# COURSE OUTLINE

## GREEK STUDENTS IN EUROPEAN UNIVERSITIES (17TH – 19TH CENTURIES)

## 1. GENERAL

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| **SCHOOL** | CLASSICS AND HUMANITIES |
| **DEPARTMENT/UPS** | HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY |
| **LEVEL OF STUDIES** | UNDERGRADUATE – LEVEL 6 |
| **COURSE CODE** | XXXXX     **SEMESTER** 5TH |
| **COURSE TITLE** | GREEK STUDENTS IN EUROPEAN UNIVERSITIES (17TH – 19TH CENTURIES) |

| **TEACHING ACTIVITIES** *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.* | **TEACHING HOURS PER WEEK** | **ECTS CREDITS** |
|---|---|---|
| | 3 | 5 |
| *Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.* | | |

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| **COURSE TYPE** *Background, General Knowledge, Scientific Area, Skill Development* | 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**
*Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

Upon successful completion of the course students will :
- know the geographical origins of Greek students in European educational institutions
- understand the role of Venice in the transformation of a Studium Generale into an educational institution of its own, controlled by the Venetian Republic
- follow the path of Greek students
- interpret the creation of myths linked to the "Machiavellian plan" of Venice in order to devalue the Padua degree
- chart the diaspora of Greek graduates in the Greek territory during the rule of the Venetians and the Ottomans
- explain why the University of Padua was the alma mater of many a generation of Greek subjects of the Serenissima and of the Ottoman empire

**General Skills**
*Name the desirable general skills upon successful completion of the module*

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| *Search, analysis and synthesis of data and information, ICT Use* | *Project design and management* |
| *Adaptation to new situations* | *Equity and Inclusion* |
| *Decision making* | *Respect for the natural environment* |
| *Autonomous work* | *Sustainability* |
| *Teamwork* | *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* |
| *Working in an international environment* | *Critical thinking* |
| *Working in an interdisciplinary environment* | *Promoting free, creative and inductive reasoning* |
| *Production of new research ideas* | |

- Search, analysis and synthesis of data and information,
- 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 birth of universities in medieval Europe | <ul><li>The first universities in the West, a historical walk through</li><li>The historical context in which universities were born</li><li>Ecclesiastical and secular universities</li><li>The oldest European universities, their history</li></ul> |
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| 2 | Aggregations of students and professors, nations on the university map | <ul><li>Scholars as merchants of words</li><li>The story of Abelard and Heloise</li><li>The first teachers: identity</li><li>The first students: identity</li><li>From universitas to university</li><li>Nations</li><li>Nazione oltramarina</li></ul> |
| 3 | The alma mater of Greek students: foundation, identity, role in Venetian politics | <ul><li>Foundation of Padua's University</li><li>Padua and the Serenissima Republic</li><li>Transformation of the University of Padua into an instrument of Venetian politics</li><li>The first Greek students in Padua</li></ul> |
| 4 | Greek students and the University of Padua: studies, privileges, examinations, degrees, participation in the university administration | <ul><li>Privileges of Greeks or privileges of foreigners?</li><li>The Greek presence in the two faculties of the University</li><li>The identity of the students: from Venetian possessions, from areas under Ottoman rule</li><li>Collegio Veneto and Greeks</li><li>Greeks as sindici of patavian Studio</li></ul> |
| 5 | The presence of the «nazione oltramarina" in Padua | <ul><li>Greek colleges in Padua: Palaiokapa College, Cottunio College</li><li>Statutes of the Greek Nation</li><li>Album of the Greek Nation</li><li>Greeks, professors in the chairs of Padua</li></ul> |
| 6 | The paths of Greek students after the fall of Serenissima: Pisa, Pavia, Paris, Vienna, Halli and elsewhere | <ul><li>University of Pisa and Greek students: people and ideas</li><li>Life at Paris's University through student correspondence</li><li>Artisti in Vienna and Halle</li><li>Student life in Halli</li></ul> |
| 7 | Images of the daily life and activities of Greek students in the European area through archival and bibliographical evidence | <ul><li>Greek students in Padua through the correspondence of Gasparo Gozzi</li><li>Greek doctors in Wallachia through the poetry of Georgios Sakellarios</li><li>Student life through albums and letters</li></ul> |
| 8 | The inclusion of Greek students in European intellectual circles and ideological movements (participation in academies, literary salons of the Enlightenment era, pre-revolutionary movements) | <ul><li>Students and academies: from the Academy of Padua to the salons of Caterina Dolfin Tron</li><li>Academies and literary production</li><li>Greek students and Philiki Etairia</li><li>Greek students and the ideas of the French Revolution</li></ul> |
| 9 | The assimilation of the ideas | <ul><li>Greek students's book collections in Padua, Paris,</li></ul> |

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| | of the Enlightenment, the encounter with the sciences and the imprint on the literary production of Greek graduates | Halli: the books bearers of democratic ideas<br>• Presentation of the works of Greek graduates<br>• Science and modern ideas in the works of Greek graduate |
| 10 | The professionalisation of degrees: aspects of the career path of Greek graduates | • Graduation and professional practice<br>• Postgraduate examinations for professional practice<br>• Degree as a prerequisite<br>• Greek graduates in Medicine and Law: careers at homeland, in Venice, in Europe |
| 11 | Bon pour L'Orient: myths and prejudices about Greek degrees concerned in abroad | • The privileges of Greek students and the awarding of degrees<br>• Criticism of Venetian policy and the awarding of degrees<br>• Creating myths and debunking them<br>• The doctoral degrees of Greeks in European universities in the 19th century |
| 12 | Portraits of Greek graduates in European universities: the formation of modern Greek scholarship and the education of political leaders | • The activity of Greek graduates in the public cultural life of the Greek area and the Greek state<br>• Involvement of graduates in political life: the first Governor<br>• The emergence of the new Greek identity and the Greek graduates |
| 13 | Presentation of assignments. Feedback | |

## 4. LEARNING & TEACHING METHODS - EVALUATION

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| **TEACHING METHOD**<br>*Face to face, Distance learning, etc.* | • Lectures<br>• Active learning (hands-on learning) - Experiential learning<br>• Collaborative learning |
| **USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)**<br>*Use of ICT in Teaching, in Laboratory Education, in Communication with students* | Use of ICT in teaching and communication with students<br>• PPT presentations<br>• Teaching material, announcements and communication through the eClass platform<br>• Student study of supplementary material related to course content<br>• Communication with students via email |
| **TEACHING ORGANIZATION**<br>*The ways and methods of teaching are described in detail.*<br>*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.*<br><br>*The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.* | <table><tr><td>*Activity*</td><td>*Workload/semester*</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Essay</td><td>40</td></tr><tr><td>Study and analysis of bibliography</td><td>27</td></tr><tr><td>Unsupervised workload</td><td>41</td></tr><tr><td>Written examination</td><td>3</td></tr><tr><td>Total</td><td>150</td></tr></table> |
| **STUDENT EVALUATION**<br>*Description of the evaluation process*<br><br>*Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written* | Formative<br><br><br>Essay (compulsory): 50%<br>Final written examination: 50% |

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| *Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*<br><br>*Please indicate all relevant information about the course assessment and how students are informed* | 3 |

## 5. SUGGESTED BIBLIOGRAPHY

**Textbooks:**

- Ίλια Χατζηπαναγιώτη-Sangmeister, Η «άδηλος» ιστορία του ιατροφιλόσοφου Ευστάθιου. Επιστήμη και νεωτερικές ιδέες στη νοτιοανατολική Ευρώπη του όψιμου Διαφωτισμού, Ηράκλειο, Πανεπιστημιακές Εκδόσεις Κρήτης, 2021
- Παναγιώτα Τζιβάρα, *Ταξίδια γνώσης. Έλληνες φοιτητές στο πανεπιστήμιο της Πάδοβας (16ος-18ος αι.)*, Κομοτηνή. Τυπογραφείο ΔΠΘ, 2022.

**Additional Recommended Bibliography:**

- Hilde De Ridder-Symoens (ed.), *A History of the University in Europe, Universities in Early Modern Europe (1500-1800)*, Cambridge, University Press, 1991 εξ.
- Αλόη Σιδέρη, *Έλληνες φοιτητές στο πανεπιστήμιο της Πίζας (1806-1861)*, τ. Α΄, Β΄, Αθήνα, ΙΑΕΝ, 1989, 1994.
- Αριστείδης Στεργέλλης, *Τα δημοσιεύματα των Ελλήνων σπουδαστών του πανεπιστημίου της Πάδοβας τον 17ο και 18ο αιώνα*, Αθήνα, Παρνασσός, 1970.

# ANNEX OF THE COURSE OUTLINE

## Alternative ways of examining a course in emergency situations

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| **Teacher (full name):** | P. TZIVARA |
| **Contact details:** | ptzivara@he.duth.gr |
| **Supervisors: (1)** | YES |
| **Evaluation methods: (2)** | Essay (compulsory): 50%<br>Final written examination: 50% |
| **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.<br><br>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.