

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Social Anthropology and History		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	W/S-077	SEMESTER	H
COURSE TITLE	Cities and refugee settlements		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background, skills development		
PREREQUISITE COURSES:	none		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(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>
<ul style="list-style-type: none"> • Students are introduced to the historical approach of refugee settlement in the urban area. • They learn the importance of a comparative and multidisciplinary approach to the issue. • They acquire knowledge regarding cities that have been hosting places for refugees in the 20th century. • They understand the fact that the Greek urban environment is a product of spatial and social transformations from the interwar period onwards. • They recognize the complexity of the phenomenon • They familiarize themselves with the basic literature on the issue of the Asia Minor

refugees of 1922.

- They understand the central importance of space in the organization of social relations and the social integration of refugees.
- They familiarize themselves with the issue of the formation and development of urban refugee settlements.

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

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Others...

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- The course is based on data search, analysis and synthesis through bibliographic, archival and field research.
- It requires the development of scientific writing skills.
- It emphasizes the need for respect for diversity and multiculturalism in the urban environment
- It cultivates an interdisciplinary approach by using tools of history, social anthropology, geography and architecture.
- Students develop knowledge and sensitivity related to the phenomenon of refugee settlements.

(3) SYLLABUS

The seminar focuses on the ways in which refugee and migratory flows that occurred during the 20th century have marked and shaped modern cities. At the same time, the ways in which the urban environment as a place of settlement plays a key role in the integration or exclusion of displaced groups are explored. Under the circumstances of the recent and ongoing "refugee crisis", that has turned once again Greek urban centers into refugee hosting places, the discussion will focus on the past and the arrival, settlement and integration of Asia Minor populations into the Greek society. The seminar focuses on the Greek case, yet a comparative approach including examples from the international bibliography is adopted.

In this context, the political, social, economic and cultural changes brought about by Asia Minor refugees in the Greek cities are examined. In addition, the different forms of settlement, from self-housing to 'antallaxima' and housing in refugee settlements, are analyzed. The role of the state and institutions in charge of planning and implementation of refugee rehabilitation policies is highlighted

(Refugee Welfare Fund, Refugee Rehabilitation Committee, Ministry of Hygiene, Welfare and Perception). At the same time, the ways in which refugees themselves have dealt with the issue of housing (their strategies, demands and claims) are being developed. Through specific examples of Greek cities, from Piraeus and Thessaloniki to Volos and Mytilene, the students will explore the formation and transformation of refugee districts. The learning process will be framed by research in the local archives (Welfare State Archives, the General State Archives of Lesbos, the Archives of Antallaxima, the Proceedings of Municipal Council and the Archives of local newspapers), field research in the settlements of Mytilene and interviews with their residents.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face														
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Extensive use of visual material, power point, the internet, audio-visual material of interviews and documentary screening. Students will have access to the page of the seminar in eclass.														
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> <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>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Seminars</td> <td style="text-align: center;">39</td> </tr> <tr> <td style="text-align: center;">Educational visits</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">Study of bibliography</td> <td style="text-align: center;">41</td> </tr> <tr> <td style="text-align: center;">Project</td> <td style="text-align: center;">30</td> </tr> <tr> <td style="text-align: center;">Essay writing</td> <td style="text-align: center;">40</td> </tr> <tr> <td style="text-align: center;">Course total</td> <td style="text-align: center;">153</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Seminars	39	Educational visits	3	Study of bibliography	41	Project	30	Essay writing	40	Course total	153
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Student evaluation is based on participation in the class, presentations and final essay.														

(5) ATTACHED BIBLIOGRAPHY

1999, Ο ξεριζωμός και η άλλη πατρίδα. Οι προσφυγοπόλεις στην Ελλάδα: Επιστημονικό συμπόσιο, 11 και 12 Απριλίου 1997. Σχολή Μωραΐτη. Εταιρεία Σπουδών Νεοελληνικού Πολιτισμού και Γενικής Παιδείας

Γκιζελή Β. 1984 Κοινωνικοί μετασχηματισμοί και προέλευση της κοινωνικής κατοικίας στην Ελλάδα 1920-1930. Αθήνα: Επικαιρότητα

Εξερτζόγλου Χ. 2011, Το 1922 και οι πρόσφυγες: μια νέα ματιά. Εκδόσεις Νεφέλη

Καραδήμου-Γερόλυμπου Αλ. 2002, «Πόλεις και ύπαιθρος: Μετασχηματισμοί και αναδιαρθρώσεις στο πλαίσιο του εθνικού χώρου» στο Χατζηιωσήφ Χρ. (επιμ.), Ιστορία της Ελλάδας του 20ου αιώνα, Ο Μεσοπόλεμος 1922-1940, τ. Β1, Βιβλιόραμα, Αθήνα.

Hirschon R. 2004, Κληρονόμοι της μικρασιατικής καταστροφής. Η κοινωνική ζωή των μικρασιατών προσφύγων στον Πειραιά. Μορφωτικό Ίδρυμα Εθνικής Τραπέζης

Hirschon R. (eds.) Crossing the Aegean: An Appraisal of the 1923 Compulsory Population Exchange between Greece and Turkey. New York: Beghahn Books.

Loizos P. 2001, Χρονικό της κυπριακής προσφυγιάς. Αθήνα: Αλεξάνδρεια