

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Social Anthropology and History		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	W/S-069	SEMESTER	H
COURSE TITLE	Greek History in European Perspective		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	7,5	
<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		
PREREQUISITE COURSES:	none		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	yes		
COURSE WEBSITE (URL)	http://www.sah.aegean.gr/course/pas-069/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 		
<p>The course objectives are to provide students with a theoretical understanding of various aspects of Greek and European history and enable them to demonstrate the ability to analyze and interpret what they have learnt, orally through class presentations and in writing through essays.</p>		
<p>General Competences</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> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> </td> <td style="width: 50%; border: none;"> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i>	

<i>Production of new research ideas</i>	<i>Others...</i>
<p>Knowledge, understanding and critical review of</p> <ul style="list-style-type: none"> • social and cultural developments and mentality shifts that shaped the modern world • uses of the past in the present • Greek history within its broader contexts. <p>Production of free, creative and inductive thinking.</p>	

(3) SYLLABUS

<ol style="list-style-type: none"> 1. Introductory lesson: Greek History - European History (Eleni Gara) 2. Module I: Byzantium and the Medieval European World (Ioannis Smarnakis) 3. Module II: Christian and Muslim Europe: the early modern experience (Eleni Gara) 4. Module III: Nationalism and the Making of Modern Greece (Haris Exertzoglou)
--

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	face-to-face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	use of multimedia in teaching, course support through e-class, electronic communication with students	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	seminars	39
	study and analysis of bibliography	80,5
	essay writing	60
	oral presentation	8
	Course total	187,5
<p>STUDENT PERFORMANCE EVALUATION <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>	evaluation of three essays written in English - the final grade is the average of the three sub-grades	

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	
---	--

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Blinkhorn, Martin, and Thanos Veremis (eds.), *Modern Greece: Nationalism and Nationality*, Athens: Sage, 1990.
2. Clogg, Richard, *A Concise History of Greece*, Cambridge: Cambridge University Press, 1992.
3. Gofmann, Daniel, *The Ottoman Empire and Early Modern Europe*, Cambridge: Cambridge University Press, 2002.
4. Haldon, John (ed.), *The Social History of Byzantium*, Malden Mass.: Wiley-Blackwell, 2009.
5. Hanioglu, Şükrü, *A Brief History of the Ottoman Empire*, Princeton: Princeton University Press, 2008.
6. Necipoğlu, Nevra, *Byzantium between the Ottomans and the Latins: Politics and Society in the Late Empire*, Cambridge: Cambridge University Press, 2009.
7. Roudometof, Victor, "From Rum Millet to Greek Nation: Enlightenment, Secularization, and National Identity in Ottoman Balkan Society, 1453-1821", *Journal of Modern Greek Studies* 16 (1998), 11-48.

- Related academic journals: