

COURSE OUTLINE

GREECE AND ITS DIASPORAS: CONTEMPORARY POLITICAL AND SOCIAL HISTORY

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	6 TH
COURSE TITLE	GREECE AND ITS DIASPORAS: CONTEMPORARY POLITICAL AND SOCIAL HISTORY		
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	4
<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>	SCIENTIFIC AREA		
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, participants will be able to: <ul style="list-style-type: none"> • be aware of the social and economic conditions that are likely to influence the importance and the evolution of the Greek diaspora • be able to explain the most basic concepts related to the Greek Diaspora (e.g. indigenous, heterochthonous, immigrants, refugees, citizenship and citizenship, dual citizenship, political and civil rights, etc.) • understand the interrelationship between the phenomenon of Diaspora and the perception of national identity • recognize and interpret in their historical context the factors that are likely to lead to the intensification of migration • understand the ways of shaping the relations between the homeland and the Diaspora over time and be able to explain their evolution • be acquainted with the sources in which they can search for information on the evolution of the Greek diaspora (or more correctly of the many Greek Diasporas around the world). 	
General Skills <i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</i>

- Adaptation to new situations;
- Autonomous work;
- Teamwork;
- Working in an international environment;
- Working in an interdisciplinary environment;
- Production of new research ideas;
- Equity and Inclusion;
- Respect for diversity and multiculturalism;
- Critical thinking;
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

1	Greek communities: a mapping of the centers of the Greek diaspora in the European area (15th-18th centuries)
2	From hospitality to permanent settlement: Greek communities, fraternities, statutes
3	The Greek Community of Venice: San Giorgio, Campo de' Greci
4	The Greek parish of Naples: a double image, quarrels between members
5	The Greek Community of Vienna: Greek diaspora's contribution to the understanding of the Greek political problem
6	Routes of the Greeks, Balkan merchants and European scholars: Semlin, Miskolczi, Halli, Leipzig, Amsterdam
7	A theoretical discussion on the development of modern research and study of Diasporas
8	The transition from a Greek diaspora without a homeland to the diaspora of the Greek state; and a presentation of Greek migration during the 19th to the First World War and the Asia Minor Catastrophe
9	The phenomenon of repatriation (return to homeland) during the 19th century and the beginning of the 20th century –(exchange of populations)
10	A comparative approach of the formation of Greek migration and diasporic policy: the international standards, the national aspirations, the peculiarities and the problems
11	'Strong' and important Greek Diasporas (presentation of selected cases)
12	'Powerless' and/or less important Greek diasporas (presentation of selected cases)
13	A presentation and an analysis of the literature on the Greek diaspora; and an overview of the sources of the phenomenon. A discussion upon the use of the Internet in the research of the Diaspora phenomenon. Brief overview of the course material.

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 course content • Communication with students via email 												
<p style="text-align: center;">TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. 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>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Essay</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">27</td> </tr> <tr> <td>Written examination</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">120</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Essay	50	Study and analysis of bibliography	27	Written examination	4	Total	120
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Lectures	39												
Essay	50												
Study and analysis of bibliography	27												
Written examination	4												
Total	120												

<p>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</p>	
<p>STUDENT EVALUATION Description of the evaluation process</p> <p>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</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>	<p>Formative</p> <p>Essay (optional): 50%</p> <p>Final written examination: 50% or 100%</p>

5. SUGGESTED BIBLIOGRAPHY

Textbooks:

Λίνα Βεντούρα και Λάμπρος Μπαλτσιώτης (επιμ.), *Το έθνος πέραν των συνόρων: 'Ομογενειακές' πολιτικές του ελληνικού κράτους*, Αθήνα: Βιβλιόραμα/Κέντρο Ερευνών Μειονοτικών Ομάδων Σειρά Μελετών Περίοδος Β'5, 2013.

Additional Recommended Bibliography:

1. Othon Anastasakis, Manolis Pratsinakis, Foteini Kalantzi, Antonis Kamaras (edits), *Diaspora Engagement in Times of Severe Economic Crisis. Greece and beyond*, Palgrave Macmillan, 2022
2. Richard Clogg, *Η ελληνική διασπορά στον 20ό αιώνα*, μτφρ. Μαρίνα Φράγκου, Αθήνα: Ελληνικά Γράμματα, 2004.
3. Κωστής Καρπόζηλος, *Κόκκινη Αμερική. Έλληνες μετανάστες και το όραμα ενός Νέου Κόσμου, 1900-1950*, Ηράκλειο: Πανεπιστημιακές εκδόσεις Κρήτης, 2017.
4. Ιωάννα Λαλιώτου, *Διασχίζοντας τον Ατλαντικό. Η ελληνική μετανάστευση στις ΗΠΑ κατά το πρώτο μισό του εικοστού αιώνα*, μτφρ. Πελαγία Μαρκέτου, Αθήνα: Πόλις, 2006.
5. Άγγελος Νταλαχάνης, *Ακυβέρνητη παροικία. Οι Έλληνες στην Αίγυπτο από την κατάργηση των προνομίων στην έξοδο, 1937-1962*, Ηράκλειο: Πανεπιστημιακές εκδόσεις Κρήτης, 2015.
6. Stefan Petrescu, *Οι Έλληνες ως 'άλλοι' στη Ρουμανία. Η εσωτερική οικοδόμηση του ρουμανικού έθνους-κράτους κατά τον δέκατο ένατο αιώνα και οι Έλληνες*, Θεσσαλονίκη: Επίκεντρο, 2014.
7. Άννα Τριανταφυλλίδου & Ρουμπίνη Γρώπα, *Η μετανάστευση στην ενωμένη Ευρώπη*, Αθήνα: Κριτική, 2009
8. Άννα Τριανταφυλλίδου & Θάνος Μαρούκης, *Η μετανάστευση στην Ελλάδα του 21ου αιώνα*, Αθήνα: Κριτική, 2010.
9. Ιωάννης Κ. Χασιώτης, *Επισκόπηση της ιστορίας της νεοελληνικής διασποράς*, Θεσσαλονίκη: Βάνιας, 1993.
10. Ι. Χασιώτης, Ο. Κατσιαρδή -Hering, Ευρ. Αμπατζή, *Οι Έλληνες στη Διασπορά (15^{ος}-21^{ος} αι.)*, Βουλή των Ελλήνων, Αθήνα 2006
11. Χρ. Μαλτέζου, *Η Βενετία των Ελλήνων*, Μίλητος, Αθήνα 1998.
12. Χρ. Μαλτέζου, «Οι Έλληνες μέτοικοι στη Βενετία μετά την Άλωση. Ταυτότητα και εθνική συνείδηση», *Θησαυρίσματα* 35 (2005), 175-184.
13. Ο. Katsiardi-Hering, M. Stassinopoulou (ed.), *Across the Danube: Southeastern Europeans and their Travelling Identities (17th-19th c.)*, Brill 2017.
14. Παπαδριανός Ιωάννης Α., *Οι Έλληνες πάροικοι του Σεμλίνου (18ος-19ος αι.)*. Διαμόρφωση της παροικίας, δημογραφικά στοιχεία, διοικητικό σύστημα, πνευματική και πολιτιστική δραστηριότητα, Θεσσαλονίκη, Ίδρυμα Μελετών Χερσονήσου του Αίμου, 1988.
15. Αθ. Καραθανάσης, *Οι Έλληνες λόγιοι στη Βλαχία (1670-1714)*. Συμβολή στη μελέτη της ελληνικής πνευματικής κίνησης στις παραδουνάβιες ηγεμονίες κατά την προφαναριωτική περίοδο, ΙΜΧΑ, Θεσσαλονίκη 1982.

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.