

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MEDITERRANEAN STUDIES		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	H-1	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	RHODES AND THE HELLENISTIC WORLD		
<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>	General background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.aegean.gr/">https://eclass.aegean.gr/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <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>Upon completion of the course the student / students will be able to:</p> <ul style="list-style-type: none"> <li>- understand the different interpretive approaches of historical becoming</li> <li>- recognize the political developments in the Mediterranean during the Hellenistic period</li> <li>- identify the factors that shaped the local economy and politics of Rhodes</li> <li>- identify the factors that shaped the relationship of Rhodes with the great powers of the</li> </ul>
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<p>Hellenistic era</p> <ul style="list-style-type: none"> <li>- understand the reasons why the wars of Alexander the Great's successors took place</li> <li>- understand the reasons for the construction of the Colossus of Rhodes</li> <li>- know the most important theories about the construction and fate of the statue</li> </ul>																			
<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 border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</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>	<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>
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<ul style="list-style-type: none"> <li>- Search, analyze and compose data and information, using the necessary technologies</li> <li>- Individual work</li> <li>- Teamwork</li> <li>- Production of new research ideas</li> <li>- Practice criticism and self-assessment</li> <li>- Promotion of free, creative and inductive thinking</li> </ul>																			

**(3) SYLLABUS**

The visitor to the island of Rhodes today will be surprised at the importance given to the image of Rhodes during the Byzantine and medieval times. Rhodes' impressive ruins from those periods, which still live on in the medieval city (the Old Town, as it is known to the locals) help cultivate this interest. However, the heyday of Rhodes was during the Hellenistic period (during the reign and after the death of Alexander the Great). The purpose of this course is to introduce students to the brilliant military, political and cultural superiority of Hellenistic Rhodes. The subject of study is the relationship of Rhodes with Egypt and Macedonia, the wars of the successors of Alexander the Great, the special economy and politics of the island, the insurmountable spiritual and cultural development of Rhodes and the wars that led to the construction of the colossus of Rhodes.

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

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

<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hours (1.56 ECTS)
	Personal study	108 hours (4.32 ECTS)
	Final examination	3 hours (0.12 ECTS)
	<b>Course total</b>	<b>150 hours (6 ECTS)</b>
<p style="text-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>Language of evaluation: English</p> <p>Methods of evaluation: Written final examination</p>	

#### (5) ATTACHED BIBLIOGRAPHY

<p><b>Bibliography in English</b></p> <p>Gabrielsen, Vincent, <i>The Naval Aristocracy of Hellenistic Rhodes</i>. Aarhus: Aarhus UP, 1997.</p> <p>R.M. Berthold, <i>Rhodes in the Hellenistic Age</i>, New York 1984.</p> <p><b>Bibliography in Greek:</b></p> <p>R.M. Berthold, <i>Η Ρόδος στην ελληνιστική εποχή</i>, μετάφρ. Σ. Συρόπουλος, εκδ. Παπαζήση, 2010.</p>
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Σ. Συρόπουλος, «Η πολιτική παρεμβατικής ουδετερότητας στην ελληνιστική Ρόδο», στο Σ. Ντάλης και Μ. Στεφανάκης (επιμ.), *Επετηρίδα Τμήματος Μεσογειακών Σπουδών 2021*, εκδ. Παπαζήση.