. Greek language - Composition and exercises. Cambridge: Cambridge University Press
- Diggle, J. (Editor-in-Chief) 2021. *The Cambridge Greek Lexicon*. Cambridge: Cambridge University Press.
- Gildersleeve, B.L., 1980 (reprinted, with an index of passages cited compiled by P. Stork). *Syntax of Classical Greek from Homer to Demosthenes*, Groningen.
- Goodwin, W.W., 1889. *Syntax of the Moods and Tenses of the Greek Verb*, London.
- Havers, W., 1931. *Handbuch der erklärenden Syntax*, Heidelberg.
- Horrocks, G. 2010. *Greek: A history of the language and its speakers*. 2d ed. Oxford: Wiley-Blackwell.
- Humbert, J., 1960 (third ed.). *Syntaxe Grecque*, Paris.
- Joint Association of Classical Teachers' Greek Course 2007. *READING GREEK: Text, Vocabulary and Grammar*, 2nd Edition, Cambridge: Cambridge University Press 2007.
- Kühner, R. & Gerth, B., 1898-1904. *Ausführliche Grammatik der griechischen Sprache*, Hannover/Leipzig.
- Luraghi, S., 1998. *Ancient Greek, Languages of the world/Materials 114*, München.
- Martínez Vázquez, R., Ruiz Yamuza, E. & Fernández Garrido, R., 1999. *Gramática funcional-cognitiva del griego antiguo I. Sintaxis y semántica de la predicación*, Publicaciones de la Universidad de Sevilla, Sevilla.
- Montanari, F. 2015. *The Brill Dictionary of Ancient Greek*. Brill: Leiden/Boston.
- Palmer, L. R. 1980. *The Greek language*. London: Faber & Faber.
- Schwyzler, E. & Debrunner, A., 1950. *Griechische Grammatik*, München.
- Smyth, H.W., 1920 (rev. ed. 1956). *Greek Grammar*, Cambridge, Massachusetts.
- Stahl, J.M., 1907. *Kritisch-historische Syntax des griechischen Verbums der klassischen Zeit*, Heidelberg.
- Online sources
 Liddell and Scott, *Greek-English Lexicon* (Perseus Digital Library)
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.04.0057>
 LSJ - Ancient Greek dictionaries https://lsj.gr/wiki/Main_Page

HIS4 Byzantine history (6 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	OF CLASSICS AND HUMANITIES		
DEPARTMENT	OF GREEK PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIS 4	SEMESTER	4 th
COURSE TITLE	BYZANTINE HISTORY		
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	6	
<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>	GENERAL KNOWLEDGE		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	TRANSLAGUAGING		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:			

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 completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • name the institutions, the culture of the Byzantine state. • argue about the contribution of Byzantium to modern Western civilization and the societies of Southeastern Europe and the eastern Mediterranean basin. • identify the causes and reasons for the alienation and conflict of the Orthodox East with the Catholic West. • critically approach the sources of Byzantine history as well as the relevant contemporary bibliography in order to write a short text 																		
General Skills <i>Name the desirable general skills upon successful completion of the module</i>																		
<table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information,</i></td> <td><i>Project design and management</i></td> </tr> <tr> <td><i>ICT Use</i></td> <td><i>Equity and Inclusion</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Sustainability</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td><i>Critical thinking</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td></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>																	
<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>																		
Search, analysis and synthesis of data and information, using the necessary technologies																		

Autonomous work
Teamwork
Working in an international environment

3. COURSE CONTENT

- Introduction
- From Constantine to Justinian
- Christianity
- Justinian
- The Isaurus dynasty and iconoclasm
- The Macedonian dynasty
- Art and culture I
- Art and culture II: Visit to a museum
- Byzantium and the Crusaders
- The Palaiologos dynasty
- Everyday life in Byzantium I
- Everyday life in Byzantium II
- Field trip

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching and Communicating with students	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. 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. The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	39
	Individual work	50
	Visit to a museum	11
	Teamwork	25
	Field trip	25
	Course total	150
STUDENT EVALUATION <i>Description of the evaluation process 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 Please indicate all relevant information about the course assessment and how students are informed</i>	Individual work 25% Teamwork 25 % Participation 10 % Final Evaluation 40%	

5. SUGGESTED BIBLIOGRAPHY

T. E. Gregory, A History of Byzantium, Chichester 2010
John Haldon (επιμ.), The Social History of Byzantium, Chichester 2009

Anthony Kaldellis, *Streams of Gold, Rivers of Blood: The Rise and Fall of Byzantium, 955 A.D. to the First Crusade*, Οξφόρδη, 2017

LIT4 Modern Greek Literature IV: From the Greek Struggle for Independence (1821) until the First Decades of the 20th Century. Literature and the formation of the Greek identity within the Hellenic State. (6 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	Classical and Humanistic Sciences		
DEPARTMENT	Hellenic Studies		
LEVEL OF STUDIES	Undergraduate (BA in Hellenic Studies)		
COURSE CODE	LIT4	SEMESTER	4 th
COURSE TITLE	MODERN GREEK LITERATURE IV: FROM THE GREEK STRUGGLE FOR INDEPENDENCE (1821) UNTIL THE FIRST DECADES OF THE 20 TH CENTURY. LITERATURE AND THE FORMATION OF THE GREEK IDENTITY WITHIN THE HELLENIC STATE		
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	6
<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>	Obligatory/ General Knowledge		
PREREQUISITES:			
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:			
COURSE URL:			

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>Knowledge and understanding of the Methodological Issues connected to the study of Modern Greek Philological Approaches to Literature.</p> <p>Analysis and interpretation of essays on theory, history, criticism of Literature as well as Comparative Theory. Also, analysis/interpretation of examples of Greek literary texts from 1830 till 1930.</p> <p>Proposal, planning and writing a scientific essay (small essays to be asked for)</p> <p>Implementation of the theoretical issues on the approaches of various artistic products and their relation (music, painting, films) to the literary ones. Interdisciplinary approaches are indispensable especially today, when multimedia dominate our lives.</p> <p>Ability to use the various digital libraries (Greek and foreign) and work within the digital environment.</p>
General Skills

<i>Name the desirable general skills upon successful completion of the module</i>	
<i>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</i>	<i>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</i>

Searching books, articles, studies, dictionaries, useful for their science (and their subject) in our department’s library and/or search within the various Digital Libraries (Greek or foreign), so as to study for exams and/or write an essay.

Adapting to the digital environment (“e-class”) which is obligatory for both material on our subject (articles, notes, bibliography etc.) and for the submission of their essays and/or final exams. Learning how to use word, PPT and PDF for their essays.

Work autonomously on their subject for an essay so as to collect information and within a team to search for the general bibliography.

Analyzing the literary texts through their bibliography and learn how to use the studies, monographs, reference books so as to collect information that is necessary and implement their personal knowledge and abilities/skills in order to make a plan of their essay and then write it. It is important to undertake initiatives also for new research or text approaching ideas, especially as far as teaching it (later on, when they will graduate).

Being able to use their critical thinking not only in interpreting texts but also knowing the historical background of each one and not only spot the exact period it was written (from 1830 to 1930), according to the language, genre, style, historical information given within the text, but also being able to compare it with our days and take examples on issues of equity and inclusion, gender issues, social justice, political status etc.

The comparative methodology in its various aspects is a very important one for the critical thinking and for new research ideas, especially when inter-disciplinary issues arise. For this reason they are given a plan of the Literary and Cultural Movements (Romanticism, Realism, etc.), many paintings from Romanticism to Modernism, some films that depict the period and old books to study, available free on line.

They are encouraged to face Philology or Study of Literature as a science with certain methodological “tools” for research, study, essay, or article writing, and of course teaching. These tools are Theory, History, Comparative Literature and Literary Criticism and, through this course, we intends to make an introduction to the methodology with the use of some texts as examples of approach and or essay writing.

3. COURSE CONTENT

- A. An introductory course for the scientific Study of Modern Greek Literature with reference to the four methodological “tools” of 19th century Modern Greek Philology, and the historical context of the 19th century till the beginning of the 20th.
- B. The second part of the course is an attempt to apply their knowledge on certain Modern Greek texts of the period and present also a more detailed historical outline of our Literature throughout the first century of the Greek Republic. The historical outline is offered under a theoretical perspective, focusing on the dominant literary genres, movements and arts of the period. The comparative perspective is another aspect of the exemplary text approaches of the course and the students are stimulated to use it in their essays. The passages of literary texts approached within the class are offered in a small anthology by the instructor.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHINGMETHOD <i>Face to face, Distance learning, etc.</i>	Face to face teaching in the class. Use of e-mail, e-class for material, communication, tutorials (for this
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	<p>purpose Microsoft Teams will also be used) and some web links they can use in order to find bibliography not only for this course but for the future ones. If the course is live, a screen will be used so as to show the students how they can search within the web. If distance learning is used due to the pandemic the screen will be shared. Thus they will get acquainted with the digital environment.</p>										
<p style="text-align: center;">USE OF INFORMATION & COMMUNICATION TECHNOLOGY (ICT)</p> <p style="text-align: center;"><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of screen in classroom or share screen if Distance learning is imposed by the pandemic. Use of the platform Microsoft Teams for distant learning but also for tutorials or extra multimedia material presentations (music, paintings, films will be shown). The platform will also be used for those who (optionally) want to attend the Modern Greek and Comparative Literature Laboratory activity (lectures, workshops, book presentations etc). Digital libraries will also be used.</p>										
<p style="text-align: center;">TEACHING ORGANIZATION</p> <p><i>The ways and methods of teaching are described in detail. 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;">Activity</th> <th style="text-align: center;">Workload/semester</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Week 1. The course and its obligations. Terms and definitions (literature, philology etc.)</td> <td style="vertical-align: top; text-align: center;">3 hours lecture 10 hours bibliography and e-class material study</td> </tr> <tr> <td style="vertical-align: top;">Weeks 2-3 The methodology and the material of our science (Philology). Language problem (katharevousa and demotic), literary movements in Greece, literary criticism and theory in 19th cent. A historical overview and periods. Introduction to European and Greek Romanticism</td> <td style="vertical-align: top; text-align: center;">6 hours lectures 12 hours bibliography and e-class material study</td> </tr> <tr> <td style="vertical-align: top;">Week 4. Greek "Romantic" groups. A. The Ionian Islands and the case of Solomos</td> <td style="vertical-align: top; text-align: center;">3 hours lecture 10 hours bibliography and e-class material study</td> </tr> <tr> <td style="vertical-align: top;">Weeks 5-6. Other writers from the Ionian Islands and B. the "classicist-romantic" production in Athens and the Ottoman Empire. Dominating literary Genres.</td> <td style="vertical-align: top; text-align: center;">6 hours lectures 14 hours bibliography and e-class material study.</td> </tr> </tbody> </table>	Activity	Workload/semester	Week 1. The course and its obligations. Terms and definitions (literature, philology etc.)	3 hours lecture 10 hours bibliography and e-class material study	Weeks 2-3 The methodology and the material of our science (Philology). Language problem (katharevousa and demotic), literary movements in Greece, literary criticism and theory in 19 th cent. A historical overview and periods. Introduction to European and Greek Romanticism	6 hours lectures 12 hours bibliography and e-class material study	Week 4. Greek "Romantic" groups. A. The Ionian Islands and the case of Solomos	3 hours lecture 10 hours bibliography and e-class material study	Weeks 5-6. Other writers from the Ionian Islands and B. the "classicist-romantic" production in Athens and the Ottoman Empire. Dominating literary Genres.	6 hours lectures 14 hours bibliography and e-class material study.
Activity	Workload/semester										
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	Exemplary texts by Kalvos, Soutsos, Asopios, Paparrigopoulos, Koumanoudis	TV series Symvolaiografos by Rangavis (3 hours)
	Week 7. The unique case of Roidis' <i>Pope Joan</i> and the parody of the Historical Novel, as a transition to Realism. The translation of the text by L. Durell and its problems	3 hours lecture 10 hours bibliography and e-class material study +Film <i>Pope Joan</i> (3 hours)
	Weeks 8-9. Realist fiction (with romantic nuances) and the identity of the Greek poetry within the frame of European movements (symbolism, parnassism). Exemplary texts by Mitsakis, Roidis, Episkopopoulos, Psycharis, Palamas, etc. Dominating genres till mid 1890's	6 hours lectures 20 hours bibliography and e-class material study
	Weeks 10-12. The turning of the century till 1930. Evolution of the Press, literary movements, historical events and the way towards the emancipation of the literary production. Texts by Kavafy, Kazantzakis, Rodocanakis, Chatzopoulos etc. Main writer to examine C. P. Cavafy	9 hours lectures Including mid-term) 15 hours bibliography and e-class material study and film Mid-term exam within the lectures hours Film (Kavafy, 3 hours)
	Week 13. Conclusions and revision of the course.	3 hours lecture and conversation 50 hours study for essays and/or exams Film (Metropolis by F. Lang) 3 hours Tutorial for the essays 8 hours
	Overall course:	A. 37,5 hours B. 12 hours

	<p>A. Lectures B. Films/Series C. Bibliography study for exams and essays D. Mid-term exam E. Tutorial</p> <p>Total hours for the course:</p>	<p>C. 91 hours D. 1,5 hours E. 8 hours</p> <p>150 hours/6 ECTS= 25hours/ECTS</p>
<p style="text-align: center;">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>Participation in the conversation within the class and the activities by our Laboratory 5%</p> <p>Mid-term test 25%</p> <p>Final exam 70%</p> <p>Additional essay (optional) 10%</p>	

5. SUGGESTED BIBLIOGRAPHY

<p style="text-align: center;">A. General Studies (selection):</p> <p>Annick Benoit-Dusauso and Guy Fontaine, <i>History of European literature</i>, Routledge, London, 2000. Rod. Beaton, <i>An Introduction to Modern Greek Literature</i>, Clarendon Press 1999. N. Mavrellos, Outline of a History of Genres in Greek Literature of the period and B. Outline of literary movements from Romanticism to Modernism</p> <p style="text-align: center;">B. Studies on writers to be approached:</p> <p>Mavrellos N., <i>Roidis' tangible images and Baudelaire's paintings of modern life. Aspects of Modernity in Emmanouíl Roidis' works</i>, Lambert Academic Publishing 2018.</p> <p style="text-align: center;">C. On line</p> <p>C. P. Cavafy anthology and studies: https://cavafy.onassis.org/</p>



5th Semester

MODERN GREEK CEFR LEVEL B1/B2 - COURSE GUIDELINES AND SYLLABUS

Developers: Zoe Gavriilidou & Ifigeneia Dosi
Professor & Assistant Professor
zgabriil@helit.duth.gr & idosi@helit.duth.gr
Democritus University of Thrace, Greece

1. Required Course Materials

- Τριανταφυλλίδου Λ., Κοκκινίδου Μ. & Παντέλογλου Λ. (2019). *Ελληνικά στο πι και φι²: Εντατικά μαθήματα ελληνικών για το επίπεδο Β*. Αθήνα: Gutenberg.
- Παθιάκη, Ε., Σιμόπουλος, Γ. & Τουρλής, Γ. (2012). *Ελληνικά Β' (B1/B2)*. Αθήνα: Εκδόσεις Πατάκης.
- Access to computer and the Internet
- Τζεβελέκου Μ., Κάντζου, Β., Σταμούλη, Σ. (2007). *Βασική Γραμματική της Ελληνικής*. Athens: ΙΕΛ. http://archive.ilsp.gr/files/Basic_Greek_Grammar.pdf
- Αντωνίου, Μ., Βενέτη, Γ., Δετσούδη, Ζ., Κακαρίκος, Κ. (2004). *Λέξεις και εικόνες: Εικονογραφημένο Λεξικό*. ΕΚΠΑ: ΚεΔΑ.
https://www.keda.uoa.gr/epam/pdf/high/lexeis_eikones_lex.pdf
- Headset with microphone
- Handouts distributed in class

☞ Note: Additional electronic reference books (dictionaries, grammars etc.) will be handed to students.

2. Course Description and Learning Outcomes

This syllabus is implemented to four semesters and is intended to third and fourth year students who need to enhance their language skills in Modern Greek at the level B1/B2. It is designed to promote language proficiency at undergraduate level for students belonging to the Greek Philology academic disciplines. It assesses the students' ability to use Greek as a medium of practical communication and is designed for students for whom Greek is not a first language/mother tongue. We will focus on core language skills (Listening, Speaking, Reading, and Writing) using a variety of texts (textbook lessons, online authentic material, web multimodal texts, advertisements, films, and documentaries) with particular emphasis on face-to-face communication, group discussions, vocabulary, grammar, games, question-answer sessions, writing, and spoken fluency.

A. Oral Communication

Overall Expectations

By the end of these four courses, students are expected to:

- establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, of reservations and reluctance; state conditions when agreeing to requests or granting permission; ask for understanding of their own position
- support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding
 - start up a rather long conversation of common interest and help it to keep going by asking rather spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects

- exploit knowledge of socio-cultural conventions in order to establish a consensus on how to proceed in a particular situation unfamiliar to everyone involved; clarify misunderstandings and misinterpretations during intercultural encounters, suggesting how things were actually meant in order to continue the discussion

Specific Expectations

Listening

By the end of these four courses, students are expected to:

- generally follow the main points of extended discussion (face to face or in TV or radio);
- understand straightforward factual information about common everyday topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent;
- understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives
- understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life with normal background noise
- understand the main ideas of complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in their field of specialization
- follow extended speech and complex argumentation provided the topic is reasonably familiar
- identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.
- identify the main reasons for and against an argument or idea in clear standard speech.
- follow chronological sequence in extended informal speech

Speaking

By the end of these four courses, students are expected to:

- clearly, fluently and in detail describe/express feelings/narrate about an experience or event on a wide range of subjects, using simple and more advanced expressions
- give straightforward descriptions on a variety of familiar subjects
- develop an argument and justify their opinion well enough to be followed without difficulty; develop a clear argument systematically with appropriate highlighting of significant points, and relevant supporting detail
- give simple reasons to justify a viewpoint on a familiar topic
- deliver short, rehearsed announcements on an everyday topic
- give a prepared presentation on a familiar topic within their field, outlining similarities and differences (e.g. between products, countries/regions, plans), explaining the main points are explained with reasonable precision and take follow up questions
- give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail; take a series of follow up questions with a degree of fluency and spontaneity

Language Conventions

By the end of these four courses, students are expected to:

- identify and use appropriate language structures and pragmatic conventions during oral communication activities;
- use newly acquired vocabulary in conversation;
- interpret the meaning of unfamiliar words, using contextual clues;
- broad vocabulary (included academic vocabulary), but also high-frequency and limited low-frequency idioms

B. Written Communication

Overall Expectations

By the end of these four courses, students are expected to:

- understand different texts of different genres;
- write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence;
- write clear, detailed texts using more advanced vocabulary and expressions on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments from a number of sources.

Specific Expectations

Reading

By the end of these four courses, students are expected to:

- read straightforward factual texts on subjects related to their field and interests with a satisfactory or more advanced level of comprehension;
- read with a large degree of independence, adapting style and speed of reading to different texts and purposes (e.g. newspapers, magazines, more straightforward novels, travel diaries, history books, biographies, travelogues, guides, lyrics, poems), and using appropriate reference sources selectively;
- understand large messages sent via social media or email, which contain more advanced vocabulary and idiomatic expressions;

Writing

Overall Expectations

By the end of these four courses, students are expected to:

- write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned;
- write a short review of a TV programme, film, book or play;
- write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.

Specific Expectations

Communication of Information and Ideas

By the end of these four courses, students are expected to:

- engage in real-time exchanges with more than one participant, recognizing the communicative intentions of each contributor;
- post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings;
- contribute in an online discussion on a familiar topic of interest;
- engage in online exchanges, linking their contributions to previous ones in the thread, understanding cultural implications and reacting appropriately
- exchange information by writing a letter/e-mail of apology or complaint, a postcard that includes an appropriate salutation and closing;
- record personal thoughts and observations in diaries, journals, and logs using more advanced language;
- write point-form notes to record key information from articles, poems, and reading passages using more advanced language;
- write their own narrations or continue a story using more advanced language (creative writing).

Language Conventions

By the end of these four courses, students are expected to:

- identify, understand and use appropriate language and genre conventions;
- use reading strategies (e.g., knowledge of cognates, word families, root words) to determine the meaning of unfamiliar vocabulary and expressions;
- have academic vocabulary;
- demonstrate more advanced dictionary skills (e.g., recognize and understand parts of speech, pronunciation cues, abbreviations);
- write texts using correct spelling and punctuation;
- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- incorporate newly acquired vocabulary into their written work.
- use illustrated and bilingual dictionaries to determine the meaning of unfamiliar vocabulary.

3. Course Requirements

In order to receive credit for the courses, the students should:

- ✓ Complete all in-class and out-of-class assignments as specified by the instructor
- ✓ Maintain a portfolio of the revised work
- ✓ Receive a passing grade (C or better) in Mid-term and Final term exams.
- ✓ Attend tutoring sessions as assigned
- ✓ Comply with the attendance and work policy

4. Course Policies

- ✓ All work must be submitted on time
- ✓ Students are not allowed to take the final exam after 5 absences
- ✓ The students must observe class timings-Tardiness will affect the attendance credit
- ✓ The students have access to the Internet and use it whenever needed
- ✓ Teacher reserves the right to change to modify the course to meet the objectives

5. Assessment Criteria

Portfolio	10 %
Quizzes	10 %
Attendance/ Class participation	10 %
Partial exams	50%
Final exams	20%

**Tentative Syllabus
Levels B1/2**

Lesson 1 & 2

Introduction

- ✓ Course prerequisites & teaching material
- ✓ Revision of core phenomena in A1 & A2

Lesson 3: Αφήστε το μήνυμά σας... (Leave your message...)

Communicative functions

- Telephone communication
- Party invitation
- Greetings, introductions, wishes
- Family relationships

Functional patterns: Ποιος τη ζητάει παρακαλώ; · Αφήστε το μήνυμά σας. · Η οικογένειά μου. · Μένω στην οδό... · Αυτό είναι για σένα. · Αυτούς θα τους πάρω εγώ.

Grammar

- ✓ Nouns (singular and plural)
- ✓ Use of nominative and accusative case
- ✓ Feminine nouns in -ο
- ✓ Personal pronoun direct object (strong and weak form)
- ✓ Phonetics/phonology: Vowel deletion, Assimilation I

Vocabulary

- ✓ Telephone communication
- ✓ Greeting, invitation
- ✓ Family relationships

Cultural issues

- ✓ Different ways of communication and invitation between different cultures

Lesson 4: Home sweet home... (Σπίτι μου σπιτάκι μου...)

Communicative functions:

- ✓ Home Rental
- ✓ Damages, Home Maintenance
- ✓ Tenant Complaints
- ✓ House moving
- ✓ Cohabitation

Functional patterns: Το σπίτι βγάζει προβλήματα. · ο/η/το, ένας/μία/ένα · Εμένα μου αρέσει. Εσένα; · Ποιανού είναι το σπίτι; · δικός μου / δική μου / δικό μου

Grammar

- ✓ Definite and indefinite article, article omission
- ✓ Personal pronoun indirect object (strong and weak form)
- ✓ Genitive case· Possessive pronoun
- ✓ Phonetics/phonology: Vowel deletion, Assimilation II

Vocabulary

- ✓ Residence
- ✓ House moving

✓ House issues & complaints
Cultural issues
✓ To address similarities and differences about residence in different cultures

Lesson 5: There was terrible traffic! (Είχε τέτοια κίνηση!)
Communicative functions
<ul style="list-style-type: none"> ✓ Description of neighborhood and route ✓ Moving around the city ✓ Means of transport
Functional patterns: Θα έρθω μόνη μου. · Μήπως έχασες τον δρόμο; · Διασχίζεις την οδό Δημοκρατίας και συνεχίζεις όλο ευθεία. · Είχε τέτοια κίνηση! · Δεν περίμενα να κάνω τόσες ώρες.
Grammar
<ul style="list-style-type: none"> ✓ Indefinite pronouns: ο ίδιος / η ίδια / το ίδιο, άλλος / άλλη / άλλο, μόνος / μόνη / μόνο μου ✓ Demonstrative pronouns: τέτοιος / τέτοια / τέτοιο, τόσος / τόση / τόσο ✓ Indefinite pronouns: κανένας / καμία / κανένα, κάποιος / κάποια / κάποιο, κάτι ✓ Phonetics/phonology: Synizesis I
Vocabulary
<ul style="list-style-type: none"> ✓ Means of transport ✓ Tourist attractions, landmarks ✓ Directions
Cultural issues
✓ Different tourist attractions and landmarks across different cultures

Lesson 6: It is too expensive! (Είναι πανάκριβα!)
Communicative functions:
<ul style="list-style-type: none"> ✓ Discussing about shopping prices and cost of living ✓ Changing a defective product
Functional patterns: Πώς σας φαίνεται; · Σας πάει πολύ. · Δε μου αρέσει καθόλου. Είναι χάλια! · Πώς μπορώ να σας εξυπηρετήσω; · Μπορώ να το αλλάξω; · Θα μου κάνετε καλύτερη τιμή;
Grammar
<ul style="list-style-type: none"> ✓ Adjectives in -ύς, -ιά, -ύ ✓ Adjectives in -ής, -ιά, -ί ✓ Phonetics/phonology: Synizesis II
Vocabulary
<ul style="list-style-type: none"> ✓ Shopping ✓ Colors
Cultural issues
✓ Similarities and differences in shopping across different cultures

Lesson 7: Let's go again (Πάμε πάλι!)
Revision and partial exam

Lesson 8: Eating and drinking (Φάγαμε, ήπιαμε...)
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Communicative functions

- ✓ To order food
- ✓ To complaint about food and beverages
- ✓ To reserve a table
- ✓ Advertisements

Functional patterns: *Να παραγγείλουμε; · Θα ήθελα μία μπριζόλα χοιρινή, αν γίνεται. · Θα πιείτε κάτι; Έχουμε πολύ ωραίο κρασάκι χύμα. · Οι κεφτέδες που πήρα εγώ ήταν για πέταμα. · Βράζουμε τα φασόλια για δέκα λεπτά. · Μια κράτηση θα ήθελα να κάνω.*

Grammar

- ✓ Masculine nouns in -άς/-άδες, -ης/-ηδες, -ής/-ήδες, -ές/-έδες, -ούς/-ούδες
- ✓ Feminine nouns in -ά/-άδες, -ού/-ούδες
- ✓ Neuter nouns: meat, milk
- ✓ Aorist of verbs of Active Voice type A, B1, B2 and irregulars
- ✓ Phonology: Vowel deletion, Phonological differentiation

Vocabulary

- ✓ Recipes
- ✓ Nutrition and health

Cultural issues

- ✓ Similarities and differences in different types of cuisines

Lesson 9: I remember we used to play all day... (Θυμάμαι ότι παίζαμε όλη μέρα...)**Communicative functions**

- ✓ Describing past experiences and events

Functional patterns: *Εκείνα τα χρόνια τα παιδιά έπαιζαν στους δρόμους. · Όταν εσύ σπούδαζες, εγώ δούλευα. · Την ώρα που πήγαινα στη στάση, πέρασε το λεωφορείο.*

Grammar

- ✓ Active Voice of verbs type A, B1, B2, AB in Present
- ✓ Discrimination between Paratatikos & Aorist
- ✓ Phonetics/phonology: Vowel deletion, Clusters I

Vocabulary

- ✓ Customs
- ✓ Habits
- ✓ Jobs in the past

Cultural issues

- ✓ Life and jobs now and in the past across cultures (similarities & differences)

Lesson 10: Come rain or shine... (Έχει ο καιρός γυρίσματα...)**Communicative functions**

- ✓ Trip Plans
- ✓ Weather Discussion
- ✓ Hiking and Weather
- ✓ Weather Report

Functional patterns: *Τι καιρό θα κάνει την Κυριακή; · Θα δούμε το δελτίο καιρού. · Στην Αττική θα έχει ήλιο με συννεφιά. · Χιονίζει. Σε λίγο θα το στρώσει. · Θα έχει ισχυρούς βόρειους ανέμους έντασης 9 μποφόρ. · Τη Δευτέρα θα έχουμε άνοδο της θερμοκρασίας. · Ο καιρός αύριο θα είναι άστατος. · Αν αρχίσεις γυμναστική, θα νιώσεις πολύ καλύτερα.*

Grammar

- ✓ Simple Future of active voice verbs A, B1, B2, irregular verbs
- ✓ Conditionals I
- ✓ Adjectives in -ης, -α, -ικο
- ✓ Phonetics/phonology: Vowel deletion, Palatalization /k/ /c/; /γ/ /j/; /x/, /ç/; /g/ /j/

Vocabulary

- ✓ Weather patterns
- ✓ Seasons – Months
- ✓ Health
- ✓ Activities

Cultural issues

- ✓ Weather patterns across different cultures

Lesson 11: We change habits... (Αλλάζουμε συνήθειες...)**Communicative functions**

- ✓ Environmental concerns
- ✓ Recycling
- ✓ Decisions for the future

Functional patterns: Από σήμερα θα πηγαίνω στη δουλειά με το ποδήλατο. · Με ρώτησε αν μπορούμε να κάνουμε κάτι για το περιβάλλον.

Grammar

- ✓ Continuous Future of verbs in Active Voice types A, B1, B2
- ✓ Distinction between Simple and Continuous Future
- ✓ Interrogative and indirect sentences
- ✓ Phonetics/phonology: Vowel deletion, Stress

Vocabulary

- ✓ Environment
- ✓ Recycling

Cultural issues

- ✓ Environmental habits across cultures (similarities & differences)

Lesson 12: Let's go again (Πάμε πάλι!)

Revision and partial exam

Lesson 13: Lets go on vacation! (Πάμε διακοπές;)**Communicative functions**

- ✓ Information about holidays: places, attractions, means of transport
- ✓ Tour guides
- ✓ Hotel complaints
- ✓ Tourist office advertisement

Functional patterns: Πού να πάμε διακοπές φέτος; · Σκεφτόμαστε να περάσουμε ένα δεκαήμερο στην Αμοργό. · Θέλουμε να χαλαρώσουμε κοντά στη θάλασσα. · Ας έρθει μαζί μας στο χωριό, αν θέλει. · Προτιμώ να μείνουμε σε ξενοδοχείο τριών αστέρων. · Τηλεφωνήστε για να μάθετε τα δρομολόγια των τρένων; · Τι ώρα αναχωρεί η πτήση 9:20 για Λονδίνο; · Αν υπάρξει κάποιο άλλο πρόβλημα, να με ενημερώσετε αμέσως. · Αν και έχει πολύ κόσμο, περνάμε υπέροχα.

Grammar

- ✓ Simple Subjunctive of active voice verbs of type A, B1, B2, irregular verbs
- ✓ Conditionals II
- ✓ Adversative Coordinating Conjunctions
- ✓ Phonetics/phonology: Phonological awareness

Vocabulary

- ✓ Holidays
- ✓ Volunteering
- ✓ Tourisms

Cultural issues

- ✓ Types of holidays in different cultures

Lesson 14: An accident on the road... (Ένα ατύχημα στους δρόμους...)**Communicative functions**

- ✓ Accidents, emergencies
- ✓ In hospital
- ✓ Medical advice
- ✓ Road safety

Functional patterns: *Απαγορεύεται να μιλάτε στο κινητό. · Μπορείς να φας ό,τι θέλεις σήμερα. · Μπορείς να τρως ό,τι θέλεις από αύριο. · Το πόδι μου πονάει. φοβάμαι μήπως το έσπασα.*

Grammar

- ✓ Subjunctive clauses
- ✓ Continuous Subjunctive of Active Voice Verbs
- ✓ Discriminating between Simple and Continuous Subjunctive
- ✓ Phonetics/phonology: Clusters II

Vocabulary

- ✓ Accidents
- ✓ Body parts

Cultural issues

- ✓ Similarities and differences in different healthcare systems
- ✓ Road safety in different cultures

Lesson 15: Wait for a minute please... (Περιμένετε μισό λεπτό, παρακαλώ...)**Communicative functions**

- ✓ Public Services
- ✓ Complaints about "inflated" bill
- ✓ Contact with public services and problems
- ✓ Impolite - polite way of speaking

Functional patterns: *Πάρτε αυτή την αίτηση και συμπληρώστε τη. · Μην πληρώσετε ακόμα τίποτα. · Ακολουθείτε πιστά τις οδηγίες. · Μη δίνετε ποτέ τον μυστικό προσωπικό σας αριθμό σε κανέναν. · Αν σας δυσκολέψει κάτι, τηλεφωνήστε στην υπηρεσία μας. • Αν θέλετε, στείλτε τη δήλωσή σας ηλεκτρονικά.*

Grammar

- ✓ Simple Imperative of Active Voice verbs type A, B1, B2, irregular
- ✓ Continuous Imperative of Active Voice verbs type A, B1, B2, AB

<ul style="list-style-type: none"> ✓ Conditionals III ✓ Phonetics/phonology: Vowel deletion, Stress
Vocabulary <ul style="list-style-type: none"> ✓ Public services ✓ Contact via phone or internet
Cultural issues <ul style="list-style-type: none"> ✓ Public services (similarities & differences)

Lesson 16: I often watch your channel... (Παρακολουθώ συχνά το κανάλι σας...)
Communicative functions <ul style="list-style-type: none"> ✓ Discussion about Media ✓ Complaint Letter about a TV programme ✓ News Release
Functional patterns: Θα καθίσω στο σπίτι να δω καμιά ταινία στην τηλεόραση. · Πάω να σερφάρω στον υπολογιστή μου. · Τα κινούμενα σχέδια του καναλιού έχουν πολλές σκηνές βίας. · Ένα κανάλι πρέπει να έχει κέρδη, διαφημίσεις και τηλεθεατές.
Grammar <ul style="list-style-type: none"> ✓ Present of verbs in Passive Voice of type B1, B2 ✓ mediopassive verbs of type A, B1, B2, C2 ✓ Neuter nouns in -ος ✓ <i>That</i> sentences ✓ Punctuation
Vocabulary <ul style="list-style-type: none"> ✓ Different programmes of Mass media (included podcasts) ✓ Advertisements
Cultural issues <ul style="list-style-type: none"> ✓ Similarities and differences in TV programmes and films across cultures

Lesson 17: Let's go again (Πάμε πάλι!) Revision and partial exam
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Lesson 18: Learn How to Read and Write, Son... (Μάθε, παιδί μου, γράμματα...)
Communicative functions <ul style="list-style-type: none"> ✓ Presentation of the educational system ✓ Discussing about the educational system
Functional patterns: Τι κάνετε, κύριε Αλέξανδρε; · Ετοιμάζω το μάθημα. · Ετοιμάζομαι για το σχολείο. · Οι ασκήσεις διορθώνονται από τους μαθητές. · Δεν πέρασε τις εξετάσεις, γιατί/επειδή/αφού δε διάβασε αρκετά.
Grammar <ul style="list-style-type: none"> ✓ Vocative case ✓ Active and Passive Syntax ✓ Active, Middle and Passive Voice ✓ Verbs only in Active Voice ✓ Verbs only in Passive Voice ✓ Causative clauses ✓ Phonetics/phonology: Spelling, Conjugation

Vocabulary

- ✓ Educational system (primary, secondary, tertiary)
- ✓ Facilities in educational institutes

Cultural issues

- ✓ Educational systems across different cultures (similarities – differences)

Lesson 19: Working like a dog... (Δουλεύω σαν σκυλί...)**Communicative functions**

- ✓ Want ads
- ✓ Resume
- ✓ Cover letter
- ✓ Job interview
- ✓ Information on working conditions and employment rights

Functional patterns: Έχω δουλέψει ως μάγειρας. · Θα σου τηλεφωνήσω για να κανονίσουμε το ραντεβού. · Δουλεύει τόσο πολύ, που είναι πάντα κουρασμένη.

Grammar

- ✓ Active Voice Verbs in Present Perfect
- ✓ Discrimination between Present Perfect and Aorist
- ✓ Final Clauses
- ✓ Reason Clauses
- ✓ Phonetics/phonology: Clusters III

Vocabulary

- ✓ Professions and salaries
- ✓ Workplaces

Cultural issues

- ✓ Job vacancies in DIFFERENT CULTURE language and literature

Lesson 20: Let's go to the theatre... (Πάμε θέατρο; ...)**Communicative functions**

- ✓ Theater/Cinema booking
- ✓ Art information and criticism

Functional patterns: Όσπου να βρούμε να παρκάρουμε, το έργο είχε αρχίσει. Μέχρι να φτάσουμε, τα εισιτήρια θα έχουν τελειώσει. Όταν γυρίσεις, πάρε με τηλέφωνο. · Ενώ πήγαινα στη δουλειά, συνάντησα την ξαδέρφη μου.

Grammar

- ✓ Active Voice Verbs in Past Perfect
- ✓ Perfective Future of Active Voice Verbs
- ✓ Temporal Subordinate Clauses
- ✓ Punctuation

Vocabulary

- ✓ Art
- ✓ Entertainment via art

Cultural issues

- ✓ Important artists across different cultures

Lesson 21: Let's go again (Πάμε πάλι!)

HIS5 Contemporary and Modern Greek history (7 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	OF CLASSICS AND HUMANITIES		
DEPARTMENT	GREEK PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIS 5	SEMESTER	5 th
COURSE TITLE	CONTEMPORARY AND MODERN GREEK HISTORY		
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	7	
<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>	GENERAL KNOWLEDGE		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	TRANSLANGUAGING		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:			

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>																		
<ul style="list-style-type: none"> • Upon completion of the course in the course students will be able to • chronologically place key milestones in Greek political, diplomatic and social history • name the basics of the history of ideas in Greece • critically assess the development of Greek history orally or in writing • study historical documents and write short texts based on them • place the evolution of Greek history within the European and international contexts • are able to carry out research – bibliographic and/or primary – on issues of recent and modern Greek history are able to record their research findings as well as their own scientific evaluation in scientific papers/essays 																		
General Skills <i>Name the desirable general skills upon successful completion of the module</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, using the necessary technologies																		

Autonomous work
Teamwork
Working in an international environment

3. COURSE CONTENT

1. The Greek Enlightenment
2. The Greek Revolution
3. The formation of the Greek state by the Othonian monarchy,
4. The dynastic change and the integration into the Great Powers system of domination,
5. The proto-industrial economic development and social-political reforms,
6. The action and role of the Greek diaspora and immigration,
7. The territorial expansion of the Greek state in the 19th century and its consequences,
8. The National Division, the Asia Minor Campaign and Disaster,
9. The doubling of Greek territory and the Second Republic,
10. The consequences of the international economic crisis of 1929,
11. The Restoration of the Monarchy and the August 4 regime,
12. The Greco-Italian/Greco-German War and the Occupation,
13. The Civil War, the Dictatorship, the Third Hellenic Republic.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching and Communicating with students	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. 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. The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	39
	Individual work	35
	Visit to a museum	20
	Workshop	21
	Teamwork	35
	Field trip	25
Course total	175	
STUDENT EVALUATION <i>Description of the evaluation process 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 Please indicate all relevant information about the course assessment and how students are informed</i>	Individual work 25% Teamwork 25 % Participation 10 % Final Evaluation 40%	

5. SUGGESTED BIBLIOGRAPHY

Thomas W. Gallant, Modern Greece: From the War of Independence to the Present

CUL5 History of Art I (7 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF CLASSICAL STUDIES AND HUMANITIES		
DEPARTMENT	GREEK PHILOLOGY		
LEVEL OF STUDIES	BA in Hellenic Studies - Undergraduate		
COURSE CODE	CUL 5	SEMESTER	5 th
COURSE TITLE	HISTORY OF ART I		
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	7	
<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>	GENERAL KNOWLEDGE		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	TRANSLAGUAGING		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:			

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>																		
Upon successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Name iconic works of Greek art • Classify artistic creations chronologically • Naming contemporary Greek artists 																		
General Skills <i>Name the desirable general skills upon successful completion of the module</i>																		
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Search, analysis and synthesis of data and information, using the necessary technologies <ul style="list-style-type: none"> • Working in an international environment 																		

3. COURSE CONTENT

1. Prehistoric art
2. Houses and palaces of Crete
3. Mycenaean era
4. Geometric era
5. Archaic era
6. Classical Times I
7. Classical times II
8. Visit to a museum
9. Hellenistic era - Introduction
10. Byzantine era
11. Visual Arts in Modern and Contemporary Greece I
12. Visual Arts in Modern and Contemporary Greece II
13. Visit to a museum

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in teaching and communicating with Students	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. 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> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	35
	Individual work	35
	Visit to a museum	30
	Workshop	25
	Teamwork	35
	Field trip	25
	Course total	175
STUDENT EVALUATION <i>Description of the evaluation process</i> <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> <i>Please indicate all relevant information about the course assessment and how students are informed</i>	Individual work 25% Teamwork 25 % % Participation 10% Final Assessment 40%	

5. SUGGESTED BIBLIOGRAPHY

Boardman J, Greek Art (World of Art)
 Mark D. Stansbury-O'Donnell, A History of Greek Art

LING5 Theory and Practice of Translation (6 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	OF CLASSICS AND HUMANITIES		
DEPARTMENT	OF GREEK PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	LING5	SEMESTER	5 th
COURSE TITLE	THEORY AND PRACTICE OF TRANSLATION		
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	6	
<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>	SKILLS DEVELOPMENT		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	TRANSLANGUAGING		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:			

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>																
Upon successful completion of the course, students will be able to: <ul style="list-style-type: none"> • use a variety of tools to facilitate the translator's work, • translate texts from their language into Greek and vice versa 																
General Skills <i>Name the desirable general skills upon successful completion of the module</i>																
<table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information, ICT Use</i></td> <td><i>Project design and management</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Equity and Inclusion</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Sustainability</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Critical thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td><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>	
<i>Search, analysis and synthesis of data and information, ICT Use</i>	<i>Project design and management</i>															
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<i>Production of new research ideas</i>																
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Working in an international environment 																

3. COURSE CONTENT

1. Introduction to translation theory

2. Translation theory I
3. Translation Techniques I
4. Translation Techniques II
5. Translation Techniques II
6. Approaches of the translator
7. Translation and bilingualism
8. Translation of liturgical texts
9. Translation of a literary text
10. Translation of a scientific text
11. Presentation and Correction of Works
12. Submission and Correction of Assignments
13. Submission and Editing of Works

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching and Communicating with students	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. 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. The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	39
	Translation from Greek into their own language	50
	Translation from their language into Greek	50
	Workshop	11
	Course total	150
STUDENT EVALUATION <i>Description of the evaluation process 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 Please indicate all relevant information about the course assessment and how students are informed</i>	Individual work 25% Teamwork 25 % Participation 10 % Final Evaluation 40%	

5. SUGGESTED BIBLIOGRAPHY

Jeremy Munday Introducing Translation Studies: Theories and Applications



6th Semester

LIT6 Literary Translation – Practice (7,5 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT	GREEK PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE STUDIES PROGRAMME - BA IN HELLENIC STUDIES		
COURSE CODE	LIT6	SEMESTER	6 th
COURSE TITLE	LITERARY TRANSLATION – PRACTICE		
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
Lectures, labs		3	7,5
<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, SKILL DEVELOPMENT		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:	...		

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>	
After the successful completion of the course students will be able to: <ul style="list-style-type: none"> • understand the principles, conditions, conventions and stages of the translation process • know and utilize a variety of tools that facilitate the translator in his/her work • critically compare translations of the same text in different historical periods and cultural contexts • translate different literary texts, taking into account the conventions and peculiarities of the source and target languages. • make translation decisions, having studied the strategies and techniques that will potentially work effectively in the translation of prose and poetry in specific contexts. • approach translation, both as a process and as a product, in a critical, imaginative and creative way. 	
General Skills <i>Name the desirable general skills upon successful completion of the module</i>	
<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>	
Search, analysis and synthesis of data and information, ICT Use	
Decision making	
Autonomous work	
Teamwork	
Working in an interdisciplinary environment	
Critical thinking	
Promoting free, creative and inductive reasoning	
Demonstration of social, professional and moral responsibility and sensitivity to gender issues.	

3. COURSE CONTENT

The course aims to introduce students to the field of literary translation. Special emphasis is placed on the theoretical principles, strategies, techniques, tools and stages of literary translation, as well as on the relations of translation with the literary and translation tradition and with contemporary writing and translation production. The importance of literary translation as a process of intercultural mediation and its key role in the socio-political and cultural contexts of each era is also emphasized. At the same time, students are given the opportunity to compare translations of the same work by different translators, with different goals and in different circumstances, while they are invited to attempt the translation of selected literary texts themselves.

In particular, the content of the course consists of the following:

1. Translation: general theoretical conditions and principles.
2. Literary translation: peculiarities, techniques, authors, publishers, editors.
3. Text – co-text – context – intertext.
4. Stages and tools of literary translation.
5. The translation of prose.
6. The translation of poetry.
7. The translation of the theater.
- 8-10. Study of indicative translations of prose, poetry and theatrical text. Assignment of tasks.
- 11-13. Presentation of students' translation attempts.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face, seminars	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching and Communication with students (ppt, internet, eclass, email)	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. 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. The supervised and unsupervised workload per activity is indicated here,</i>	Activity	Workload/semester
	Lectures	33
	Seminars	26
	Bibliographic research & analysis	62,5
	Study / Project	56
	Project Presentation	3
	Final assessment	2
	TOTAL	187,5

<p>so that total workload per semester complies to ECTS standards.</p>	
<p>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 – Concluding</p> <ul style="list-style-type: none"> • Involvement in class activities 20% • Individual/group project 40% • Final written or oral assessment 40%

5. SUGGESTED BIBLIOGRAPHY

- Boase-Beier, J. (2006). *Stylistic Approaches to Translation*. Manchester: St Jerome Publishing.
- Hatim, B. & Mason I. (1997). *The Translator as Communicator*. London/New York: Routledge.
- Hermans, T. (1985). *The Manipulation of literature: Studies in literary translation*. New York: St. Martin's Press.
- Holmes, J. S. (1988). *Translated! Studies in Literary Translation*. Amsterdam/Atlanta: Rodopi.
- Lefevere, A. (1992). *Translation, rewriting, and the manipulation of literary fame*. London; New York: Routledge.
- Venuti L. (1995). *The translator's invisibility. A history of translation*. London/New York: Routledge.
- Venuti, L. (ed.) (2004). *The Translation Studies Reader*. London/New York: Routledge.
- Συναφή επιστημονικά περιοδικά:
Babel: Revue internationale de la traduction
Exchanges: Journal of Literary Translation
The Journal of Literary Translation

AG6 Ancient Greek Language II (5 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Classical Studies and Humanities		
DEPARTMENT	Greek Philology		
LEVEL OF STUDIES	BA in Hellenic Studies - Undergraduate		
COURSE CODE	AG6	SEMESTER	6 th
COURSE TITLE	ANCIENT GREEK LANGUAGE II		
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>	Background		
PREREQUISITES:	YES ANCIENT GREEK LANGUAGE I		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:			

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>The aim of the course is the learning of the ancient Greek language, specifically the Attic dialect, and the familiarization of students with ancient Greek texts from the original. The Attic dialect was the language that prevailed in Greece in the 5th century BC, a period of political, intellectual and artistic prosperity in Athens. It was through the Attic dialect that the common Greek was created, which made the other dialects disappear. Transcending the narrow boundaries of the city-state of Athens, it developed into a language of panhellenic scope and with the conquests of Alexander the Great it became the lingua franca of the time. Its evolution is the modern Greek language. The greatest masterpieces of the European intellectual elite have been written in this dialect.</p> <p>For this course, the following basic textbooks have been selected: ATHENAZE : An Introduction to Ancient Greek , Book 1 and Book 2 by Maurice Balme and Gilbert Lawall, 2nd Edition, Oxford: Oxford University Press 2003 and READING GREEK: Text, Vocabulary and Grammar by the Joint Association of Classical Teachers' Greek Course, 2nd Edition, Cambridge: Cambridge University Press 2007. The course introduces students to short Greek texts written in the attic dialect of the 5th and 4th centuries BCE, since the attic dialect is a good basis not only for the works of the major poets and authors of these centuries (e.g. Sophocles, Euripides, Thucydides, Demosthenes, Plato) but also for earlier literature texts (e.g. Homeric epics, early Greek lyric poetry) and later ones (e.g. the New Testament). The course involves the reading of ancient Greek texts at intermediate level based on original literary works in increasing order of difficulty. These texts also provide information about daily life, literature and culture in ancient Athens. The study of grammar and syntax will be based on the teaching units of</p>

ATHENAZE : An Introduction to Ancient Greek , Book 1 by Maurice Balme and Gilbert Lawall, 2nd Edition, Oxford: Oxford University Press 2003.

Upon successful completion of the course, students will be able to:

- understand the ancient Greek language (grammar, syntax, vocabulary),
- understand complex structures of ancient Greek speech (e.g. hypotaxis)
- search in a text for indicators of certain basic links and relations: time, cause, manner, place, purpose,
- explore the way in which the ancient Greek text is organized,
- approach linguistic phenomena (e.g. grammatical and syntactic phenomena), not isolated but in relation to their function in texts,
- use printed and electronic tools (dictionaries, grammars), which are necessary for the linguistic processing of texts,
- identify the similarities and differences between Modern and Ancient Greek,
- search for basic and more complex structures of ancient Greek language, focusing on those that differ from modern Greek
- translate texts (intermediate level) written in Attic dialect,
- study the ancient Greek text in relation to the textual whole, the communicative frame concerning the production of the text and the broader social and cultural contexts.
- approach and follow literary works of Greek antiquity from the original,
- have an understanding of the diachronic dimension of the Greek language.

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

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Working in an international environment

Equity and Inclusion

Demonstration of social, professional and moral responsibility and sensitivity to gender issues

Critical thinking

Promoting free, creative and inductive reasoning

3. COURSE CONTENT

The lessons are organized on the basis of the teaching of the grammar and syntax of the Attic dialect.

1. Verb Forms: The Imperfect, Aspect , Relative Clauses, 3rd Declension Nouns and Adjectives IV
2. The Pluperfect Tense, Comparison of Adjectives, Comparison of Adverbs, Uses of Comparatives and Superlatives
4. Athematic 2nd Aorists, 3rd Declension Nouns V, Contract Verbs in -o- , Contract Nouns of the 2nd Declension
5. The Passive Voice I, Verbs with Athematic Presents and Imperfects: δύναμαι, κείμαι, ἐπίσταμαι
6. The Passive Voice II
7. The Verbs δίδωμι and τίθημι
8. The Genitive Absolute, The Verbs ἵστημι, δείκνυμι and ἵημι

<p>9. The Subjunctive Mood , Forms of the Subjunctive, Uses of the Subjunctive Mood, The Subjunctive of -μι Verbs</p> <p>10. The Optative Mood used to express Wishes, The Potential Optative , The Optative Mood in Subordinate Clauses , The Forms of the Optative</p> <p>11. Subordinate Clauses: ὅτι /ὥς Clauses, Causal Clauses, Fearing Clauses</p> <p>12. Temporal Clauses</p> <p>13. Conditional Sentences</p> <p>14. Indirect Question Clauses – Indirect Speech</p>

3. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	Face to Face										
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	Use of ICT in Teaching, in Laboratory Education, in Communication with students										
<p>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"> <thead> <tr> <th><i>Activity</i></th> <th><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Weekly assignments (exercises) and written tests</td> <td>60</td> </tr> <tr> <td>Written or oral examination</td> <td>26</td> </tr> <tr> <td>Total</td> <td>125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Weekly assignments (exercises) and written tests	60	Written or oral examination	26	Total	125
	<i>Activity</i>	<i>Workload/semester</i>									
	Lectures	39									
	Weekly assignments (exercises) and written tests	60									
	Written or oral examination	26									
Total	125										
<p>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>	<ul style="list-style-type: none"> - Weekly assignments (exercises) - written tests - Written or oral examination 										

4. SUGGESTED BIBLIOGRAPHY

<p>Adrados, F.R., 1992. Nueva Syntaxis del Griego Antiguo, Madrid.</p> <p>Bakker, E. ed. 2010. A companion to the Ancient Greek language. Oxford: Wiley-Blackwell.</p> <p>Bakker, E.J. (ed.), 2010. A Companion to the Ancient Greek Language. Blackwell Companions to the Ancient World. Literature and Culture, Chichester/Malden, MA.</p> <p>Balme, M. and Lawall, G. 2003. ATHENAZE : An Introduction to Ancient Greek , Book 1, 2nd Edition, Oxford: Oxford University Press .</p> <p>Beekes, R. and van Beek, L. 2010. Etymological Dictionary of Greek. Brill: Leiden/Boston.</p> <p>Bornemann, E. & Risch, E., 1973. Griechische Grammatik, Frankfurt am Main.</p> <p>Chantraine, P. 1968-1980. Dictionnaire Etymologique De La Langue Grecque. Histoire des mots. Paris: Klincksieck.</p> <p>Chantraine, P., 1973/1981. Grammaire homerique I-II, Paris.</p> <p>Christidis, A.-Ph. ed. 2007. A history of Ancient Greek: From the beginnings to Late Antiquity. Cambridge: Cambridge University Press.</p> <p>Colvin, St. C. 2007. A historical Greek reader: Mycenaean to the koiné. Oxford: Oxford University Press.</p>

- Crespo, E., Conti, L. & Maquieira, H., 2003. *Sintaxis del Griego Clásico*, Madrid: Gredos (ISBN 84-249-2697-8). Review: P. de Blas, 2004, *Bryn Mawr Classical Reviews*.
- Delaunoy, M., 1988. *Essais de syntaxe grecque classique. Reflexions et recherches*, Bruxelles.
- Dickey, E. 2016. *An introduction to the composition and analysis of Greek prose. Greek language - Composition and exercises*. Cambridge: Cambridge University Press
- Diggle, J. (Editor-in-Chief) 2021. *The Cambridge Greek Lexicon*. Cambridge: Cambridge University Press.
- Gildersleeve, B.L., 1980 (reprinted, with an index of passages cited compiled by P. Stork). *Syntax of Classical Greek from Homer to Demosthenes*, Groningen.
- Goodwin, W.W., 1889. *Syntax of the Moods and Tenses of the Greek Verb*, London.
- Havers, W., 1931. *Handbuch der erklärenden Syntax*, Heidelberg.
- Horrocks, G. 2010. *Greek: A history of the language and its speakers*. 2d ed. Oxford: Wiley-Blackwell.
- Humbert, J., 1960 (third ed.). *Syntaxe Grecque*, Paris.
- Joint Association of Classical Teachers' Greek Course 2007. *READING GREEK: Text, Vocabulary and Grammar*, 2nd Edition, Cambridge: Cambridge University Press 2007.
- Kühner, R. & Gerth, B., 1898-1904. *Ausführliche Grammatik der griechischen Sprache*, Hannover/Leipzig.
- Luraghi, S., 1998. *Ancient Greek, Languages of the world/Materials 114*, München.
- Martínez Vázquez, R., Ruiz Yamuza, E. & Fernández Garrido, R., 1999. *Gramática funcional-cognitiva del griego antiguo I. Sintaxis y semántica de la predicación*, Publicaciones de la Universidad de Sevilla, Sevilla.
- Montanari, F. 2015. *The Brill Dictionary of Ancient Greek*. Brill: Leiden/Boston.
- Palmer, L. R. 1980. *The Greek language*. London: Faber & Faber.
- Schwyzler, E. & Debrunner, A., 1950. *Griechische Grammatik*, München.
- Smyth, H.W., 1920 (rev. ed. 1956). *Greek Grammar*, Cambridge, Massachusetts.
- Stahl, J.M., 1907. *Kritisch-historische Syntax des griechischen Verbums der klassischen Zeit*, Heidelberg.
- Online sources
- Liddell and Scott, *Greek-English Lexicon (Perseus Digital Library)*
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.04.0057>
- LSJ - Ancient Greek dictionaries https://lsj.gr/wiki/Main_Page

LING6 Linguistic landscapes of Greece (7,5 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Classics and Humanities		
DEPARTMENT	Department of Greek Philology		
LEVEL OF STUDIES	BA in Hellenic studies – undergraduate program		
COURSE CODE	LING6	SEMESTER	6 th
COURSE TITLE	LINGUISTIC LANDSCAPES OF GREECE		
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	
Lectures, labs and fieldwork	3	7,5	
<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 and skill development		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:			
COURSE URL:			

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>The main objective of this course is to introduce the recent theoretical and methodological developments in the field of Linguistic Landscape Studies (LLS). One of the most important contributions of LLS is to provide a framework for a coherent understanding of the context in which human and social relationships take place (by focusing on Greek but also the students' home languages) and linguistic forms that share a physical space (and cyber spaces?). This new knowledge should hopefully improve students' intercultural communication and their language skills in Modern Greek.</p> <p>By the end of the course, students will</p> <ul style="list-style-type: none"> • be acquainted with the field of LLS and its basic core concepts • be provided practical tips that make fieldwork easier and more productive (LL data collection; framing an interview, etc.). • participate in a mini-ethnographic fieldwork in order to gather data and conduct observations of the linguistic landscape in Greece or containing Greek (ancient and modern) 										
General Skills <i>Name the desirable general skills upon successful completion of the module</i>										
<table> <tr> <td><i>Search, analysis and synthesis of data and information,</i></td> <td><i>Project design and management</i></td> </tr> <tr> <td><i>ICT Use</i></td> <td><i>Equity and Inclusion</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Sustainability</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Demonstration of social, professional and moral responsibility and</i></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</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>									
<i>Decision making</i>	<i>Sustainability</i>									
<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and</i>									

<i>Teamwork</i>	<i>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>	

<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, • ICT Use • Adaptation to new situations • Autonomous work • Teamwork • Working in an international environment • Critical thinking • Promoting free, creative and inductive reasoning

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Introduction to the field of Linguistic Landscapes - public display of languages, dialects, and writing systems 2. The author and audience of signage 3. Languages chosen for official/commercial/individual signage 4. Multilingual and multimodal signage 5. Standard vs nonstandard dialect forms or stylized writing 6. The Greek language in public spaces – different genres, registers, styles, etc. 7. How foreigners perceive and understand Greek in LLs 8. Thrace as a multicultural and multilingual region 9. What we can learn about Greece/Thrace/Komotini from the study of its LL 10. Linguistic landscape as a free, immediate, and dynamic educational resource 11. Knowledge of the forms and functions of language in LL and how it can help language acquisition, social communication and intercultural competence 12. Students will collaborate on creating an online depository of thematic LL signs 13. Field trips to Thrace towns and their neighborhoods
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4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<p>Face to face</p> <p>Distance learning</p> <p>Labs</p> <p>Fieldwork</p>												
<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, in Laboratory Education, fieldwork, and in Communication with students</p>												
<p>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"> <thead> <tr> <th>Activity</th> <th>Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Lab exercise</td> <td>57,5</td> </tr> <tr> <td>Fieldwork</td> <td>41</td> </tr> <tr> <td>Project</td> <td>50</td> </tr> <tr> <td>25X6=150 workload</td> <td>187,5</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Lab exercise	57,5	Fieldwork	41	Project	50	25X6=150 workload	187,5
Activity	Workload/semester												
Lectures	39												
Lab exercise	57,5												
Fieldwork	41												
Project	50												
25X6=150 workload	187,5												

STUDENT EVALUATION	
<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>Class participation 20%</p> <p>Presentation 40%</p> <p>Portfolio 40%</p>

5. SUGGESTED BIBLIOGRAPHY

- Shohamy, E. & Gorter, D. (eds.) 2009. *Linguistic Landscape: Expanding the Scenery*. New York/London: Routledge.
- Mitits, L. (2021). The Covid-19 pandemic within a global linguistic landscape: A comparative case study. *Aegean Working Papers in Ethnographic Linguistics*, 3, 176-201.



7th Semester

LIT7 Digital methods for studying Byzantine sources (7 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Classics and Humanities		
DEPARTMENT	Department of Greek Philology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	LIT7	SEMESTER	7 th
COURSE TITLE	DIGITAL METHODS FOR STUDYING BYZANTINE SOURCES		
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	
Lectures	1,5		
Computer Lab sessions	1,5		
Total	3	7	
<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 and Skill Development		
PREREQUISITES:			
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:			

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>The aim of this course is</p> <ul style="list-style-type: none"> to reinforce computer literacy, to teach new skills in digital technologies for the study of textual sources, and to introduce the concept of a scholarly/scientific approach to digital humanities. <p>Upon completion of the course, the students will</p> <ul style="list-style-type: none"> be acquainted with the most important digital resources for research on manuscript and papyri have acquired basic skills in digital research on manuscripts and papyri, beyond basic text processing and general use of applications and the internet. be familiar with all the basic tools/applications/database/websites in manuscript research and they will comprehend the extent of these tools' abilities and constraints, as well as of the technical skill and processing required for such tools to work. be able to scan and photograph manuscripts and documents and perform basic image processing. be able to draw metadata, perform complicated search in databases. be able to produce simple data ontologies. Be able to understand and use tools for Machine Learning Handwritten Text Recognition They will be able to recognize basic principles and functions in coding (both programming and markup), and they will have written their own simple code.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use	Project design and management
Adaptation to new situations	Equity and Inclusion
Decision making	Respect for the natural environment
Autonomous work	Sustainability
Teamwork	Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Working in an international environment	Critical thinking
Working in an interdisciplinary environment	Promoting free, creative and inductive reasoning
Production of new research ideas	

Search, analysis and synthesis of data and information, ICT Use
Autonomous
Teamwork
Working in an interdisciplinary environment
Production of new research ideas
Critical thinking
Promoting free, creative and inductive thinking.

3. COURSE CONTENT

1. General introduction to digital humanities. Applications in philology and literary studies. Papyrus and manuscripts: object, text, digital documentation and data dissemination.
2. Collections and projects. An up-to-date overview of research and available tools.
3. Databases, digital libraries and collections. Digital content managing environment: a quick introduction.
4. Optical digitization. Digital images, image enhancement techniques and their usage for research.
5. Digitization of objects, processing and data storage. Image file-types.
6. Digital Codicology: Metadata I: Basic principles and usage.
7. Use of metadata for digital object description and documentation. Digital libraries.
8. Digital palaeography. OCR, HTR and script analysis methods and tools. Automatic script dating. Metadata II: Data modelling and schemas. Machine learning.
9. The manuscript's text. Putting technology to good use. Digital editions.
10. Coding, programming and markup.
11. TEI XML. Handling text and metadata with text markup.
12. Python for manuscript studies.
13. Digitization: an interpretative activity. Issues of scientific method and approach in digital humanities. In-lab evaluation.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT for teaching and communication. Use of Computer Lab.	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. 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>	Activity	Workload/semester
	Lectures	19
	Lab practical classes	20
	Personal studying and preparation for classes	66
	Assignments	65
	Assessments	5
	Total	175

<p>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</p>	
<p>STUDENT EVALUATION Description of the evaluation process</p> <p>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</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>	<ul style="list-style-type: none"> • 3 assignments • assessment in Lab • written assessment

5. SUGGESTED BIBLIOGRAPHY

- Apollon, D., C. Bélisle, P. Régnier (eds.), *Digital Critical Editions*. University of Illinois Press, 2014.
- Driscoll, M.J., Pierazzo E. 2016. *Digital Scholarly Editing: Theories and Practices*, Cambridge, UK: Open Book Publishers, 2016 (2019²), <https://doi.org/10.11647/OBP.0095>
- Drucker, J., Kim, D., Salehian, I., Bushong, A. 2014. *Introduction to Digital Humanities: Concepts, Methods, and Tutorial for Students and Instructors*. UCLA, on http://dh101.humanities.ucla.edu/wp-content/uploads/2014/09/IntroductionToDigitalHumanities_Textbook.pdf
- Driscoll, M.J., E. Pierazzo, *Digital Scholarly Editing: Theories and Practices*. Open Book Publishers, 2019². Διαθέσιμο στο: <<http://books.openedition.org/obp/3381>>
- Keersmaekers, A. Creating a richly annotated corpus of papyrological Greek: The possibilities of natural language processing approaches to a highly inflected historical language, *Digital Scholarship in the Humanities*, Volume 35, Issue 1, April 2020, Pages 67–82, <https://doi.org/10.1093/llc/fqz004>
- van Lit, L.W.C., *Among Digitized Manuscripts. Philology, Codicology, Palaeography in a Digital World*. Brill, 2019.
- Gardiner, R.G.M., Gardiner, E. 2015. *The Digital Humanities: A Primer for Students and Scholars*. Cambridge University Press.
- Reggiani, n. (2015), A Corpus of Literary Papyri Online: the Pilot Project of the Medical Texts via SoSOL, in *Antike Lebenswelten Althistorische und papyrologische Studien*, hrsg. von R. Lafer und K. Strobel, Berlin – New York, 341–52.
- Reggiani, N. (2017), *Digital Papyrology I. Methods, Tools and Trends*, Berlin – Boston.
- Schreibman, S.– Siemens, R. – Unsworth, J. (2004), eds., *A Companion to Digital Humanities*, Oxford.
- Schreibman, S. – Siemens, R. –Unsworth, J. (2016) *A New Companion to Digital Humanities*, Chichester: Wiley Blackwell.
- Stokes, P.A. (2009), Computer-Aided Palaeography, Present and Future, in *Codicology and Palaeography in the Digital Era*, 309-338.
- Svensson, P. – Goldberg, D.T. (2015), eds., *Between Humanities and the Digital*, Cambridge (MA).
- Van Lit L.W.C. (2019), *Among Digitized Manuscripts. Philology, Codicology, Palaeography in a Digital World*. Brill.
- Vandendorpe, C. 2009. *From Papyrus to Hypertext: Toward the Universal Digital Library*. University of Illinois Press.

CUL7 Modern Greek Theater: From the beginnings till the 20th Century (7 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	Classical and Humanistic Sciences		
DEPARTMENT	Hellenic Studies		
LEVEL OF STUDIES	Undergraduate (BA in Hellenic Studies)		
COURSE CODE	CUL7	SEMESTER	7 th
COURSE TITLE	MODERN GREEK THEATER: FROM THE BEGINNINGS TILL THE 20 TH CENTURY		
TEACHINGACTIVITIES <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	7	
<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>	Obligatory/ General Knowledge		
PREREQUISITES:			
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:			

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>Knowledge and understanding of the Methodological Issues connected to the study of Modern Greek Theater.</p> <p>Analysis and interpretation of essays on Modern Greek Theater. Also, analysis/interpretation of examples of Greek Plays from 18th century till the 20th century.</p> <p>Proposal, planning and writing a scientific essay (small essays to be asked for)</p> <p>Implementation of the theoretical issues on the approaches of various artistic products and their relation (music, painting, films) to the theatrical ones. Interdisciplinary approaches are indispensable especially today, when multimedia dominate our lives.</p> <p>Ability to use the various digital libraries (Greek and foreign) and work within the digital environment.</p>																		
General Skills <i>Name the desirable general skills upon successful completion of the module</i>																		
<table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information,</i></td> <td><i>Project design and management</i></td> </tr> <tr> <td><i>ICT Use</i></td> <td><i>Equity and Inclusion</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Sustainability</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td><i>Critical thinking</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td></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>																		
Searching books, articles, studies, dictionaries, useful for their science (and their subject) in our Department's library and/or search within the various Digital Libraries (Greek or foreign), so as to study for exams and/or write an essay.																		

Adapting to the digital environment ("e-class") which is obligatory for both material on our subject (articles, notes, bibliography etc.) and for the submission of their essays and/or final exams. Learning how to use word, PPT and PDF for their essays.

Work autonomously on their subject for an essay so as to collect information and within a team to search for the general bibliography.

Analyzing the plays through their bibliography and learn how to use the studies, monographs, reference books so as to collect information that is necessary and implement their personal knowledge and abilities/skills in order to make a plan of their essay and then write it. It is important to undertake initiatives also for new research or text approaching ideas, especially as far as teaching it (later on, when they will graduate).

Being able to use their critical thinking not only in interpreting texts but also knowing the historical background of each one and not only spot the exact period it was written, according to the language, genre, style, historical information given within the text, but also being able to compare it with our days and take examples on issues of equity and inclusion, gender issues, social justice, political status etc.

The comparative methodology in its various aspects is a very important one for the critical thinking and for new research ideas, especially when inter-disciplinary issues arise. For this reason they are given a plan of the Cultural Movements (Romanticism, Realism, etc.), many paintings from Romanticism to Modernism, some films that depict the period and old books to study, available free on line.

They are encouraged to face Study of Plays as a science with certain methodological "tools" for research, study, essay, or article writing, and of course teaching.

3. COURSE CONTENT

- A. An introductory course for the Study of Modern Greek Theater with reference to the methodological that will be used and the historical context from the 18th century till the 20th century.
- B. The second part of the course is an attempt to apply their knowledge on certain Modern Greek works of the period and present also a historical outline of our Theater throughout the first century of the Greek Republic. The historical outline is offered under a theoretical perspective, focusing on the dominant genres, movements and arts of each period. The comparative perspective is another aspect of the exemplary text approaches of the course and the students are stimulated to use it in their essays. The passages of plays approached within the class are offered in a small anthology by the instructor.

4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHINGMETHOD <i>Face to face, Distance learning, etc.</i></p>	<p>Face to face teaching in the class. Use of e-mail, e-class for material, communication, tutorials (for this purpose Microsoft Teams will also be used) and some web links they can use in order to find bibliography not only for this course but for the future ones. If the course is live, a screen will be used so as to show the students how they can search within the web. If distance learning is used the screen will be shared. Thus they will get acquainted with the digital environment.</p>	
<p style="text-align: center;">USE OF INFORMATION & COMMUNICATION TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of screen in classroom or share screen if Distance learning is used. Use of the platform Microsoft Teams for distant learning but also for tutorials or extra multimedia material presentations (music, paintings, films will be shown). The platform will also be used for those who (optionally) want to attend the Modern Greek and Comparative Literature Laboratory activity (lectures, workshops, book presentations etc). Digital libraries will also be used.</p>	
TEACHING ORGANIZATION	<i>Activity</i>	<i>Workload/semester</i>

<p><i>The ways and methods of teaching are described in detail. 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>	<p>Week 1. Knowing each other. The course and its obligations. Terms and definitions (theater, performance etc.).</p>	<p>3 hours lecture 10 hours bibliography and e-class material study</p>
	<p>Weeks 2-3 The methodology and the material of our course. A historical overview and periods. The "Cretan Theater" from the end of 16th to the 17th century (between late Renaissance and Baroque . Examples of texts.</p>	<p>6 hours lectures 14 hours bibliography and e-class material study</p>
	<p>Week 4. 18th century plays from Ionian Islands to Ottoman Empire (Constantinople and Bucharest). Examples of texts.</p>	<p>3 hours lecture 12 hours bibliography and e-class material study</p>
	<p>Weeks 5-6. Greek plays till 1880. The "classicist-romantic" production in Athens. Examples of texts.</p>	<p>6 hours lectures 14 hours bibliography and e-class material study.</p>
	<p>Week 7-8. Theater from 1880-1940. The influences from western production and the controversies. Actors and directors count more. Examples of texts and references to performances in Athens.</p>	<p>6 hours lecture 14 hours bibliography and e-class material study</p>
	<p>Weeks 9-10. Postwar theater in the shadow of civil turbulences till 1970's</p>	<p>6 hours lectures 20 hours bibliography and e-class material study for the essays</p>
	<p>Weeks 11-12. Theater after 1980. Midterm exam.</p>	<p>3 hours lectures 3 hours mid-term exam 20 hours bibliography and e-class material study and writing essays</p>
	<p>Week 13. Conclusions and revision of the course.</p>	<p>3 hours lecture and conversation 40 hours study for essays and final exams Tutorial for the essays 8 hours</p>
	<p>Overall course: A. Lectures B. Bibliography study for exams and essays</p>	<p>A. 39 hours B. 125 hours C. 3 hours D. 8 hours 175 hours/7 ECTS=</p>

	<p>C. Mid-term exam</p> <p>D. Tutorial</p> <p>Total hours for the course:</p>	25hours/ECTS
<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>Participation in the conversation within the class and the activities by our Laboratory 5%</p> <p>Mid-term test 25%</p> <p>Final exam 65%</p> <p>Essay 10%</p>	

5. SUGGESTED BIBLIOGRAPHY

<p>(selection):</p> <p>Annick Benoit-Dusauso and Guy Fontaine, <i>History of European literature</i>, Routledge, London, 2000.</p> <p>Rod. Beaton, <i>An Introduction to Modern Greek Literature</i>, Clarendon Press 1999.</p> <p>Oscar G. Brockett and Franklin J. Hildy, <i>History of the Theatre</i> (1968), Allyn and Bacon, New York and Boston⁹2003.</p> <p>Erica Fischer-Lichte, <i>History of the European Drama and Theatre</i>, trans. Jo Riley, Routledge, London and New York 2002.</p> <p>Stratos E. Constantinidis, <i>Modern Greek Theatre: a quest for Hellenism</i>, McFarland and Co., Jefferson, North Carolina and London 2001.</p> <p>Γ. Σιδέρης, <i>Ιστορία του Νεοελληνικού Θεάτρου</i> (τόμ. 1-2), Καστανιώτης 2000.</p> <p>Αρετή Βασιλείου, Κωνσταντίνα Γεωργιάδη, Αντρέας Δημητριάδης, Κωνσταντίνα Ριτσάτου (επιμ.), <i>Ιστορία και Ιστοριογραφία του Νεοελληνικού Θεάτρου: Πρακτικά συνεδρίου προς τιμήν του Θόδωρου Χατζηπανταζή</i>, Ινστιτούτο Μεσογειακών Σπουδών, 2020. Διαθέσιμο δωρεάν στον ιστότοπο: file:///C:/Users/Nikos/Downloads/IMS_EBOOK_SYNEDRIO_CHATZHPANTAZIS_F1.pdf</p>
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CUL(E)72 Modern Greek Films (6 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT	GREEK PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE STUDIES PROGRAMME - BA IN HELLENIC STUDIES		
COURSE CODE	CUL(E)72	SEMESTER	7 th
COURSE TITLE	MODERN GREEK FILMS		
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
Lectures, seminars		3	6
<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, SKILL DEVELOPMENT		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:	...		

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>After the successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • be familiar with the basic terms of the film language and understand their function in the film narrative • understand the conditions of appearance and the stages of development of Greek cinema. • know the main representatives of the new Greek cinema and their work. • compare the peculiar characteristics of the Greek cinema with currents and aesthetic and ideological tendencies of the world cinema. • distinguish the different trends within the general context of Greek cinema. • understand the thematic and stylistic characteristics of the representatives of the new Greek cinema. • relate the developments in the new Greek cinema to those in other aspects of the modern Greek culture, taking into account the wider socio-economic and historical context. • study various aspects of specific works of the New Greek cinema and propose interpretations. 	
General Skills <i>Name the desirable general skills upon successful completion of the module</i>	
<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>	
Search, analysis and synthesis of data and information, ICT Use Decision making Autonomous work Teamwork Working in an interdisciplinary environment Critical thinking Promoting free, creative and inductive reasoning Demonstration of social, professional and moral responsibility and sensitivity to gender issues.	

3. COURSE CONTENT

The course aims to familiarize students with the new Greek cinema, and more broadly to introduce them to the cinematic language, as well as to the creative dialogue between cinema and the other arts. In particular, the content of the course consists of the following:

1. Basic terms and concepts of the cinematographic language.
2. Representatives and films of the new Greek cinema. Production, distribution and reception issues.
3. Thematic and stylistic characteristics of the works of the new Greek cinema.
4. Institutions and practices as influencing factors in the evolution of cinema. Relation of cinema to other arts.
5. New Greek cinema and world cinema.
6. New Greek cinema and socio-cultural and historical contexts.
- 7-10. Examination of selected films. Assignment of tasks.
- 11-13. Presentation of students' projects.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face, seminars	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching and Communication with students (ppt, internet, eclass, email)	
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> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	33
	Seminars	26
	Bibliographic research & analysis	30
	Study / Project	56
	Project Presentation	3
	Final assessment	2
	TOTAL	150
STUDENT EVALUATION <i>Description of the evaluation process</i> <i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer</i>	Formative – Concluding <ul style="list-style-type: none"> • Involvement in class activities 20% • Individual/group project 40% • Final written or oral assessment 40% 	

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

Please indicate all relevant
information about the course
assessment and how students are
informed

5. SUGGESTED BIBLIOGRAPHY

- Agathos T. et al. (2022). *Greek film noir*. Edinburgh University Press.
- Falvey E. (2022). *The cinema of Yorgos Lanthimos: films form philosophy*. Bloomsbury Academic.
- Kaklamanidou B. & Corbalán Ana. (2019). *Contemporary European cinema: crisis narratives and narratives in crisis*. Routledge.
- Karalis, V. (2012). *A History of Greek Cinema*. Continuum.
- Karalis V. (2016). *Greek cinema from Cacoyannis to the present. A history*. I.B. Tauris & Co.
- Kazakopoulou T. & Fotiou M. (2017). *Contemporary Greek film cultures from 1990 to the present*. Peter Lang.
- Lee T. (2020). *The public life of cinema: conflict and collectivity in austerity Greece*. University of California Press.
- Monaco, J. (1981). *How to read a film*. Oxford University Press.
- Papadimitriou L. & Tzioumakis Y. (2012). *Greek cinema: texts histories identities*. Intellect.
- Phillis P. E. (2022). *Greek cinema and migration 1991-2016*. Edinburgh University Press.
- Hadjikyriacou A. (2018). *Masculinity and gender in Greek cinema: 1949-1967*. Bloomsbury Publishing

Συναφή επιστημονικά περιοδικά:

Journal of Greek Media and Culture, <https://www.intellectbooks.com/journal-of-greek-media-culture>
The Journal of Popular Culture, <https://onlinelibrary.wiley.com/journal/15405931>

AG(E)7 Ancient Greek philosophy (6 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Classical Studies and Humanities		
DEPARTMENT	Greek Philology		
LEVEL OF STUDIES	BA in Hellenic Studies - Undergraduate		
COURSE CODE	AG(E)7	SEMESTER	7 th
COURSE TITLE	ANCIENT GREEK PHILOSOPHY		
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	6	
<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:	None		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:			

2. LEARNING OUTCOMES

<p>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> <p>The aim of the course is to present and explain the main aspects of the work of philosophers and thinkers of Greek antiquity, to examine the formation and evolution of ancient Greek philosophical streams, schools and traditions, to identify their interactions and their general cultural impact and to highlight the influence of ancient Greek philosophical thought in the broader European and Mediterranean area. Students will come into contact with characteristic passages from the work of ancient Greek philosophers in English translation.</p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • understand the historical evolution of philosophical and scientific activity that developed in the broader Greek area from the time of the Presocratics up to late antiquity, • identify similarities and differences in the basic argumentation of Greek philosophical and scientific theories in their diachronic evolution, through the development of the respective philosophical streams, schools and traditions, • understand the content of ancient Greek philosophical and scientific thought and its contribution to the foundation of Western civilization, • use the basic methodological tools of research in the fields of the history of philosophy, the history of science and the history of ideas,
--

- compose written papers with scientific merit, using information from sources and secondary literature, and drawing well-founded conclusions,
- make use of the achievements of contemporary research in the field of ancient Greek philosophy and science, so as to facilitate their further involvement with specific objects of this thematic area,
- understand the importance of ancient Greek philosophy in the evolution of modern and contemporary philosophical streams.

General Skills

Name the desirable general skills upon successful completion of the module

<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>	

Search, analysis and synthesis of data and information,
 ICT Use
 Adaptation to new situations
 Decision making
 Autonomous work
 Teamwork
 Working in an international environment
 Equity and Inclusion
 Demonstration of social, professional and moral responsibility and sensitivity to gender issues
 Critical thinking
 Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Introduction - The Presocratics: The physical theories of the Presocratics
2. The Sophists and Socrates
3. The philosophy of Plato I
4. The philosophy of Plato II
5. The philosophy of Aristotle I
6. The Philosophy of Aristotle II
7. Hellenistic philosophy
8. Late ancient philosophy
9. Philosophy and science
10. Philosophy and religion
11. The legacy of ancient Greek philosophy
12. Presentations of papers
13. Presentations of papers

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to Face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)	Use of ICT in Teaching, in Laboratory Education, in Communication with students

<i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>		
<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>	Activity	Workload/semester
	Lectures	39
	Bibliographic research and analysis	20
	Essay (individual or group work)	45
	Written or oral examination	21
	Total	125
<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>	<ul style="list-style-type: none"> - Essay (individual or group work) - Written or oral examination 	

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CUL(E)74 Greece, Rome, Europe: convergences and divergences (6 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT	GREEK PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE STUDIES PROGRAMME - BA IN HELLENIC STUDIES		
COURSE CODE	CUL(E)74	SEMESTER	7 th
COURSE TITLE	GREECE, ROME, EUROPE: CONVERGENCE AND DIVERGENCE		
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	6	
<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:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	...		

2. LEARNING OUTCOMES

<p>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> <p>The aim of the course is the critical investigation of some basic aspects of Greco-Roman antiquity and its influence on modern and contemporary Europe. The course begins with a study of the construction of Greco-Roman antiquity and the multi-layered relations and conflicts between Greeks and Romans. In this context, important parameters of the Greco-Roman world will be examined, such as the political and cultural relations between Greeks and Romans, their literary contacts and the religious environment of the period. The influence on modern Europe of key institutions of Greco-Roman political and cultural life, such as Roman law, Christianity, the survival of the concept of Rome in the Holy Roman Empire and the Eastern Roman Empire, will then be examined. The course will also analyse the discovery of Greco-Roman antiquity by European travellers from the Renaissance to the 19th century and the reception in modern and contemporary Europe of democracy and the constitutional institutions of antiquity. Based on the above, students will be able to reflect critically and put into context the widespread view that European civilisation is based on three pillars: ancient Greek thought, Roman law and Christianity.</p> <p>More specifically, upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> - Understand the complexity of the phenomenon called Greco-Roman antiquity. - Identify the mechanisms of the reception of Greco-Roman antiquity in the political and cultural life of modern Europe. - Interpret the ways in which the reception of Greco-Roman antiquity depends on its constantly changing historical context. - cultivate critical thinking about the Greco-Roman roots of European identities.

- reflect critically on the phenomenon of the influence of Greco-Roman antiquity on modern times.
- To become familiar with the basic bibliographical tools relevant to the subject matter of the course.

General Skills

Name the desirable general skills upon successful completion of the module

<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>	

Search, analysis and synthesis of data and information, ICT Use
 Autonomous work
 Teamwork
 Working in an international environment
 Working in an interdisciplinary environment
 Equity and Inclusion
 Demonstration of social, professional and moral responsibility and sensitivity to gender issues
 Critical thinking
 Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Introduction to the students and presentation of the content, objective, learning outcomes and requirements of the course
 - Definitions ("Europe", "Greco-Roman antiquity", "reception")
2. The construction of Greco-Roman antiquity I
 - The meeting of Rome and Greece: a non-unified world that is ultimately unified
 - The Roman Empire and the Roman rule in Greece
 - Political and social issues
 - Roman institutions
 - Law
3. The construction of Greco-Roman antiquity II
 - Cultural relations between Rome and Greece
 - Religion - Christianization
 - Stereotypical views of the Greeks concerning the Romans and vice versa
4. The construction of Greco-Roman antiquity III
 - The reception of Greek literature in Rome
5. The construction of Greco-Roman antiquity IV
 - Roman rhetoric - the model of Cicero
 - Second Sophistic
6. The Greco-Roman heritage of modern Europe I
 - Rome after Rome: The Holy Roman Empire and the East Roman (Byzantine) Empire
 - Charlemagne and his reception as a forerunner of modern Europe
 - The Christianization of Europe
 - Latin education in the Middle Ages
7. The Greco-Roman heritage of modern Europe II
 - Neo-Latin literature from the Renaissance to the 19th century
 - The survival and evolution of the Latin language

- Erasmus and the emergence of the European *res publica litterarum*
8. The Greco-Roman heritage of modern Europe III
- Greek scholars in the West after the Fall of Constantinople (1453)
 - The emergence of Greek studies in the West and the rediscovery of Plato
9. The Greco-Roman heritage of modern Europe IV
- European law
10. The Greco-Roman heritage of modern Europe V
- European Travellers in Greece and Rome from the Renaissance to the 19th century
 - Archaeophilia in Europe
 - Classicism and Philhellenism
 - The ancient Greek ideal in European education
11. The Greco-Roman heritage of modern Europe VI
- Reception of Greco – Roman antiquity and ancient forms of democracy in modern political thought
12. Presentation of papers
13. Students' feedback on the course

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching and Communication with students	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. 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> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	33
	Screening and analysis of multimedia material	7
	Study of the bibliography	50
	Project	54
	Mid-term assessment	1
	Project Presentation	3
	Final assessment	2
	TOTAL	150
STUDENT EVALUATION <i>Description of the evaluation process</i> <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>	Formative	
	<ul style="list-style-type: none"> • Mid-term written assessment - Progress (6th week) (30%) • Individual or group project (submission in the 11th week and oral presentation in the 12th week) (30%) • Final written or oral assessment (40%) 	

Please indicate all relevant information about the course assessment and how students are informed	
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5. SUGGESTED BIBLIOGRAPHY

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8th Semester

LIT8 Text and the City: Constantinople, the ‘Queen of Cities’ in literature (7 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Classics and Humanities		
DEPARTMENT	Department of Greek Philology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	LIT8	SEMESTER	8 th
COURSE TITLE	TEXT AND THE CITY: CONSTANTINOPLE, THE ‘QUEEN OF CITIES’ IN LITERATURE		
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
Lectures and Reading classes		3	7
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
PREREQUISITES:			
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:			
COURSE URL:			

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>												
Upon successful completion of this course, students will: <ul style="list-style-type: none"> • be able to place Constantinople in its historical context (geographically, politically, economically, culturally). • will have an overview of Byzantine literary genres and they will be able to identify their general characteristics. • have examined social and gender issues in Byzantium. • be able to identify and appreciate the different literary genres as sources of historical and archaeological information and evaluate conflicting accounts between texts. • have familiarized themselves with methods of researching, analyzing, and composing historical information through various sources. • enhance further their ability to read, understand and analyze primary textual sources in Greek. 												
General Skills <i>Name the desirable general skills upon successful completion of the module</i>												
<table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information,</i></td> <td><i>Project design and management</i></td> </tr> <tr> <td><i>ICT Use</i></td> <td><i>Equity and Inclusion</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Sustainability</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td></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>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>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>	

Search, analysis and synthesis of data and information, ICT Use
Teamwork
Production of new research ideas
Equity and Inclusion
Sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive thinking.

3. COURSE CONTENT

A glance in the following topics will be covered in the lectures. Together of a general overview of each, one or more texts will be used as case studies. The texts selected are meant to include both the formal sources, such as historiography, official accounts, and Court Taktika, but also more informal literature, such as letters, chronicles, accounts of saints' lives and miracles, satirical poetry, sermons, etc, which will span the period from the early 4th century to the 15th.

- Introduction: cities and countryside in late antiquity and the birth of Constantinople.
- Ceremonies and feasts: the Encaenia of Constantinople and the funeral of Constantine the Great.
- The archaeology of Constantinople: landscape, infrastructure, buildings, and resources.
- Economy and trade: shopping in the City, imports, exports, industrial espionage, and the Silk Road.
- The culture and art of Byzantium.
- Triumphs and riots: the crowds of the Capital.
- Religion: monasteries and urban saints, a source of fear and comedy.
- Education: schools, teachers and (not so) diligent students.
- Everyday life: arguing with the neighbours and going to the Hippodrome.
- Women in the capital.
- Life in the court: it's all Byzantine.
- What's the weather like? Natural disasters.
- The end (or is it?): the siege and fall of the "City of cities". And the day after.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face and distance learning.	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in teaching and communication. Encouragement for use advanced digital tools in their project.	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. 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> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	26
	Reading classes	13
	Research and home studying	50
	Team project	75
	Weekly assignments	11
	Total:	175 hours

STUDENT EVALUATION	
<i>Description of the evaluation process</i>	Mid-term test: 30%
<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>	Classwork and participation: 30%
<i>Please indicate all relevant information about the course assessment and how students are informed</i>	Team project and presentation: 40%

5. SUGGESTED BIBLIOGRAPHY

- Bassett, S. (Ed.). *The Cambridge Companion to Constantinople* (Cambridge Companions to the Ancient World). Cambridge: Cambridge University Press. (2022). doi:10.1017/9781108632614
- Bassett, Sarah Guberti. "The Antiquities in the Hippodrome of Constantinople," *Dumbarton Oaks Papers*, Vol. 45 (1991): 87-96.
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- Crow, James. "The Infrastructure of a Great City: Earth, Walls and Water in Late Antiquity Constantinople," in Lavan, Luke; Zanini, Enrico; Sarantis, Alexander, *Technology in Transition: A.D. 300–650*, BRILL: 2008, 251–285.
- Gregory, Timothy E. *A History of Byzantium*. Blackwell History of the Ancient World. Oxford: Blackwell Publishing, 2005.
- Haldon, John. *Warfare, State, and Society in the Byzantine World: 565-1204*. Warfare and History. London: University College London Press, 1999.
- Jeffreys, E., J. F. Haldon, R. Cormack eds., *The Oxford Handbook of Byzantine Studies*, Oxford-New York, 2008.
- Maas, Michael ed. *The Cambridge Companion to the Age of Justinian*. Cambridge: Cambridge University Press, 2005.
- Magdalino, Paul. "Medieval Constantinople: Built Environment and Urban Development," in *The Economic History of Byzantium: From the Seventh through the Fifteenth Century*, Washington, D.C. Dumbarton Oaks, 2002, : 529-537.
- Maguire, Henry ed. *Byzantine Court Culture from 829 to 1204*, Washington, D.C., 1997.
- Mango, Cyril. "The Development of Constantinople as an Urban Centre," in *The Seventeenth International Byzantine Congress, Main Papers*. New Rochelle, N.Y., 1986, 117-136.
- Shepard, J. *The Cambridge History of the Byzantine Empire c. 500-1492*, Cambridge, 2009.
- Turnbull, Stephen. *The Walls of Constantinople, AD 324-1453*. Oxford: Osprey Publishing, 2004.

CUL8 Greek Mythology (7 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT	GREEK PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE STUDIES PROGRAMME - BA IN HELLENIC STUDIES		
COURSE CODE	CUL8	SEMESTER	8 th
COURSE TITLE	GREEK MYTHOLOGY		
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	7	
<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:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:	...		

2. LEARNING OUTCOMES

<p>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> <p>The aim of the course is to offer an introduction to Greek (and Roman) mythology in its literary, artistic and social context. Students will become familiar with basic concepts, patterns, figures and ideas of classical myth through the study of a diverse collection of literary and artistic evidence ranging from Archaic Greece to Imperial Rome (and beyond). At the same time, they will come to reflect on the nature of myth as a multifaceted product of ancient mentality (both Greek and Roman) and evaluate the impact of Classical mythology on the construction of modern identities and ideologies. A selection of case-study narratives will be used to examine the varied meanings and social functions of myth in general. Literary evidence will be complemented by iconography (sculpture, vase painting etc.) and physical remains, such as temples and monuments. Special emphasis will also be paid to gender as an interpretative tool in the investigation of the socio-cultural importance of Classical myth in ancient (and modern) times.</p> <p>Upon successful completion of the course students should be able to:</p> <ul style="list-style-type: none"> - Be familiar with basic themes, motifs and figures of Greek myth through the study of literary and visual material (<i>critical literacy</i>). - Develop their critical thinking through the study of Greek mythology and enhance their intellectual skills through logical and coherent argumentation (<i>critical functional literacy</i>). - Critically evaluate modern interpretations of Classical myth. - Describe the artistic, cultural, and social power of myth and analyze the way this power can be exploited for political and ideological purposes.
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- Develop the skill of accessing and consolidating Greek myth and art through audio, visual or multimodal media (*audiovisual literacy*).
- Cultivate digital skills through the use of Information and Communication Technologies (ICT) relevant to classical antiquity (*digital literacy*).
- Discuss the interrelationship of image and narrative and discuss the way in which different media permit a variety of means of expression (*visual and critical literacy*).
- Cultivate the ability to process the ideas and values of the Classical world and compare them with modern values (*cultural literacy*).
- Reflect and understand the relationship between mythical and political discourse.
- Understand the critical role of mythical thought in the construction of gender identities.
- Have the ability to learn and update their knowledge.
- Re-evaluate the cultural legacy of Greek mythology in contemporary Europe.
- Argue in favour of the added intellectual value of Classical antiquity.

General Skills

Name the desirable general skills upon successful completion of the module

<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>	

Search, analysis and synthesis of data and information, ICT Use
Decision making
Autonomous work
Teamwork
Working in an interdisciplinary environment
Project design and management
Equity and Inclusion
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning
Respect of diversity and multiculturalism

3. COURSE CONTENT

1. What is *Myth*? Introduction, Interpretations, Cultural Background, Literary and Visual Sources
2. Myths of Creation: from Hesiod to *The Book of Genesis*
3. The Greek Gods: Zeus, Apollo, Hermes, Dionysus
4. The Greek Goddesses: Athena, Aphrodite, Demeter, Artemis
5. The Trojan Circle and Odysseus' homecoming
6. Aeneas' journey from Troy to Italy: The Myth(s) of Rome
7. Monsters and Heroes I: Herakles
8. Monsters and Heroes II: Theseus (also Ariadne and Phaedra) – *Midterm exam*
9. Film screening: *Phaedra* (1962, dir. Jules Dassin)
10. Oedipus' legacy: From Sophocles to Freud
11. Jason and the Argonauts (Medea)
12. The Underworld: Orpheus, Herakles, Odysseus, Aeneas
13. Essays presentation and students' feedback on the course

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face (including lectures, in-class debates, film screening, teamwork, in-class project presentation)
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)	Teaching with ppt Use of www Film screening

<p><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of e-class (learning material, announcements, communication) Use of e-mail</p>	
<p>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>	<p>Activity</p>	<p>Workload/semester</p>
	<p>Lectures</p>	<p>27</p>
	<p>Film screening and study</p>	<p>3</p>
	<p>Private study of bibliography and preparation for exams (midterm & final)</p>	<p>70</p>
	<p>Private study for project</p>	<p>70</p>
	<p>Mid-term assessment</p>	<p>1</p>
	<p>Essay Presentation</p>	<p>3</p>
	<p>Final assessment</p>	<p>2</p>
<p>TOTAL</p>	<p>175</p>	
<p>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> <ul style="list-style-type: none"> • Participation in classes (15%) • Mid-term written assessment (Week 8) (20%) • Individual or group project (submission in Week 11; oral presentation in Week 13) (20%) • Final written assessment (45%) 	

5. SUGGESTED BIBLIOGRAPHY

- Bremmer, J., ed. 1998, *Interpretations of Greek Mythology*. London: Routledge.

- Burkert, W. 1979, *Structure and History in Greek Mythology and Ritual*. Berkeley: University of California Press.

- Buxton, R.G.A. 1994, *Imaginary Greece: The Contexts of Mythology*. New York: Cambridge University Press.

- —. 1998, *From Myth to Reason*. New York: Oxford University Press.

- Csapo, E. 2004, *Theories of Mythology*. London: Blackwell.

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

- Doherty, L.E. 2001, *Gender and the Interpretation of Classical Myth*. London: Duckworth.

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

- — and Livingstone, N. eds. 2011, *A Companion to Greek Mythology*. Malden; Oxford: Wiley-Blackwell.

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- Eisner, R. 1987, *The Road to Daulis: Psychoanalysis, Psychology, and Classical Mythology*. New York: Syracuse University Press.

- Edmunds, L. ed. 1990, *Approaches to Greek Myth*. Baltimore: Johns Hopkins University Press.

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University of Texas Press.

- Lefkowitz, M. 2005, *Greek Gods, Human Lives: What We Can Learn from Myths*. New Haven: Yale University Press.
- Malinowski, B. 1955, *Magic, Science and Religion, and Other Essays; with an Introduction by R. Redfield*. New York: Doubleday.
- Martin, R. 2003, *Myths of the Ancient Greeks*. New York: New American Library.
- Morford, M.P.O., Lenardon, R.J. and Sham, M. 2015. *Classical Mythology*, International 10th edition. Oxford; New York: Oxford University Press.
- Veyne, P. 1988, *Did the Greeks Believe in their Myths?: An Essay on the Constitutive Imagination*. Chicago: University of Chicago Press.
- Woodard, R.D. ed. 2007, *The Cambridge Companion to Greek Mythology*. New York: Cambridge University Press.
- Woodford, S. 2002, *Images of Myth in Classical Antiquity*, Cambridge; New York: Cambridge University Press.

LING(E)81 Language contact: Greek and the world languages (6 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Classics and Humanities		
DEPARTMENT	Department of Greek Philology		
LEVEL OF STUDIES	6		
COURSE CODE	LING(E)81	SEMESTER	8 th
COURSE TITLE	LANGUAGE CONTACT: GREEK AND THE WORLD LANGUAGES		
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	
Lectures and labs	3	6	
<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>	General Knowledge		
PREREQUISITES:	-		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:			

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>														
On successful completion of the course students are expected to be able to: Students will be able to:														
<ol style="list-style-type: none"> 1. Recognize the conditions of language contact between Greek and other languages 2. To know the borrowings of Greek in other languages and of other languages in Greek. 														
General Skills <i>Name the desirable general skills upon successful completion of the module</i>														
<table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information,</i></td> <td><i>Project design and management</i></td> </tr> <tr> <td><i>ICT Use</i></td> <td><i>Equity and Inclusion</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td></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>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Working in an international environment</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>													
<i>Decision making</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>													
<i>Working in an international environment</i>														
<i>Working in an interdisciplinary environment</i>														
<i>Production of new research ideas</i>														
<i>Sustainability</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Critical thinking</i> <i>Promoting free, creative and inductive reasoning</i>														

3. COURSE CONTENT

1. Introduction
2. Theory of language contact
3. Borrowing in the Greek language
4. Linguistic contact in the diachrony of the Greek language
5. Dialects and language
6. European loans in Greek
7. Eastern loans in Greek
8. Greek as a borrowing language
9. Practice
10. Practice
11. Practice
12. Practice

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	YES	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. 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> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lecture	80
	Thesis	39
	Lab work	31
		150
STUDENT EVALUATION <i>Description of the evaluation process</i> <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> <i>Please indicate all relevant information about the course assessment and how students are informed</i>	On-line test: 30% Practice: 40% Oral exams: 30%	

5. SUGGESTED BIBLIOGRAPHY

- Babinotis, G. (1986) *Synoptiki istoria tis ellinikis glossas* [Synoptic history of the Greek language]. Athens. [in Greek].
- Browning, R. (2008) *The Medieval and Modern Greek language* (6th edition) (Translation: M. Conomis). Athens: Papadimas. [in Greek].
- Chantraine, P. (1998) *Historical morphology of the Greek language* (Translation: N. Agavanakis). Athens: Kardamitsas. [in Greek].
- Horrocks, G. (2006) *Greeks: A history of the language and its speakers* (Translation: M. Stavrou, M. Tzevelekou). Athens: Estia. [in Greek].
- Tonnet, H. (1995) *Histoire du grec moderne: La formation d' une langue* (Translation: M. Karamanou & P. Lialiatsis). Athens: Papadimas. [in Greek].

CUL(E)81 Folklore studies and Greek folk culture (6 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF CLASSICS AND HUMANITIES		
DEPARTMENT	DEPARTMENT OF GREEK		
LEVEL OF STUDIES	BA IN HELLENIC STUDIES		
COURSE CODE	CUL(E)81	SEMESTER	8 th
COURSE TITLE	FOLKLORE STUDIES AND GREEK FOLK CULTURE		
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
Lectures		3	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>			
PREREQUISITES:	No		
TEACHING & EXAMINATION LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:			

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>The course seeks to acquaint participants with aspects of Greek folk culture through the new directions of Greek folklore research and study. Particular emphasis is given to the museum and digital presentation of folk culture and to fields that are part of the intangible cultural heritage, such as traditional know-how, social and customary practices, rituals, etc.</p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ● Implement the new theoretical approaches of Greek Folklore to the research and study of Greek folk culture; ● Comprehend the importance of folk and popular literature for the study of folk culture as a whole; ● Adopt the contemporary management and interpretation practices of folklore museum collections; ● Make use of aspects of folk culture in education; ● Understand the morphological characteristics of Greek local costumes and recognize their social and symbolic content. 										
General Skills <i>Name the desirable general skills upon successful completion of the module</i>										
<table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information,</i></td> <td><i>Project design and management</i></td> </tr> <tr> <td><i>ICT Use</i></td> <td><i>Equity and Inclusion</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Sustainability</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Demonstration of social, professional and moral responsibility and</i></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</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>									
<i>Decision making</i>	<i>Sustainability</i>									
<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and</i>									

<i>Teamwork</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>sensitivity to gender issues</i> <i>Critical thinking</i> <i>Promoting free, creative and inductive reasoning</i>
Adaptation to new situations Autonomous work Working in an international environment Working in an interdisciplinary environment Equity and inclusion Critical thinking Promoting free, creative and inductive thinking	

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. New directions of Greek Folklore in the research and study of Greek folk culture 2. The structure of traditional society 3. Material civilisation and folk arts-and-crafts 4. Greek local costumes 5. Folk and popular literature: fables and folk tales 6. New forms of popular literary speech genres: urban legends 7. Folk culture in the urban environment 8. The place of rituals in folk culture 9. Digital valorisation of the Greek folk culture reserve 10. Greek folk culture and tourism 11. Intangible cultural heritage and Greek folk culture 12. Folklore museums and the museum utilisation of folk culture 13. Aspects of folk culture in education
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4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Distance learning															
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	<ul style="list-style-type: none"> ● Use of power point ● E-class posting of the suggested bibliography, course outline, essay topics, examinable material, additional bibliographic material in pdf form, updates on museum exhibitions in Greece and abroad, websites, and other web resources relevant to the course content ● Presentations – teaching with PowerPoint and video projection ● Electronic communication with students (via e-mail) 															
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> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	<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;">30</td> </tr> <tr> <td>Seminars</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Bibliographic research & analysis</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Interactive learning</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Unsupervised studying and exam preparation</td> <td style="text-align: center;">35</td> </tr> <tr> <td>Total for this course</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Workload/semester</i>	Lectures	30	Seminars	10	Bibliographic research & analysis	30	Interactive learning	45	Unsupervised studying and exam preparation	35	Total for this course	150
<i>Activity</i>	<i>Workload/semester</i>															
Lectures	30															
Seminars	10															
Bibliographic research & analysis	30															
Interactive learning	45															
Unsupervised studying and exam preparation	35															
Total for this course	150															
STUDENT EVALUATION <i>Description of the evaluation process</i>	Final Assessment: Oral examination, including:															

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

Please indicate all relevant information about the course assessment and how students are informed

Questions on the development of the topic, as a measure of good knowledge of theory on the new directions of Greek Folklore in the research and study of Greek folk culture

5. SUGGESTED BIBLIOGRAPHY

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- M. G. Varvounis, *Traditional and Popular Religiosity in Greece: Customs and Rituals. Studies and Aspects on Social and Religious Folkloristics*. Belgrade – Athens 2018, pp. 360 (ed. Institute of Ethnography – Serbian Academy of Sciences and Arts / Етнографски институт САНУ – Ed. Poreia).
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CUL(E)83 Reception (ancient and modern) of Classical Antiquity (6 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT	GREEK PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE STUDIES PROGRAMME - BA IN HELLENIC STUDIES		
COURSE CODE	CUL(E)83	SEMESTER	8 th
COURSE TITLE	RECEPTION (ANCIENT AND MODERN) OF CLASSICAL ANTIQUITY		
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	6
<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:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:	...		

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.

The course objective is to familiarize students with the study of the relations that Classical Greek and Latin literature has or may have with European and world literature, literary and artistic production from the period of Late Antiquity to the modern era. Through a variety of texts and artistic works, the course approaches the presuppositions, terms and modes of reception of Classical literature, studying various forms of reception, such as commentaries (medieval and Renaissance hermeneutic treatises or commentaries on manuscripts), imitation (style, subject matter, language, etc.), translation (especially the first translations from Greek into Latin and vice versa, but also into national languages), and in art forms such as engraving, painting, sculpture, architecture, sketching, television, cinema, opera, dance, photography, etc. The study of reception forms can also be done by author, by work or parts of a work, by literary genre, by subject matter, by time period, or by reception form.

More specifically, upon completion of the course, students will be able to:

- Know and use basic textbooks for the study of the reception of Classical Antiquity (in conventional or electronic format).
- Identify and describe the main types and forms of reception of Classical Antiquity.
- Identify, comment on and scientifically interpret the reception of Greek and Latin language and literature in contemporary literature and other forms of visual arts.
- Make use of the role of the reception of Classical Antiquity in teaching.
- Understand historical, ideological and political developments in modern times through the analysis of Classical Greek and Latin texts.

- Understand, comment on and critically interpret the socio-political conditions and ideological presuppositions behind the contact between modern and contemporary literary production and works of Classical literature.

General Skills

Name the desirable general skills upon successful completion of the module

<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>	

Search, analysis and synthesis of data and information, ICT Use
 Autonomous work
 Teamwork
 Demonstration of social, professional and moral responsibility and sensitivity to gender issues
 Critical thinking
 Promoting free, creative and inductive reasoning
 Equity and Inclusion

3. COURSE CONTENT

1. Introduction and presentation of the course content, objective, learning outcomes and requirements
2. Introduction to the reception of Classical Antiquity
3. The reception of Classical Antiquity in Literature I (Epic and Drama)
4. The reception of Classical Antiquity in Literature II (Satire and Lyric Poetry)
5. The reception of Classical Antiquity in Literature III (Novel and Late Antiquity authors)
6. The reception of Classical Antiquity in sculpture
7. The reception of Classical Antiquity in architecture
8. The reception of Classical Antiquity in engraving and painting
9. The reception of Classical Antiquity in sketching
10. The reception of Classical Antiquity in television and cinema
11. The reception of Classical Antiquity in opera, dance, photography, and advertising
12. Student Project Presentation
13. Students' feedback on the course

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching and Communication with students	
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</i>	Activity	Workload/semester
	Lectures	33
	Seminars	26
	Bibliographic research & analysis	30
	Project	55

<p><i>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>	Mid-term assessment	1
	Project Presentation	3
	Final assessment	2
	TOTAL	150
<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> <ul style="list-style-type: none"> • Mid-term written assessment - Progress (6th week) (30%) • Individual or group project (submission in the 10th week and oral presentation in the 12th week) (30%) • Final written or oral assessment (40%) 	

5. SUGGESTED BIBLIOGRAPHY

Brockliss, W., Chaudhuri, P., Lushkov, A. H., Wasdin, K. (eds.) 2012. *Reception and the Classics. An Interdisciplinary Approach to the Classical Tradition. Yale classical studies, 36.* Cambridge; New York: Cambridge University Press.

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