

COURSE OUTLINE

INTRODUCTION TO MODERN AND CONTEMPORARY GREEK HISTORY (FROM THE VENETIAN RULE TO THE 21ST CENTURY)

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	4 TH
COURSE TITLE	INTRODUCTION TO MODERN AND CONTEMPORARY GREEK HISTORY (FROM THE VENETIAN RULE TO THE 21ST CENTURY)		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	BACKGROUND		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
Upon successful completion of the course, the students will be able to: <ul style="list-style-type: none"> • be able to present the main political and economic developments of Greek history based on the data of the era in which they are inscribed • include the main milestones of modern and modern Greek history in the European context and their historical contexts • understand the value of historical sources and be aware of the differences in documentary material available to historians • analyze primary sources and familiarize themselves with the institutions and manifestations of Greek public and private life during the long period before and after the Revolution and the establishment of the Greek state • comprehend and interpret issues of political, social, economic, cultural, and intellectual history in the above period 	
General Skills <i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>
<i>ICT Use</i>	<i>Equity and Inclusion</i>
<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision making</i>	<i>Sustainability</i>
<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Teamwork</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>

Working in an interdisciplinary environment
Production of new research ideas

- Search, analysis and synthesis of data and information,
- ICT Use
- Autonomous work
- Teamwork
- Equity and Inclusion
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1	The Greek territory and the rulers, Latin and Ottoman (1204-1453): administrative organization	<ul style="list-style-type: none"> • Introduction to the history of Modern Hellenism • Presentation of the space, the rulers and the ruled • The genesis and evolution of foreign dominions in the Greek area • Historical sources • Historiography of the period • Rulers and ruled, political ideology
2	Between West and East: society; a comparative approach	<ul style="list-style-type: none"> • Social stratification and social classes • Nobility and elite • Communities in Venetian and Ottoman rule. Urban Communities, councils, local officials • Correspondence of subjects with rulers • The image of the Other through historical sources
3	Greeks, Venetian and Ottoman subjects: religious identity	<ul style="list-style-type: none"> • Religious identities of subjects • Christians of the latin and greek rite • Christians and Muslims • Jews and the politics of the rulers • Religious aggregations • Coexistence, quarrels, convergences and divergences
4	Education, culture, and ideological orientations in the period of Venetian and Ottoman rulers	<ul style="list-style-type: none"> • Schools, teachers and students in the Greek area under Venetian and Ottoman rule • From Literacy to Scholarship • Higher education, studies in the Greek and Italian area • Opportunities for studies • Scholars and authors • Subjects and sovereigns: texts, ideology, assimilation of the image of the other, stereotypes, rhetoric of flattery
5	Post-Byzantine Era (17th-18th centuries)	<ul style="list-style-type: none"> • Post-Byzantine society • The emergence of the Phanariot class • Relations between the Ecumenical Patriarchate and the Phanariots • The Phanariots and the Ottoman Sublime Porte
6	The Phanariot Era in the Danubian Principalities	<ul style="list-style-type: none"> • The rise of the Phanariots • Political structure and administration • Social processes and interactions • Cultural approaches
7	The Path to Greek Independence	<ul style="list-style-type: none"> • The founding of the Filiki Eteria • Alexandros Ypsilantis and the Proclamation of the Greek Revolution • The revolt in the Danubian Principalities • The position of the Great Powers
8	Hellenism beyond the borders of the first Greek State	<ul style="list-style-type: none"> • The necessity of reorganizing the declining Ottoman State. • The Reforms Period

		<ul style="list-style-type: none"> • Hatt-i şerif • Hatt-i humayun • Impact of the reforms on the Greek Orthodox community
9	The transition from the 'imaginary community of the nation' to the Greek national state: Conditions and transformations in the process of state formation.	<ul style="list-style-type: none"> • The 'invention' of Greek citizenship during the War of Greek Independence • Greek society during the Revolution • Greek political leadership • The Constitutions of the Revolution • State-building process • Greek Revolution in its relation to international and global developments
10	The main features of the Greek national ideology: Great Idea and irredentism. An examination of the evolution of Greek nationalism in relation to the territorial annexations of Greek integration	<ul style="list-style-type: none"> • The meaning of the Great Idea • Irredentism • How Greek citizens perceived themselves? • Territorial annexations
11	The Greek society until the First World War	<ul style="list-style-type: none"> • Political currents, monarchy, constitutionalism and socialism • The era of Trikoupis: the prospect of modernisation • Eleftherios Venizelos • The National Schism • Genders in public and private spaces • Asia Minor Catastrophe
12	The development of the Greek economy during the 19th century: industrialization efforts, a vision for modernization, fiscal crises, domestic challenges, and the influence of the international environment	<ul style="list-style-type: none"> • Greek economy since 1833 • The agricultural issue and the raisin crisis • Industrialization and infrastructures • The European financial crisis since 1873 • Greek challenges • The international policies
13	The Greek society during the 20th century: developments in the context of a changing world and under the influence of international organizations in which Greece is included.	<ul style="list-style-type: none"> • The Greek society since the end of the First World War and the Asia Minor Catastrophe • The evolution of Greek culture (literature, poetry, theatre, cinema) • Selected topics • An analysis of the bibliography on Modern Greek history and an overview of the sources (a discussion upon the use of the Internet in the research and study of Greek history) • Recap and resolving questions

4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning
<p style="text-align: center;">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> • PPT presentations • Teaching material, announcements and communication through the eClass platform • Student study of supplementary material related to

	<p>course content</p> <ul style="list-style-type: none"> • Communication with students via email 														
<p>TEACHING ORGANIZATION</p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Essay (optional)</td> <td>48</td> </tr> <tr> <td>Study and analysis of bibliography (if students do not undertake the writing of an optional essay)</td> <td>108</td> </tr> <tr> <td>OR Study and analysis of bibliography (if students do not undertake the writing of an optional essay)</td> <td>60</td> </tr> <tr> <td>Written examination</td> <td>3</td> </tr> <tr> <td>Total</td> <td>150</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Essay (optional)	48	Study and analysis of bibliography (if students do not undertake the writing of an optional essay)	108	OR Study and analysis of bibliography (if students do not undertake the writing of an optional essay)	60	Written examination	3	Total	150
	Activity	Workload/semester													
	Lectures	39													
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	OR Study and analysis of bibliography (if students do not undertake the writing of an optional essay)	60													
Written examination	3														
Total	150														
<p>STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Formative</p> <p>Essay (optional): 50%</p> <p>Final written examination: 50% or 100%</p>														

5. SUGGESTED BIBLIOGRAPHY

Textbooks:

- Δερτιλής, Γιώργος, Ιστορία του ελληνικού κράτους, 1750-2015, Ηράκλειο: Πανεπιστημιακές εκδόσεις Κρήτης, 2018. ISBN 978-960-524-528-3 Κωδικός στον Εύδοξο 77116727
- Πιζάνιας, Πέτρος, Η ιστορία των νέων Ελλήνων από το 1400c έως το 1820, Αθήνα: Εστία, 2021 ISBN 978-960-05-1622-7 Κωδικός στον Εύδοξο 1-14-104
- Χασιώτης, Ι. Κ., Μεταξύ οθωμανικής κυριαρχίας και ευρωπαϊκής πρόκλησης: Ο ελληνικός κόσμος στα χρόνια της τουρκοκρατίας, Θεσσαλονίκη: University Studio Press, 2008.

Additional Recommended Bibliography:

Part I

- Αντ. Αναστασόπουλος -Ηλ. Κολοβός (επιμ.) Ottoman Rule and the Balkans, 1760-1850: Conflict, Transformation, Adaptation. Proceedings of an international conference held in Rethymno, Greece, 13-14 December 2003, Πανεπιστήμιο Κρήτης – Τμήμα Ιστορίας και Αρχαιολογίας, 2007.
- Αναστασόπουλος Αντ. (επιμ.), The Eastern Mediterranean under Ottoman Rule: Crete, 1645-1840. Halcyon Days in Crete VI. A Symposium Held in Rethymno, 13-15 January 2006, Πανεπιστημιακές Εκδόσεις Κρήτης 2008.
- Αργυρίου, Ασ., Ιδεολογικά ρεύματα στους κόλπους του Ελληνισμού και της Ορθοδοξίας κατά τα χρόνια της Τουρκοκρατίας, Λάρισα 1980.
- Αρχοντίδης, Ασ., Μεταξύ Βενετών και Τούρκων, Θεσσαλονίκη 1987.
- Βακαλόπουλος, Απόστολος, Νέα Ελληνική Ιστορία (1204-1985), Θεσσαλονίκη: Βάνιας, 2005.
- D. Howard, Venice and the East, London (Yale university Press), 2000.
- Iorga, Nicolae, Το Βυζάντιο μετά το Βυζάντιο, μτφρ. Γιάννης Καράς, Αθήνα: Gutenberg, 1989.
- Μαλτέζου, Χρύσα, Ύλη ιστορίας του βενετοκρατούμενου Ελληνισμού (13ος-18ος αι.), ΠΕΚ, Ηράκλειο 2022.

- Νυσταζοπούλου – Πελεκίδου, Μαρία, *Οι Βαλκανικοί Λαοί: Από την τουρκική κατάκτηση στην εθνική αποκατάσταση (14ος – 19ος αι.)*, Θεσσαλονίκη: Βάνιας, 1991.
- Τζιβάρια, Παναγιώτα, *Χαμένες και Κρυμμένες Βιβλιοθήκες. Ιδιωτικές βιβλιακές συλλογές στη βενετοκρατούμενη Κέρκυρα (16ος-18ος αι.)*, τ. Α΄, Εκδόσεις Άτων – Αναγνωστική Εταιρία Κερκύρας, Αθήνα 2022.

Part II:

- Βόγλη, Ελπίδα, *Έργα και ημέραι ελληνικών οικογενειών, 1750-1940*, Αθήνα: ΕΛΙΑ, 2005.
- Hering, Gunnar, *Τα πολιτικά κόμματα στην Ελλάδα, 1821-1936*, μτφρ. Θόδωρος Παρασκευόπουλος, Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, 2004, 2 τ.
- Λιάκος, Αντώνης, *Ο ελληνικός 20ός αιώνας*, Αθήνα: Πόλις, 2019
- Μωυσίδης, Αντώνης και Σπύρος Σακελλαρόπουλος (επιμ.), *Η Ελλάδα στον 19ο και 20ό αιώνα. Εισαγωγή στην ελληνική κοινωνία*, Αθήνα: Τόπος, 2010.
- Petropoulos, John, *Πολιτική και συγκρότηση κράτους στο ελληνικό βασίλειο (1833-1843)*, Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, 1986, 2 τ.
- Χατζηιωσήφ, Χρήστος (επιμ.), *Ιστορία της Ελλάδας του 20ού αιώνα*, Αθήνα: Βιβλιόραμα.
- *Ιστορία του ελληνικού έθνους*, Αθήνα: Εκδοτική Αθηνών.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	E. VOGLI
Contact details:	evogli@he.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Essay (optional): 50% Final written examination: 50% or 100%
Implementation Instructions: (3)	The written exams will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam. The assignment must be submitted through eClass by a specified deadline.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.