

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	EIS606	SEMESTER	6th
COURSE TITLE	FOLK AND POPULAR CULTURE TOPICS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES, TUTORIALS AND WORKSHOPS		5	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge in Folklore and Social Anthropology.		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	<a href="https://eclass.upatras.gr/courses/CULTURE148">https://eclass.upatras.gr/courses/CULTURE148</a>		

### (2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The course focuses on play and folk tales as traditional forms of recreation which have been increasingly identified with children's culture and childhood. Divided in two parts, the first part of the course focuses on play, games and toys and the second part examines folk tales. Each part is covered by six lectures.</p> <p>Part One: The first six lectures present anthropological, psychological, folklorist, educational and historical approaches to play from the 19<sup>th</sup> century to the present. Drawing on research examples analyzing traditional games and toys as well as digital play in Greece and other countries the discussion focuses on questions such as the relationship between play and cognitive development, or play and socialization with special emphasis on the production, reproduction and negotiation of gender hierarchies and relations of power. Furthermore the controversies raised from the</p>

globalization of toys and recent economic and technological developments in the toy and digital play market are examined.

Part Two focuses on interdisciplinary approaches to folk tales from the 19<sup>th</sup> century to the present. Starting from the discussion of theories dealing with comparative research questions in the context of evolutionary and diffusionist theoretical frameworks the analysis moves on to issues regarding the form, structure, content, context, the ideological and social function of folk tales in the context of recent theories developed by folklore, anthropology psychoanalysis linguistics, literary criticism and cultural studies.

The aim of the course is to help students understand the importance of studying play and folk tales and to familiarize students with recent theoretical approaches. The course comprises laboratory work and tutorials on participant observation research methods and techniques such as interviews and the documentation of play, games, toys and folk tales.

After the completion of the course students are expected:

To have mastered classic and recent theoretical and methodological approaches to play, games, toys and folk tales

To be able to conduct individual research or collaborate with other students on small or medium scale research projects.

#### General Competences

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

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Showing social, professional and ethical responsibility and*

*sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*.....*

*Others...*

*.....*

Production of free, creative and inductive thinking

Research for analysis and synthesis of data with the use of necessary technology

Working Independently

Team work

### (3) SYLLABUS

#### PART ONE

Classic theories of play- Defining Play

Play theories during the 19<sup>th</sup> century

20<sup>th</sup> century theories: Play and culture / Play and society

Socialization theories. Games and Gender socialization

Symbolic play and novel socializing agents. The role of the global toy market

Play in the 21<sup>st</sup> century. Theoretical approaches to digital games.

## PART TWO

Folk tales and oral literature. An overview of theoretical approaches

Evolutionist and diffusionist theories

Ethnographic approaches to folk tales: From functionalism to performance theories.

Formalist, semiotic and structuralist approaches.

Sociological questions: Gender issues in fairy tales

Folk tales and the “discovery” of childhood. The transition to children’s literature and film.

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

<p style="text-align: center;"><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	<p>Lectures and exercises in class and lab. Tutorials for Erasmus students.</p>	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>ICT during lecturing, use of electronic platform e-class.</p>	
<p style="text-align: center;"><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	<p>Lectures</p>	<p>39</p>
	<p>Laboratory practice</p>	<p>26</p>
	<p>Study and Analysis of Bibliography</p>	<p>10</p>
	<p>Fieldwork</p>	<p>20</p>
	<p>Archival research</p>	<p>10</p>
	<p>Essay Writing</p>	<p>20</p>
	<p>Course total</p>	<p>125</p>
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Greek (English for Erasmus students) Written examination comprising: Open ended questions (80-100%) and optional essay presented in public (10-20%).</p>	

