

COURSE OUTLINE

(1) GENERAL

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| SCHOOL | HUMANITIES | | |
| ACADEMIC UNIT | DEPARTMENT OF MEDITERRANEAN STUDIES | | |
| LEVEL OF STUDIES | UNDERGRADUATE | | |
| COURSE CODE | A-4 | SEMESTER | 1 |
| COURSE TITLE | HISTORY OF THE MEDITERRANEAN | | |
| 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 | |
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| <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> | General background | | |
| PREREQUISITE COURSES: | None | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | English | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | Yes | | |
| COURSE WEBSITE (URL) | https://eclass.aegean.gr/ | | |

(2) LEARNING OUTCOMES

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| <p>Learning outcomes <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>Upon completion of the course the student will be able to:</p> <ul style="list-style-type: none"> - understand the different interpretive approaches of the historical becoming - recognize the different periods in the history of Greece and the Mediterranean - identify the factors that shaped the local economy and politics - identify the factors that shaped Athens' relationship with the rest of Greece |
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- understand the reasons for colonization
- understand the political parameters of colonization, as well as its economic dimension
- understand the ways in which colonization affected the relations of peoples in the Mediterranean

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| General Competences | |
| <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> | |
| <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> |
| <i>Team work</i> | <i>Criticism and self-criticism</i> |
| <i>Working in an international environment</i> | <i>Production of free, creative and inductive thinking</i> |
| <i>Working in an interdisciplinary environment</i> | <i>.....</i> |
| <i>Production of new research ideas</i> | <i>Others...</i> |
| | <i>.....</i> |

- Search, analyze and compose data and information, using the necessary technologies
- Individual work
- Teamwork
- Production of new research ideas
- Practice criticism and self-assessment
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

The subject of the course is the period preceding the heyday of the 5th c. e.g. The two centuries after 750 BC are some of the most interesting in world history. These are the centuries in which Greece is essentially being formed - a period for which we have considerable evidence. The interest of the course will be focused on the geographical area of Attica, which becomes the arena of political developments. The focus of the study is the factors that led to the evolution of the regime until the emergence of democracy. The aim of the course is to investigate the factors that shaped the evolution of regimes in Greece and especially in the region of Attica, in relation to the influence of the wider Mediterranean area. Internal policy factors (rural economy, class system, citizen-state relations) and foreign policy factors (relations with other peoples of the Mediterranean, colonization, trade) will be studied. The period to be studied is from the 8th to the 6th century BC, as this is the period that prepared the ground for the development and consolidation of the democratic system of government.

(4) TEACHING and LEARNING METHODS - EVALUATION

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| DELIVERY <i>Face-to-face, Distance learning, etc.</i> | Face-to-face |
| USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY | Use of ICT in teaching and communication with students |

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| <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p> | | |
| <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> | Activity | Semester workload |
| | Lectures | 39 hrs (1.56 ECTS) |
| | Personal study | 108 hrs (4.32 ECTS) |
| | Final examination | 3 hrs (0.12 ECTS) |
| | Course total | 150 hrs (6 ECTS) |
| <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> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p> | <p>Language of evaluation: English</p> <p>Methods of evaluation: Written final examination</p> | |

(5) ATTACHED BIBLIOGRAPHY

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| <p>Bibliography in English:</p> <ul style="list-style-type: none"> - L. de Blois and R. J. van der Spek. 2008. <i>An Introduction to the Ancient World</i>. Second edition. London: Routledge - S. Thomas Parker. <i>History of the Ancient Mediterranean World</i>. Second edition. Revised printing. Dubuque: Kendall Hunt. - J. G. Manning. <i>The Open Sea: The Economic Life of the Ancient Mediterranean World from the Iron age to the rise of Rome</i>. 2013, Princeton University Press. |
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Bibliography in Greek:

Σ. Καργάκος, Σ., *Ιστορία του Ελληνισμού και του μείζονος χώρου*. εκδ. Gutenberg, Αθήνα 1999.

- R. Meiggs & J. Bury, *Ιστορία της Αρχαίας Ελλάδας*, τ. 1-3. Αθήνα, Καρδαμίτσα, 1981.

- Claude Mosse, Annie Schnapp-Gourbeillon, *Επίτομη Ιστορία της Αρχαίας Ελλάδας (2000-31π.Χ.)*. Αθήνα, Δωδώνη, 1993.

- Herman Bengston, *Ιστορία της Αρχαίας Ελλάδας*. Αθήνα, Μέλισσα, 1991 (β' έκδοση).

- Σ. Συρόπουλος, «...σαν βάτραχοι γύρω από τη θάλασσα...». Η Μεσόγειος ως πολιτισμική και οικονομική παράμετρος συνύπαρξης των λαών στην αρχαιότητα», *Διεθνής και Ευρωπαϊκή Πολιτική*, Νοε.-Δεκ. 2011 – Ιαν.-Φεβ. 2012, τ. 24, σελ. 36-46, εκδ. Παπαζήση.