

DESCRIPTION OF MODULES

ACADEMIC YEAR 2014-2015

TERMINOLOGY THEORY

"Theory of Terminology" is a course that introduces students to basic concepts of terminology theory. It is, namely, a first step in terminologists' theory and focuses on issues such as what a term is, categories of terms, basic principles of naming, relationship between terminology and translation, Greek language and terminology, legal terminology, language for special/specific purposes (LSP) etc. The course is language-independent. The translation exercises are intended to serve as examples for a better understanding of translation theory, rather than to teach "how to translate" in general. All lectures are supported by digital visual material.

MODERN GREEK LEGAL TERMINOLOGY FOR TRANSLATORS

"Modern Greek Legal Terminology for Translators" is a course that introduces students to the basic principles governing the Modern Greek legal language, Modern Greek legal terminology as a subset of the latter, as well as legal translation with Modern Greek as target language (TL). Particular emphasis is given to the nature of legal language as a language for special/specific purposes (LSP), as well as to the particularities of Modern Greek language and legal terminology, such as the presence of archaic and archaically-declined nouns or noun forms, archaic or archaically-conjugated verbs or verb forms, very long sentences, participial syntax etc. Furthermore, basic term formation principles and mechanisms are also discussed in connection with Modern Greek (legal) terms. The course is language-pair independent; the model language-pairs used are English -> Greek and/or Greek -> English. The translation exercises are intended to serve as examples for a better understanding of legal translation theory, rather than to teach "how to translate legal texts" in general. All lectures are supported by digital visual material.

TRANSLATION TERMINOLOGY

"Translation Terminology" is a course that familiarizes students with the main terms currently used in Translation Theory and focuses on the interpretation of terms such as calque translation, cognitive complements, interference, concurrence, incongruous sense etc. The course is language-pair independent, but the terms will be optionally given also in English, French, Spanish and/or German. Besides, the manual also includes a Turkish equivalent for all translation terms. All lectures are supported by digital visual material.

INTRODUCTION TO TRANSLATION THEORY

"Introduction to Translation Theory" is course that introduces students to basic concepts of Translation Theory (French: *traductologie*, German: *Übersetzungswissenschaft*). It is, namely, a first step in translators' training and focuses on historical data and key-concepts of Translation Theory, on key-features of LSP-translation (translation of Language for Special/Specific Purposes) etc. It also includes some practical exercises on the basis of actual translated texts, in which students are asked to examine the ST (source text) and the TT (target text) and detect the reasons that led the translator to make the choices present in the TT. The course is language-pair independent; the model language-pairs used are English -> Greek and/or Ancient Greek -> Modern Greek. The translation exercises are intended to serve as examples for a better understanding of translation theory, rather than to teach "how to translate" in general. All lectures are supported by digital visual material.

ROMANIAN HISTORY (I)

Political and social history of Romania of the 19th until early 20th century. These lessons are preceded by a brief historical retrospection of the important events of the 17th and 18th century that contributed to the strengthening of the Romanian identity.

ROMANIAN HISTORY (II)

Political and social history of Romania of the early 20th century until 1989.

BULGARIAN HISTORY (I)

Bulgarian historical and social structures from the first appearance of the Bulgarian people until the Balkan Wars. Special emphasis is put on the political and social developments of the 19th century until the Balkan Wars.

BULGARIAN HISTORY (II)

Political and social history of Bulgaria from the Balkan Wars until 1989.

ASPECTS OF VOCABULARY RESEARCH AND VOCABULARY TEACHING

The course focuses on vocabulary as a level of linguistic analysis and a core field of language teaching in L1/L2. Topics discussed during the sessions include the following: how is the vocabulary structured in a language (semantic and formal relations of vocabulary items, lexical stratification, neologisms and lexical borrowing, specific, general and basic vocabulary, vocabulary in context, lexicography), aspects of vocabulary acquisition, learning vocabulary in L2.

Students are encouraged to write an essay on a topic of their choice, showing that they are able to handle theoretical and applied research issues with regard to vocabulary materials.

INTRODUCTION TO LINGUISTICS

The course provides students with basic knowledge on how language is analyzed and explained. They will be able to understand the notion of a linguistic sign, of form and substance in language, why language system/competence is differentiated from language performance, how spoken and written language are related, why language is a social phenomenon, how language structure is defined and analyzed, what do the terms paradigmatic and syntagmatic relations, synchronic and diachronic perspectives of linguistic phenomena, levels of language structure, phonemes, morphemes, grammar, grammatical description, grammatical category mean. They will also be initiated in basic linguistic methodology.

The course materials include exercises for practicing after every session.

SEMANTICS

The course focuses at the content side in linguistic communication, providing students with knowledge about the main problems and ideas on how meaning is constructed through language. Topics include: lexical semantic relations (homonymy, hyponymy, opposition, polysemous items etc.), lexical/semantic decomposition, sense vs. meaning vs. reference, denotation vs. connotation, extension vs. intension, lexical vs. sentence meaning, truth conditions/truth value and meaning, meaning in context (utterances), speech acts, grammatical meaning (modality). Interdisciplinary aspects of linguistic meaning (philosophical, psychological and pragmatic/communicative issues).

Presentation of the topics is based on extensive examples and is further supported by exercises after each session.

HISTORICAL AND COMPARATIVE LINGUISTICS

The course aims at providing an overview of the issues concerning comparative linguistic research both from a historical and a synchronic/typological perspective. The principles and notions of historical/comparative linguistics are taught by focusing mainly on the Indo-European language family. Typological/ comparative issues are presented by focusing on aspects of grammatical categorization comparing mainly Greek, Turkish and Russian.

LANGUAGE LEARNING - LANGUAGE ACQUISITION

The course aims at introducing the current research topics in second language acquisition (SLA), thus familiarising the students with the principles and processes that govern second language learning and use. Research in this field has been multi-disciplinary in nature, reflecting the complex nature of the phenomena involved. The course focuses at developing an understanding of the relationship between current research findings and foreign language instruction, as well as bilingual education in general.

Students are encouraged to draw on their experiences as L2 learners through discussions, collecting relevant material and writing an essay on specific points.

GREEKS IN THE BLACK SEA REGION THROUGHOUT ANTIQUITY

This course introduces students to the history of the Black Sea Region throughout antiquity beginning with the Greek Colonizing movement to the shores of the sea and its hinterland till the end of the reign of Mithridates Eupator and the destruction of the Pontic Kingdom by the roman army.

RUSSIAN HISTORY I

This course aims to make students familiar with the historical development of the first united East Slavic State of Rus', which was founded by Rurik's successor Oleg of Novgorod in 882, till the accession of the new dynasty of Romanovs in Moscow in 1613.

RUSSIAN HISTORY II

This course introduces students to the 3-century history of Russia starting with the accession of the Romanovs dynasty in Moscow in 1613 till year of 1917, when the Tsarist system was completely overthrown. During this period Russian became the largest country in the world, stretching from the Baltic Sea to the Pacific Ocean, playing thus a great role Europe and Worldwide.

ARCHAEOLOGICAL RESEARCH IN GREEK SETTLEMENTS OF THE BLACK SEA

This course aims at familiarising students with some topics in archaeological science focusing on the history of art (angiography and pottery), and continuing with the introduction to the contemporary archaeological investigations in some ancient Greek settlements on the Black Sea Region.

OTTOMAN AND TURKISH HISTORY (19th and 20th century) I

The course is an introduction to the history of the late Ottoman era (19th-20th centuries) and is taught during the 5th Semester (winter). Each unit attempts to approach the historical developments in such a way that in the end of the semester a wider depiction of the historical being to be obvious, inside the context of the aforementioned period. The time frame in which the course goes through begins from the years of sovereignty of the Sultan Selim III (late 18th century) and leads to the end of the 19th century, that is to say to the period of sovereignty of the Sultan Abdülhamid II. The content of the units is focused to the presentation of the most significant events (political, economic, military, diplomatic, etc.) that took place during the aforementioned period, according to their chronological sequence. Composing elements of each event, such as personalities, internal or external factors or influences, the causes and the results are presented to the students, aiming to the cultivation of the critical perception of the historical being. Within this context the political, economic and military situation of the Ottoman State is described, its relations to other countries as well as the armed conflicts, the territorial realignments for the Ottoman dominion as resulted from these relations, etc. Each unit is supported with the presentation of relative teaching aids (visual material).

OTTOMAN AND TURKISH HISTORY (19th and 20th century) II

The course is the continuation of the previous one (*Ottoman and Turkish... I*) of the 5th Semester, and is taught during the 6th Semester (spring). The time frame in which goes through begins from the first years of the 20th century and leads through the War of Independence (Asia Minor War) to the first years of the Republican Turkey. The content of the units is focused to the presentation of the most significant events (political, economic, military, diplomatic, etc.) that took place during the period of the last Sultans, namely Abdülhamid II and his successors Mehmed V Reşad and Mehmed VI Vahideddin, such as internal problems that also made known as of European “interest” thus boosting farther the foreign intervention, the Young Turks movement of 1908, the counter coup of 1909, the Italian-Ottoman War and the following Balkan conflict. The accession to the power of the Committee of the Union and Progress (by that time also political party) and the following political and economic developments, the participation of the Ottoman State into the World War I and what this resulted for the Ottomans, the War of Independence (Asia Minor War), the relations between the Ottoman Government and the newly formed one, that of Ankara, internal controversies in the Turkish Grand National Assembly, the relations of the Ottoman and Ankara Governments towards third countries, the aftermath of the Hellenic-Turkish conflict that it was the birth of the Turkish Republic, the abolition of the Sultanate and (a little later) the Caliphate. Each unit is supported with the presentation of relative teaching aids (visual material).

FROM THE MULTIETHNIC EMPIRE TO THE NATIONAL STATE I

The course is referred to the developments that are recorded during the late Ottoman period in the Ottoman State as resulted from the effort of the adoption of European patterns-models aiming to the interception of his decay course and it is taught in the 7th Semester. The time frame in which the course goes through begins from the years of sovereignty of the Sultan Selim III (late 18th century) and leads to the end of the 19th century. The content of the units is focused to the reforming - modernizing efforts that are taking place during the 19th century (Period of Tanzimat and First Constitutional Period), the causes that lead to them, the rigidities that is observed at their application, the results, the basic structural elements of the Ottoman society, the form of the central government and the provincial administration, as well as adjacent aspects, such as the ideological currents that are occurred during the 19th century, main figures of the intellectual and political society of the era of Tanzimat, the influences wielded by Europe and their effects in the Ottoman society and the state policy, etc. Each unit is supported with the presentation of relative teaching aids (visual material).

FROM THE MULTIETHNIC EMPIRE TO THE NATIONAL STATE II

The course is the continuation of the previous one of the 7th Semester (*From the Multiethnic Empire... I*) and is taught during the 8th Semester (spring). The time frame in which is referred starts from the beginning of the 20th century and leads to the first years after the foundation of the Republican Turkey. The content of the units is focused to the presentation of reforming - modernizing efforts that are recorded in the last years of the existence of the Ottoman State (Second Constitutional Period), their results, the ideological fermentations and the political parties that established during the same period, changes in the structure of the central government and the provincial administration at these last years of the Ottomans, the consequences that brought about by the governments of the Union and Progress Party in the Ottoman society, the relations that are developed among the religious-national communities, as well as the first reforms that are imposed in political and social level, soon after the foundation of the Republican Turkey. Each unit is supported with the presentation of relative teaching aids (visual material).

ORPHEUS AND DIONYSOS

In 1930 Vittorio D. Macchioro claimed that Orphism is the national religion of the Thracians that develops into a critical feature of Greek culture. Students examine the myths that refer to Orpheus, as well as the orphic religion, with a focus on the ways the latter has influenced western civilization. Students also examine the works of art that have been inspired by the myth of Orpheus. Students also examine the myth and cult of Dionysos, a Thracian god, with a special focus on Euripides' *Bacchae*.

MYTHOLOGIES AT THE BLACK SEA REGION

Students examine the mythologies of the peoples of the Black Sea Region and the cultural and ethical meanings and values they express.

RELIGION AT THE BLACK SEA REGION

Students examine the richness of different religions and religious expressions at the Black Sea Region. Emphasis is given on the history of Christianization of the Slavic people, and the extreme mode of religiosity of Firewalking.

ISLAM

Along with Christianity, Islam plays a significant role in the Black Sea Region. Students examine the history of the religion of Islam (i.e. the life of the Prophet Mohamed, the successors and the Caliphates), the so called five pillars of Islam, the Koran, the islamic law Shari 'a, theological themes as death and eschatology, Islamic art, mystical Islam, the Islamic contribution in sciences, etc.

RUSSIAN LANGUAGE I – VIII

The course content of "Russian Language I – VIII" includes the use of the syllabus and the utilization of various forms of teaching material, hearing exercises as well as practical exercises in order to cultivate the four language skills to the students: listening, speaking, reading and writing, with the use of appropriate printed and audiovisual material. Furthermore, the familiarization of the students with the culture of the targeted language, and the translation of literary and original texts.

In this context, emphasis is placed in the principals of linguistic theory for the teaching of foreign languages, aiming to support the language level that seeks to conquer.

RUSSIAN LITERATURE I

The course content of “Russian Literature I” includes the studying of Russian Literature of the “Classical Era” and of the “Golden Age of Poetry” of the 19th century, in the original language of writing (Russian) and translations. In addition, it includes the studying of relevant literary critics and the making of value judgments from the students themselves. The objective is to know the norm of Russian literature with the classics as a point of reference, so they understand the Russian culture and be supported in learning the Russian language.

RUSSIAN LITERATURE II

The course content of “Russian Literature II” includes the studying of Russian Literature of the era of "Realism" of the 19th century, in the original language of writing (Russian) and translations. In addition, it includes the studying of relevant literary critics and the making of value judgments from the students themselves. The objective is to know the norm of Russian literature with the classics as a point of reference, so they understand the Russian culture and be supported in learning the Russian language.

RUSSIAN LITERATURE III

The course content of “Russian Literature III” includes the studying of Russian Literature of the last decade of the 19th century and the early 20th century until the present day with main representatives of movements such as Symbolism, Akmeism, Futurism, Russian Avant-Garde and others in the original language of writing (Russian) and translations. In addition, it includes the studying of relevant literary critics and the making of value judgments from the students themselves. The objective is to know the norm of Russian literature with the classics as a point of reference, so they understand the Russian culture and be supported in learning the Russian language.

RUSSIAN LITERATURE IV

The course content of “Russian Literature IV” includes the studying of Russian Literature of the period of the "Silver Age", "Socialist Realism" and the modern post-Soviet writers of the 20th and 21st century, in the original language of writing (Russian) and translations. In addition, it includes the studying of relevant literary critics and the making of value judgments from the students themselves. The objective is to know the norm of Russian literature with the classics as a point of reference, so they understand the Russian culture and be supported in learning the Russian language.

INTERNATIONAL PROTECTION OF HUMAN RIGHTS

The importance attached by the international community, at both global and regional levels, to the protection of human rights renders the study of this subject necessary, especially in the Black Sea region where their application is practically tested due to the various ethnic and minority problems which exist in the area. Initially the course defines human rights and their connection to aspects of international relations and politics (association of various financial aid schemes to the protection of human rights, humanitarian intervention).

Then the course examines the universal system of protection through the competent organs of the UN (HRC, instruments of global character – UDHR, ICCPR, ICESCR), however, the main part of the course is devoted to the protection at the regional level, primarily the European system for the protection of human rights, through a comprehensive analysis of the ECHR its protection mechanism. Finally, the course refers to other European organizations that also deal with the protection of human rights (EU, OSCE).

ELEMENTS OF PUBLIC INTERNATIONAL LAW

I. Brief Description of the course

A basic component of Black Sea area studies is the study of the institutional framework that governs interstate relations. The course is an introduction to public international law and is aimed at introducing students to the main issues of international law, through the analysis of selected units covering all basic issues of public international law, including law of the sea and the regulation of the use of force, treaty law and responsibility of states. It is designed to provide students with a comprehensive overview of the subject as the basis for further study.

The diagram that follows is designed for students without any previous knowledge of international law.

II. Diagram

1. Nature and function of international law
2. Subjects of international law
3. Sources of international law
 - (a) International custom
 - (b) Treaties
 - (c) Secondary sources
4. The relation of domestic and international law
5. Law of Treaties
 - (a) Conclusion of treaties
 - (b) Effects of treaties
 - (c) Treaty interpretation
 - (d) Entry into force – termination of treaties
 - (e) Reservations
 - (f) *Rebus sic stantibus* - necessity
6. Statehood
 - (a) general issues
 - (b) recognition of states
 - (c) territorial sovereignty
 - (d) Succession of states
7. State responsibility
8. Law of the Sea (Territorial sea, bays, islands, innocent passage, international straits, high seas, continental shelf, Exclusive Economic Zone, seabed beyond national jurisdiction, marine pollution).
Use of force in modern international law.

INTERNATIONAL PROTECTION OF MINORITIES AND THEIR STATUS IN THE BLACK SEA REGION

I. Brief presentation of the course

The course entitled “*International Protection of Minorities and their Treatment in the Black Sea Area*” has certain unique features as far as its object is concerned. Initially, legal aspects of minority protection are not usually found as a separate course in the curricula of universities and they are mostly dealt with in the context of a general human rights course. Furthermore, the examination of minority issues in the Black Sea area is a rather new element, since this area has attracted very little scientific attention until recently and the core of minority problems in Europe -excluding the former Yugoslavia- is located in this geographical area.

The purpose of this course is (a) to analyze the various differentiating characteristics of minorities and distinguish between them and other groups of a “minority character” (b) to present students with a comprehensive analysis of the legal framework for the protection of minorities, universally and in Europe, and address the basic parameters of the relevant

provisions. The second part of the course will be dedicated to a case study of the various minority problems that were created and still exist in the Black Sea area (it could include other areas after some advance notice), providing students with an opportunity to study the various minority issues in connection with the historical, social, political and legal aspects of each individual case - country. This part of the course could also include field research in these areas, providing that the necessary funding is available.

II. Diagram

A. Minorities and International Law

2. Definition of Minorities.
 - (a) Reasons for a lack of a universally accepted legal definition
 - (b) Objective characteristics
 - (c) Subjective characteristics
 - (d) Individual vs. collective rights
3. Distinction between minorities and other similar groups (peoples, indigenous peoples, refugees, immigrants, social minorities)
4. Universal Protection of Minorities
 - (a) Early efforts (antiquity – medieval times)
 - (b) The League of Nations Period.
 - (c) Activities by the UN
 - (d) The International Covenant on Civil and Political Rights (1966)
 - (e) Recent action through the UNGA
5. The European Institutional Framework.
 - (a) The Provisions of the European Convention of Human Rights
 - (b) The Framework Convention for the Protection of National Minorities other efforts by the Council of Europe – Analysis of the substantive provisions
 - (c) The Role of CSCE/OSCE (Texts of Copenhagen, Geneva, Paris etc.)
 - (d) The Contribution of the European Union

B. Minorities in the Black Sea Area.

- (a) Bulgaria (Turkish minority)
- (b) Romania (Hungarian minority)
- (c) Ukraine (Krimia, Tatars)
- (d) Moldova (Gagauzia, Transdnestrria)
 - (d) Russia
 - (e) Nagorno Karabakh
 - (f) Georgia (Abkhazia, Adjara, South Ossetia)
 - (g) Turkey

INTRODUCTION TO THE ORGANIZATION OF THE INTERNATIONAL COMMUNITY

In the context of modern international relations, the formation and function of international organizations plays a significant role in the development of state cooperation and towards the peaceful resolution of international problems.

The course examines all stages of the creation of international organizations from the negotiation phase, to the signature and entry into force, the forms of participation, rights and duties of member states and issues related to the dissolution of international organizations, and the withdrawal of states.

After analyzing the theoretical background, as the necessary basis for the proper comprehension of the nature of international organizations as elements of the international community, the course goes on to discuss the structure, functions and problems of the main organizations that exist today, namely the UN, the EU, NATO, OSCE, as well as other global or regional organizations that are considered to be important today (eg. the IMF & World Bank).

LANGUAGE DIDACTICS

In the first part, the context of the subject “Language didactics” involves discussion of basic elements for the development of the theoretical framework for language teaching within the fields of applied linguistics and sociolinguistics. In the second part we take a substantial approach of the thematic course, language didactics. More specifically the methodological approaches of language teaching, begging from the older ones up till the modern ones, are analytically presented giving emphasis at the critical evaluation of the teaching proposals and their appliance to the teaching of foreign languages. Within this framework special importance is given to the principals of literacy and multiliteracies pedagogy, to the management of multimodality in the learning of foreign languages which are taught at the Department and to the text typology for didactic use.

Students use the above tools for the investigation and evaluation of the Curriculums of the Department of language, philology and culture of Black Sea countries as well as for other Departments of other Universities in Greece which teach the same languages as well as the corresponding textbooks.

DIDACTICS OF LITERATURE

The context of the course “Didactics of literature” involves sections that refer to the conceptual approach of literature under historical and procedural terms, since ancient Greek literature up till the cultural studies which suggest the revision of the traditional significies and in that way the connection with the teaching practice. Students are taught theories of literature (Philological-Hermeneutical, Formalistic, Structural, New Critical, Reading Theories, Narratology, Cultural Theory, Marxist Theory, Deconstruction, and Semiotics) which afterwards they use for the formation of teaching practices of literary texts with emphasis in the translated literature and especially literature of the Bleak Sea countries. They get to know theories and views concerning the pupil-reader and the act of reading. They also study of the typology of texts, the elements of their structure and super-structure and the basic principles of their teaching exploitation.

LANGUAGE TEACHING WITH EMPHASIS ON THE BLACK SEA COUNTRIES

The context of the course “Teaching language with emphasis at the Black Sea countries” consists of chapters that involve the teaching of various genres, vocabulary, and grammar, syntactic, production of oral and written discourse. Students practice at techniques used for texts structure and construction. They study the role of literature in language teaching. They construct relevant exercises and activities for their chosen language from Black Sea countries. More specifically they study ways of acquiring language literacy and afterwards the get acquainted with the language textbooks of Black Sea countries which have been analyzed according to the teaching methods used and their context as well as with the language textbooks that have been written within the courses framework and concern the teaching of foreign languages in Greece. They form groups and participate in the production of relevant teaching material.

TEACHING OF LITERATURE WITH EMPHASIS ON THE BLACK SEA COUNTRIES

The context of the course “Teaching of literature with emphasis at the Black Seas Region” includes sections that concern the teaching of literary texts especially with references to methodological approaches and applications in translations of literary works of Black Sea countries in Greek language. At first students study the curriculum concerning the teaching of literary works at primary and secondary education in Greece and more specifically the

approach of literary texts of Black Sea countries that are included in the relevant textbooks. In the next stage they study the literature curriculum of Black Sea countries. The course is completed with the design of work projects concerning the teaching of literature and the acquaintance with the culture of the Black Sea countries and aim at supporting a substantial intercultural dialogue in Greece.

THE GREEKS' COMMUNITY ORGANIZATION DURING LATE OTTOMAN PERIOD.

The objective of the subject is the organization of the Greek Orthodox community in Istanbul, Minor Asia, Pontus, Thrace and Macedonia during the late ottoman period. There are examined the religious, educational, social, financial institutions, the refugees and the exchange of Greek and Turkish populations (Treaty of Lausanne).

THE COMMUNAL, SOCIAL, SPIRITUAL AND FINANCIAL LIFE OF THE GREEKS IN MODERN TURKEY (AFTER THE TREATY OF LAUSANNE).

The objective of the subject is to study the religious, educational, community and financial life of the Greek Orthodoxes in Istanbul and in the islands of Imbros and Tenedos starting from the point the Treaty of Lausanne was signed (1923) until today. Another objective of the subject is the gradual shrinking of the Greek Orthodoxes in these areas, due to the political events, which were taking place during the same period of time