

COURSE OUTLINE

(1) GENERAL

SCHOOL	Faculty of Humanities		
ACADEMIC UNIT	Department of Mediterranean Studies		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΔΥ-23	SEMESTER	E
COURSE TITLE	International and regional politics in North Africa		
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	5	
<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		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes

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*

The aim of this course is to provide students with the necessary knowledge, skills and competences that will enable them to describe, explain, and evaluate facts and developments that occur in this particular field of knowledge.

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

Production of free, creative and inductive thinking

(3) SYLLABUS

North Africa is a subsystem of great importance for at least three reasons. The first is its position in the Mediterranean that is the fact that North Africa is a necessary passage from Europe to the so-called Black Africa, and it is also an intermediate space between the two continents.

The second reason is the interaction between the two shores of the Mediterranean, which has been and remains important, since any change in North Africa's political balances, as it happened with the Arab uprisings of 2011, affects directly or indirectly Europe.

Lastly, for Europe, who is trying to diversify its sources of oil and gas supplies, North Africa is a very important region, since two of its countries, namely Algeria and Libya, have rich energy resources.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face											
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	No											
<p style="text-align: center;">TEACHING METHODS</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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <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>Lectures</td> <td>39 hours (1.56 ECTS)</td> </tr> <tr> <td>Personal Study</td> <td>53 hours (2.12 ECTS)</td> </tr> <tr> <td>Final Exams</td> <td>3 hours (0.12 ECTS)</td> </tr> <tr> <td>Course total</td> <td>125 hours (5 ECTS)</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39 hours (1.56 ECTS)	Personal Study	53 hours (2.12 ECTS)	Final Exams	3 hours (0.12 ECTS)	Course total	125 hours (5 ECTS)
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<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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: Greek</p> <p>Method of evaluation: open-ended questions</p> <p>Evaluation criteria: Completeness of theme development, clarity, synthesis</p> <p>The criteria of evaluation are announced to the students at the beginning of the semester</p>											

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- **Teaching notes**
- Kefala V., *North Africa: Domestic Politics, Regional and International Relations*. Papazissis Editions, Athens 2015 (in Greek).
- Joffe G. (ed) *Islamist Radicalization in North Africa. Practice and Process*, Routledge, 2012.
- Hafez M. *Why Muslims Rebel: Repression and Resistance in the Islamic World*. Lynne Rienner Publishers, 2004.
- Cavotorta F. – Durac V. (eds) *The Foreign Policies of the European Union and the United States in North Africa. Diverging or Converging Dynamics?* Routledge, 2009.