

## 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>	KY-01	<b>SEMESTER</b>	1
<b>COURSE TITLE</b>	HISTORY OF THE MEDITERRANEAN IN ANTIQUITY		
<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	5	
<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>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="http://dms.aegean.gr/%CF%80%CF%81%CE%BF%CF%80%CF%84%CF%85%">http://dms.aegean.gr/%CF%80%CF%81%CE%BF%CF%80%CF%84%CF%85%</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
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*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.*

*Consult Appendix A*

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- Guidelines for writing Learning Outcomes*

By the end of the course, it is expected that the students will:

- be in a position to understand different interpretive approaches of historical occurrence
- be able to recognize different periods of the Greek and Mediterranean history
- be able to identify the factors that shaped the local economy and policy
- be able to identify the factors that shape the relationship between the Athens and other Greek cities
- be able to understand the reasons for colonization
- be able to understand the political parameters of colonization and its economic dimension
- be able to understand the ways in which colonialization has affected the relations of the Mediterranean people

**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?*

<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 for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Team work
- Production of new research ideas
- Respect of difference and multiculturalism
- Respect for the natural environment
- Criticism and self-criticism
- Production of free, creative and inductive thinking

**(3) SYLLABUS**

The subject of the course is the period preceding the heyday of the 5<sup>th</sup> century B.C.E. Two centuries after the 750 B.C.E. is one of the most interesting historical time in world history. During these two centuries basically Greece is essentially shaping, a period for which we have enough evidences.

The interest of the course will be focused on the geographical area of Attica, which becomes the arena of the political developments.

The focus of the study is the factors that led to the development of the political system until the emergence of democracy.

The aim of the course is to investigate the factors that shaped the evolution of the political systems on the Greek area, focused on the Attica area, in connection with the influence of the wider Mediterranean area.

Will we study the internal policy factors (rural economy, social class system, citizen - state relations), and foreign policy actors (relations with other peoples of the Mediterranean, colonization, trade).

The period to be studied is from the 8<sup>th</sup> to the 6<sup>th</sup> century B.C.E., as it is the period that has paved the way for the development and consolidation of the democratic governance system.

#### (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 information and communication technology in teaching, laboratory education, 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.</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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hrs (1.56 ECTS)
	Personal studying	33 hrs (1.32 ECTS)
	Essay writing	50 hrs (2 ECTS)
	Final exams	3 hrs (0.12 ECTS)
	Course total	125 hrs (5 ECTS)

<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek
<i>Description of the evaluation procedure</i>	Methods of evaluation: written exams, optional written essay (taken into account with written exams)
<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>	

#### (5) ATTACHED BIBLIOGRAPHY

##### **Greek language**

Άννα Ραμμού-Χαψιάδη, *Από τη φυλετική κοινωνία στην πολιτική*, Καρδαμίτσα, 1982.

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.

Antony Andrewes, *Αρχαία Ελληνική Κοινωνία*, Αθήνα, MIET, 1987 (2<sup>η</sup> έκδοση).

A. Andrewes, *Η τυραννία στην αρχαία Ελλάδα*, Αθήνα, Καρδαμίτσα, 1982.

Fustel de Coulanges, *Η αρχαία πόλη*, Αθήνα, Ειρμός, 1991

Gustav Glotz, *Η ελληνική «πόλις»*, Αθήνα, MIET, 1989 (3<sup>η</sup> έκδοση).

Herman Bengston, *Ιστορία της Αρχαίας Ελλάδας*, Αθήνα, Μέλισσα, 1991 (6<sup>΄</sup> έκδοση)

Herman Bengston, *Ιστορία της Αρχαίας Ελλάδας*, Αθήνα, Μέλισσα, 1991 (6<sup>΄</sup> έκδοση).

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

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

*Claude Mosse, Η αρχαϊκή Ελλάδα. Από τον Όμηρο ως τον Αισχύλο (8<sup>ος</sup> -6<sup>ος</sup> αι. π.Χ.), Αθήνα, ΜΙΕΤ, 1992 (2<sup>η</sup> έκδοση).*

*Claude Mosse, Οι τύραννοι στην αρχαία Ελλάδα, Αθήνα, Το Άστυ, 1989*