

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Social Anthropology and History		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	W/S -054	<b>SEMESTER</b>	<b>F</b>
<b>COURSE TITLE</b>	Travel and travellers in the Ottoman Empire		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	specialized general knowledge, skills development		
<b>PREREQUISITE COURSES:</b>	History of the Ottoman Empire, 1300-1839		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	yes, after consultation with the professor		
<b>COURSE WEBSITE (URL)</b>	<a href="http://www.sah.aegean.gr/course/pas-054/">http://www.sah.aegean.gr/course/pas-054/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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 seminar has three objectives: a) to introduce students to the questions and methods of social history, using travel as a subject of research, b) to acquaint students with a very important source of information about the Ottoman lands, the accounts of travelers, and to help them develop a critical attitude towards the use of sources, and (c) to train students in bibliographic research and essay writing.</p>								
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
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<i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
<p>Knowledge, understanding and critical review of the ways in which</p> <ul style="list-style-type: none"> <li>early modern people organized their everyday lives and of the meanings they attributed to their actions</li> <li>cultural similarity and difference were perceived, and of the perceptions, stereotypes and attitudes towards them.</li> </ul> <p>Training in the</p> <ul style="list-style-type: none"> <li>conduct of a small-scale research project based on bibliographic research</li> <li>use of ICT for the recording, processing and presentation of research material and conclusions.</li> </ul> <p>Production of free, creative and inductive thinking.</p>	

### (3) SYLLABUS

<p>Travel literature</p> <ol style="list-style-type: none"> <li>Types and history of the genre</li> <li>Accounts and illustrations concerning the Ottoman Empire</li> <li>Stereotypes, prejudices and representations</li> </ol> <p>Traveling and touring in the Ottoman lands</p> <ol style="list-style-type: none"> <li>Practical aspects of traveling</li> <li>Types of travelers</li> <li>European travelers</li> </ol> <p>Images of the Other</p> <ol style="list-style-type: none"> <li>The missionary gaze: reports of Catholic missionaries</li> <li>The scientific gaze: Joseph Pitton de Tournefort</li> <li>The female gaze: Lady Mary Montague</li> <li>The critical gaze: Jakob Ludwig Bartholdy</li> </ol>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	use of multimedia in teaching, course support through e-class, electronic communication with students	
<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,</i>	<b>Activity</b>	<b>Semester workload</b>
	seminars	36
	preparation/exercises	12

<i>tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <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>	study and analysis of bibliography	65
	educational visit	3
	essay writing	30
	oral presentation	4
	Course total	<b>150</b>
<p align="center"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><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>evaluation in Greek, taking into account the following:</p> <p>a) preparation of exercises (40%)</p> <p>b) oral presentation in class (30%)</p> <p>b) written essay (30%)</p>	

#### (5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <ol style="list-style-type: none"> <li>1. Αυγουστίνου, Όλγα, <i>Ιδανικά ταξίδια : η Ελλάδα στη γαλλική ταξιδιωτική λογοτεχνία 1550-1821</i>, Αθήνα, ΜΙΕΤ, 2003.</li> <li>2. Βιγγοπούλου, Ιόλη (επιμ.), <i>Το ταξίδι : από τους αρχαίους έως τους νεότερους χρόνους</i>, Αθήνα, ΕΙΕ, 2003.</li> <li>3. Δρούλια, Λουκία κ.ά. (επιμ.), <i>Περιηγητικά Θέματα: Υποδομή και προσεγγίσεις</i>, Αθήνα, ΕΙΕ, 1993.</li> <li>4. Χατζηπαναγιώτη-Sangmeister, Ίλια (επιμ.), <i>Ταξίδι, γραφή, αναπαράσταση : μελέτες για την ταξιδιωτική γραμματεία του 18ου αιώνα</i>, Ηράκλειο, Πανεπιστημιακές Εκδόσεις Κρήτης, 2015.</li> </ol> <p><i>- Related academic journals:</i></p>
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