

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT MEDITERRANEAN STUDIES		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	H-9	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	CULTURAL DIPLOMACY IN THE MEDITERRANEAN		
<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><b>Upon completion of the course students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define and critically assess the concept of cultural diplomacy.</li> <li>• Explain the historical development of cultural diplomacy as a component of foreign policy.</li> <li>• Distinguish cultural diplomacy from public diplomacy, propaganda, and nation branding.</li> <li>• Understand the Mediterranean as a geopolitical and cultural region.</li> <li>• Analyse case studies of cultural diplomacy in Southern Europe, North Africa, and the Levant.</li> <li>• Evaluate the role of relevant regional institutions and international organizations.</li> <li>• Design a cultural diplomacy initiative tailored to a Mediterranean context.</li> </ul>
<b>General Competences</b>

*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*

*.....*

*Others...*

*.....*

**Respect for difference and multiculturalism**

**Showing social, professional and ethical responsibility and sensitivity to gender issues**

**Decision-making**

**Teamwork**

**Production of free, creative and inductive thinking**

**Adapting to new situations**

**Criticism and self-criticism**

### (3) SYLLABUS

The course will analyse cultural diplomacy as a strategic, political, and social practice in the Mediterranean region. The Mediterranean has historically functioned as a space of exchange, conflict, coexistence, and cultural circulation. From imperial networks to contemporary soft power strategies, the course examines how states, cities, institutions, and non-state actors deploy culture to shape regional influence, dialogue, and identity. Special focus will be placed on European–North African relations, heritage politics, migration, religion, cultural memory, and contemporary geopolitical tensions.

#### (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 ICT in teaching and communication with students.	
<b>TEACHING METHODS</b> <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.  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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hrs (1.56 ECTS)
	Personal study	108 hrs (4.32 ECTS)
	Final examination	3 hrs (0.12 ECTS)
	<b>Course total</b>	<b>150 hrs (6 ECTS)</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  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  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of evaluation: English  Methods of evaluation: Written final examination	

#### (5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> <li>- S. Mark, <i>A Greater Role for Cultural Diplomacy</i>, 2009</li> <li>- I. Ang, R.R. Isar &amp; Ph. Mar (eds.), <i>Cultural Diplomacy: Beyond the National Interest?</i>, 2016</li> <li>- M. Cummings, <i>Cultural Diplomacy and the US Government</i>, 2003</li> <li>- J.S. Nye, <i>Soft Power, Foreign Policy</i>, 1990 (No. 80), pp. 153-171.</li> <li>- J. Melissen, <i>The New Public Diplomacy</i>, 2005</li> <li>- F. Braudel, <i>The Mediterranean and the Mediterranean World in the Age of Philip II</i>, 1972</li> </ul>
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