

COURSE OUTLINE

STUDIES ON THE HISTORY AND CULTURE OF HELLENISM IN THE HISTORICAL PONTUS

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / DIGITAL APPLICATIONS IN ARTS AND CULTURE		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	7 TH
COURSE TITLE	STUDIES ON THE HISTORY AND CULTURE OF HELLENISM IN THE HISTORICAL PONTUS		
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>	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"> To know the history and the culture of the Pontic Greeks during the main three historical periods (ancient, medieval, modern). To research and study primary sources of each period. To know the historical, political, and cultural context of the era from 650 BC to 1922. 	
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>
<ul style="list-style-type: none"> 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	Introduction	<ul style="list-style-type: none"> Familiarization with the students and presentation of the
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		<p>course objectives, expected learning outcomes, and requirements</p> <ul style="list-style-type: none"> • Introduction to the history of the study of the Pontic Greeks
2	The demographics of Pontus Euxeinos before the arrival of the Greek immigrants	<ul style="list-style-type: none"> • Thracians • Skythians • Colchoi • Paphlagonians
3	The mythology of the Black Sea peoples	<ul style="list-style-type: none"> • The 'Skythian speech' of Herodotus • Dionysos
4	Greek colonization in the Black Sea	<ul style="list-style-type: none"> • The arrival and the establishment of the Greeks • Archaeological testimonies
5	The Cimmerian Bosphorus State	<ul style="list-style-type: none"> • The Archaeanactides • The Spartocides and Athens
6	The kingdom of Pontus	<ul style="list-style-type: none"> • Mithridates the founder • Rome in Pontus
7	The Roman domination	<ul style="list-style-type: none"> • Pontus under the Roman dominion • Constantine the Great and the beginning of the Byzantine era
8	The Byzantine era	<ul style="list-style-type: none"> • Pontus in the Early Byzantine era • The spread of Christianity
9	The production of literature	<ul style="list-style-type: none"> • The Akrites of Pontus • The Pontic Castles • Scholars and Scientists in Pontus (7th – 15th c. AD)
10	The Great Comnenoi	<ul style="list-style-type: none"> • The foundation of the Byzantine State of Pontus • Alexios II and the period of instability • Alexios III and Manuel III
11	The fall of the empire	<ul style="list-style-type: none"> • Alexios IV and Ioannis IV • David I and the tradition • The first Ottoman period
12	The Pontic Greeks under the Ottoman domination yoke)	<ul style="list-style-type: none"> • The first fase (1461-1774) • The Ottoman Empire until 1878 • Abdul Hamit • The predominance of the Neo-Turks and the deportation
13	Recap	<ul style="list-style-type: none"> • Recap and resolving questions • Student feedback

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,</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;">57</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">4</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Essay	50	Study and analysis of bibliography	57	Examination	4
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<p><i>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>	<p>Total</p>	<p>150</p>
<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>Concluding</p> <p>Oral exam: 100%</p>	

5. SUGGESTED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Petropoulos E. K., <i>Hellenic Colonization in Euxeinus Pontos: Penetration, Early Establishment, and the Problem of the 'Emporion' Revisited</i>. British Archaeological Reports International Series, 1394. Oxford, 2005. • Petropoulos E. K., Maslennikov A. A., (eds.), <i>Ancient Sacral Monuments of the Black Sea</i>. Θεσσαλονίκη, 2010. • Meziridou S., <i>The late Byzantine City of Trebizond and the Ottoman Accommodation</i>. Αθήνα, 2022. • Σαββίδης Α. Γ. Κ., <i>Ο Βυζαντινός Πόντος (4^{ος}-15^{ος} αι. μ.Χ.). Ιστορικές συμβολές</i>. Αθήνα, 2013. • Σαββίδης Α. Γ. Κ., <i>Οι Μεγάλοι Κομνηνοί της Τραπεζούντας και του Πόντου</i>. Αθήνα, 2005. • Σαββίδης Α. Γ. Κ., <i>Ιστορία της Αυτοκρατορίας των Μεγάλων Κομνηνών της Τραπεζούντας (1204-1461)</i>. Θεσσαλονίκη, 2016. • Χρυσάνθου, Αρχιεπισκόπου Αθηνών του από Τραπεζούντος. <i>Η Εκκλησία Τραπεζούντος</i>. Αθήνα, 2007. • Αλεξιάδη Θ., <i>Η Πάφρα του Πόντου. Ιστορία, Εκκλησία, Εθνικοί αγώνες</i>. Αθήνα, 2014. • Κατρινάκης-Παναγόπουλος Α., <i>Η εξέλιξη του ποντιακού ζητήματος μέσα από διπλωματικές πηγές των ΗΠΑ, της Ιταλίας και του Βατικανού. 1850-1924</i>. Αθήνα, 2017. • Ξανθοπούλου-Κυριακού Α., Γεωργανόπουλος Ε., Χατζηκυριακίδης Κ., <i>Οι Έλληνες του Πόντου και η Οθωμανική αυτοκρατορία (1461-1923)</i>. Αθήνα, 2015.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	E. K. PETROPOULOS
Contact details:	ipetro@bscc.duth.gr
Supervisors: (1)	NO
Evaluation methods: (2)	Oral exam: 100%
Implementation Instructions: (3)	The oral final examination will take place via Skype for Business at a date and time that will be announced together with its duration and content in a reasonable period of time before it takes place.

(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.