STUDENT HANDBOOK

BA (Hons) History

SPRING 2016

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School of Liberal Arts and Sciences
DEREE – The American College of Greece
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1. Welcome to the Programme

1.1 Message from the Dean

The importance of a Liberal Arts education has never been more in need of emphasis than nowadays, when educational institutions are called upon to ascertain society’s commitment to the values of inclusion, diversity, ethical accountability and responsible citizenship. A Liberal Arts education offers a broad as well as in-depth exposure to knowledge that cultivates refined understanding, global consciousness, and ability to deploy creative synthesis which is the foundation of critical, innovative thought. Not surprisingly, research shows, a Liberal Arts degree is the ticket to employability and professional success, as Liberal Arts majors are more and more in demand in today’s job market for their informed decision-making abilities, communication skills, and structured habits of mind.

Helena Maragou, PhD
Dean, School of Liberal Arts & Sciences
1.2 Message from the Department Head

Welcome to the programme of History, in the Department of History, Philosophy and the Ancient World! History offers you a solid background in developing a strong conceptual framework and sharpening your critical analysis and argumentation skills. It is also an invaluable guide to any scientific, artistic and practical pursuit, as it prepares you for postgraduate study. This programme provides students with a rich endowment from the area of humanities and enables them to pursue any career in the future.

We hope that you will take advantage of your time with us to develop as a thoughtful lifelong learner. Our main concern is to assist you to discover knowledge, build up a solid conceptual background and develop strong cognitive and practical skills in order to pursue your professional life and maximize your academic potential.

Ioanna Patsioti, PhD
Head, Department of History, Philosophy and the Ancient World
Deree-The American College of Greece

The American College of Greece (ACG) is a US non-profit institution. The educational system at DEREE-ACG is based upon that of American institutions of higher learning. The school provides its students with a quality education of a standard equivalent to that of the most respected colleges and universities in the United States by virtue of the College’s accreditation by NECHE, the oldest accrediting body in the United States.

In 2010, DEREE-ACG entered into a partnership with The Open University of the U.K., the largest university in Europe, for the purpose of program validation. All twenty-eight undergraduate programs offered at DEREE-ACG are validated by The Open University, UK (www.open.ac.uk/validate).

Through these accreditation and validation relationships, DEREE-ACG students undertake studies leading to the award of two degrees: a US Bachelor’s degree, reflecting institutional accreditation by NECHE, and a UK Honour’s Bachelor’s Award validated by The Open University.

All degree seeking students entering Deree-The American College of Greece (DereeACG) will be required to register for both the US, NECHE accredited bachelor’s degree, and the European – UK award validated by the Open University. The following may be exempted from this rule: a) students pursuing parallel studies at the Greek University/TEI. b) Transfer students who have transferred 92 US credits or above applicable to their program. c) Readmitted students who have interrupted their studies before 2010 will have the option of pursuing only a Deree US degree.

Students who wish to be considered for these exemptions must petition the Committee on Academic Standards and Policies (CASP) through the Student Success Center during the first month after their initial registration at Deree.

DEREE-ACG has a strong reputation in Greece for the high standards it upholds with regard to the classroom experience in the context of a student-centered institutional focus. Although the prevalent approach to disseminating knowledge remains the delivery of class lectures, the College, albeit in a non-formalized way, has been guiding faculty toward instructional methods that are more in line with a learning-centered approach: more interactive learning, student engagement as opposed to passive student attendance etc. Teaching is informed by the latest developments in the discipline enabling academic staff to exhibit a more critical methodology when imparting knowledge to students.

The breakdown between traditional lecturing and tutorial time is not typical in the US system of higher education. Therefore, class size is kept relatively small, namely 25 students in Level 4 modules, 20 students in Level 5 modules and 15 students in Level 6 modules. History classes combine traditional lecturing by the instructor with interactive learning that encourages student participation, involves in-class question-and-answer periods and group problem-solving. Depending on module level, the approach to teaching also encourages in-class discussion, independent enquiry, and development of argumentation by students.
When the module material permits, teaching is supported by the use of visual aids, such as video presentations, as well as the use of electronic aids, such as internet sources. All classrooms are equipped with one computer and have an internet connection. Computer facilities are used extensively in history teaching.

Classes for each course are held for 3 hours per week for 15 weeks per semester, including a 2-hour final examination at the end of the semester. In the case of short sessions, classes are held daily for 2 hours per day for 19 working days. Final exams are 2-hour exams and take place on the 20th day. Each semester or session students spend 45 hours for attending classes (including a 2-hour final examination). In addition, students spend 105 hours per semester or session for private study outside the classroom, including studying module material, preparing assessed coursework, preparing for examinations, writing assessed essays etc. Thus, student work per semester or session for each module amounts to 150 hours (15 credits).

It is noted that students are not permitted to register for more than 4 (four) 15-credit modules in each semester and 1 (one) module in short sessions. Students are not permitted to register for more than 120 credits per academic year.

Teaching is supported by instructor’s office hours. Instructors have a contractual obligation to keep one office hour per week per module during semesters. Students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material. Although not formally measured, office hours generally tend to be intensively used by students.

Moreover, instructors and students make full use of the Blackboard platform, where instructors post lecture notes, instructions, timely announcements etc. Due to the fact that Blackboard containers for semester/session modules are removed at the end of the term, historical data are not readily available.

Feedback on modules is obtained via the student evaluation form that all students attending a particular module fill in at the end of each semester. Copies of the module evaluation form are available to the panel in the work-room. Relevant data are collected and processed by the IRM. Results are given to each instructor at the beginning of the ensuing semester. They are utilized by instructors to pursue improvement in their teaching.

Finally, it is noted that although staff typically teach modules that relate directly to their specialization and/or research interests, it is DEREE-ACG policy that instructors do not “own” modules.

1.3 Academic Calendar [http://www.acg.edu/academics/college-calendars](http://www.acg.edu/academics/college-calendars)

1.4 Key Contacts

- American College of Greece: +30 210 600 9800
- Department Head: Dr. Ioanna Patsioti, [ipatsi@acg.edu](mailto:ipatsi@acg.edu), ext. 1615, Rm. 605B
1.5 Keeping in Touch

Academic and administrative staff at ACG use your student email address to contact you. It is important that you check this account regularly. You can forward emails from your student email address to a preferred personal email address. However, spam filters needed by the College mean that emails sent from external email addresses may be delayed, blocked or deleted. It is, therefore, important that your student email address is the only email address that you use to contact College staff.

We will inform you of cancelled classes / activities / course notices as soon as possible. This will be via Blackboard, an email to your student email address or, if urgent, via the mobile phone number on our contact records.

Please make sure that you inform the Registrar’s Office whenever you change your address and contact details. This will ensure we can always contact you in an emergency, and that you receive any important College communications that we may need to send you.

2. Studying on this Programme

Mission of the History Programme

History, a core discipline of the Liberal Arts at DEREE, offers students the opportunity to study the human past in all its richness and diversity, and helps them to become informed citizens of the contemporary globalized world. Students acquire knowledge and understanding of human experiences in different periods and cultures from antiquity to the present, while also developing critical, analytical and communicative skills that prepare them for a wide range of career paths.
Educational Aims and Objectives

- Understand the evolution of History as a discipline and the different approaches and methodologies used in reconstructing and interpreting the past
- Appreciate different cultures and their legacies and make explicit connections between past, present and future events and experiences
- Develop in-depth understanding of historical developments in different time periods and/or cultures, pose historical questions and solve historical problems
- Acquire skills in comprehension, critical analysis, and interpretation of primary and secondary evidence, including contemporary sources, both textual and material, as well as modern discussions
- Research, write, and present orally extended pieces of historical writing, formulating the appropriate questions using primary and secondary historical evidence, and producing and sustaining a coherent argument
- Pursue academic integrity in historical research

More specifically, what best characterizes our History programme is its challenging mixture of breadth of study (levels 4 and 5) and depth of study (levels 5 and 6). We offer a wide range of options that span two millennia and circle the globe as well as reflecting the diversity of interests of our faculty. Students can take courses on American, British and European History covering from antiquity to the present day and courses focused on areas outside the traditional geographic scope of western history such as China and the Middle East. All undergraduates are encouraged to confront developments and concepts encompassing a wide chronological and geographic focus as well as being given the opportunity of seeing things not just in their immediate context but also in the perspective of long-term change.

Furthermore, DEREE history students are encouraged to adopt a variety of interdisciplinary approaches to their studies, exploring the cross-fertilization between history and other disciplines such as anthropology, sociology, economics, international relations, philosophy, archaeology, art history, and music. This cross-fertilization is visible not only in the humanities, the social and the political science options at level 4 and 5 in which the students are given the opportunity to gain skills within related disciplines but also within the topic range of the history courses themselves. Courses such as Intellectual History from Machiavelli to Marx, Slaves and Slavery in the US, Ancient Religion and Ancient Trade, Russia and the Soviet Union and North American history have clear ties to other courses in other disciplines at the College; ties that the department is committed to expanding and exploiting.

The History degree is highly focused in its objectives. It equips students with a broad range of historical knowledge and understanding. It teaches them to evaluate critically the significance and usefulness of primary and secondary material. It aims to instill in them the confidence to undertake self-directed learning: to define their own questions and set their own goals. Finally, it emphasizes the importance of assembling, organizing and presenting ideas clearly and coherently. Studying history will provide them with a multifaceted insight into human experience and help them to make sense of a complex, globalizing world.
Programme Learning Outcomes

Students majoring in History, in keeping with the QAA benchmark, are trained to:

- Acquire skills in historical research, critical thinking, written presentation of data and oral expression of historical argumentation and debates.
- Acquire factual knowledge of significant past events by examining their origins and evolution
- Develop abilities in recognizing the continuity and/or discontinuity of past experiences to contemporary ones
- Evaluate the predicament of humanity in solving problems and setting priorities
- Appreciate the diversities and/or similarities of cultures and human achievements both synchronically and diachronically.

Programme Structure

The DEREE History Programme starts with the acquisition of historical knowledge and an understanding of the Ancient, the Medieval and the Modern World as expressed in the Level 4 modules on Ancient Greece, Rome, Byzantium, the Birth of Modern Europe, and in the modules on American and British history. At Level 5, the students are confronted with more specialised issues and need to employ a variety of critical skills for such courses as the Slaves and Slavery in the US or Intellectual History of Modern Europe as well as building a more comprehensive insight into regional histories such as those of Modern Greece, China, Russia or the Middle East and more focused topics such as the Spartans and Alexander III, the Great. At Level 6 students consolidate their historiographical and critical skills in courses such as Historiography and Selected Topics that require the production and presentation of a research paper.

For a detailed description of the History Programme’s Learning Outcomes and Structure, please, refer to our Programme Specification (Appendix B):
https://www.acg.edu/undergraduate/undergraduate-programs/school-of-liberal-arts-sciences/liberal-arts-sciences-majors/history/

Academic Staff

Following is an alphabetical listing of the History Staff

Ms. Elena Athanassopoulou, MA in History, University of Warwick, UK

Ms. Anna Degleri, MA, MPhil in History, University of East Anglia, UK

Dr. Eleni Drakaki, MA, PhD in Archaeology and Art History, New York University, USA

Dr. Christoph Gassenschmidt, MA, Albert-Ludwigs-Universität Freiburg, Germany, PhD in Modern European History, University of Oxford, UK

Dr. Metaxia Papageorgiou, MA, MSc, University College London, PhD in Classical Archaeology and Archaeometry, University of Athens / N.C.S.R “Demokritos”
Dr. Alicia Simpson, MA, PhD in Byzantine Studies, King’s College London, UK

Dr. Haris Vlavianos, MPhil, PhD in Politics and History, University of Oxford, UK

Dr. Claudia Zatta, PhD in Classics, John Hopkins University, USA

Description of Modules

AH 2019 Pausanias and the Archaeology of Greece – Level 4 3/0/3
A detailed examination of Pausanias, the second-century AD traveler and writer, who has proved to be our most important literary source for the art and archaeology of Archaic, Classical & Roman Greece.

AH 3021 The Bronze Age of Greece – Level 5 3/0/3
The art and archaeology of Crete, the Cycladic Islands and the mainland of Greece from 4000 to 1000 BC.

AH 3029 Display, Discourse and design in the Ancient Greek Sanctuary – Level 5 3/0/3
An engagement with the physical and social make-up of the Greek sanctuary. Survey of the major Greek sanctuary sites on the mainland (Olympia, Delphi, Nemea and the Acropolis) as well as elsewhere (Hera on Samos, Hera at Paestum).

AH 4132 Audiences for Display: Theory and Practice in Archaeological and Heritage Display – Level 6 3/0/3
An examination of the theory and practice of archaeological and heritage display. Case studies include displays available in Athens.

CL 2010 Greek and Roman Epic Literature in translation – Level 4 3/0/3
Survey of Greek and Roman masterpieces in the genre of epic poetry. A study of works by Homer and Hesiod (fathers of Western literature) and Virgil (who, influenced by the Greek epic poets, influenced in turn the Roman and Western literary tradition)

HY 1000 Survey of Western Civilization I 3/0/3
The development of European, Asian and African cultures from their historical origins to 1648. Emphasis is put on the essential elements in the growth of social institutions

HY 1001 Survey of Western Civilization II 3/0/3
The development of the modern world from 1648 to the present. Emphasis is put on the interaction of political, social, and intellectual institutions.
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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| HY 2015 History of Rome – Level 4 | 3/0/3  
Survey of Roman history from the time of the Etruscans to the coming of Constantine the Great (1000 B.C. to 337 A.D.). Political theories and practices of the Republic and the Empire; causes of the decline and fall of Rome. |         |
| HY 2023 Byzantium – Level 4 | 3/0/3  
Survey of Byzantine history from Late Antiquity, the reign of Constantine the Great (A.D. 337) and until the fall of Constantinople under Ottoman rule (A.D. 1453). The birth of the Middle Ages Eastern Empire, its development and its influence in the Balkans, Eastern and Western Europe, as well as in the Near and Middle East and its gradual decline and final fall to Ottoman rule. |         |
| HY 2028 The Birth of Modern Europe – Level 4 | 3/0/3  
The period from the High Middle Ages (12th century) to the Religious Wars (16th to 17th century) when the foundations of Modern Europe were laid. |         |
| HY 2034 History of Ancient Greece – Level 4 | 3/0/3  
The history of the ancient Greek world from the rise of the polis to the coming of Rome. |         |
| HY 2035 Writing about History | 3/0/3  
Introduction to the research methodology and the essential resources of historical scholarship. Training in critical thinking, evaluation/synthesis of sources and the creation of an argument. Particular emphasis is placed on writing a short research paper and the scholarly use of primary and secondary resources. |         |
| HY 2070 American History I – Level 4 | 3/0/3  
The origin, development and ideals of American institutions from the discovery of the New World to the close of Reconstruction. |         |
| HY 2071 American History II – Level 4 | 3/0/3  
The significant cultural, economic, political and social forces and problems in the United States of America from the Civil War to the present. |         |
| HY 2080 Great Britain – Level 4 | 3/0/3  
England from the Renaissance to the present. Politics, culture and interaction with Europe and the USA. |         |
| HY 3002 Great Thinkers and their Ideas – Level 5 | 3/0/3  
A selection of great thinkers who have influenced their times and whose ideas have contributed to the legacy of Western civilization. |         |
| HY 3036 Modern European Antisemitism and the Holocaust - Level 5 | 3/0/3  
This course emphasizes the rise of Modern Antisemitism starting with the French Revolution and continuing to the climax of the Holocaust. The course is focused on Hitler’s Antisemitism and the path to the Holocaust. |         |
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<th>Course Code</th>
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<tbody>
<tr>
<td>HY 3005</td>
<td>Intellectual History of Europe – Level 5</td>
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<td></td>
<td>An examination of the historical evolution of the core ideals of the West and how they have been forged, interpreted, implemented, opposed, violated, and defended, from the Enlightenment to the present.</td>
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<td>HY 3009</td>
<td>The Spartans – Level 5</td>
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<td></td>
<td>The society, culture and history of ancient Sparta.</td>
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<td>HY 3019</td>
<td>Cyprus and the Near East – Level 5</td>
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<td></td>
<td>A critical survey of the origins of the Cyprus question largely from a United Nations perspective, in conjunction with policies in Turkey.</td>
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<td>HY 3021</td>
<td>Alexander III, the Great – Level 5</td>
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<td>3/0/3</td>
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<td></td>
<td>Analysis of the times and achievements of one of the most controversial personalities of the Ancient World.</td>
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<td>HY 3026</td>
<td>Middle East: A Crossroad – Level 5</td>
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<td>A survey of the history of the Middle East focusing on the late Ottoman and Modern times and offering a critical analysis of the ongoing conflicts.</td>
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<td>HY 3030</td>
<td>Survey of Chinese Civilization – Level 5</td>
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<td>A survey of Chinese history and civilization from Antiquity to the end of the 20th century. Emphasis on the cultural and the political evolution.</td>
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<td>HY 3031</td>
<td>Slaves and Slavery in the US – Level 5</td>
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<td>The module describes the development of the slave trade and slavery from the early 16th century until its abolition in 1863.</td>
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<td>HY 3040</td>
<td>History of Russia to 1900 – Level 5</td>
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<td>3/0/3</td>
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<td>A broad survey beginning with medieval Russia. Concentrates on the rise of Muscovy, Peter the Great and the developments leading to the Revolution of 1905.</td>
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<td>HY 3060</td>
<td>Greece: The Birth of a Modern Nation – Level 5</td>
<td>5</td>
<td>3/0/3</td>
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<td>Historical, political and cultural development in Greece from the Revolution to the age of Venizelos. The birth and building of the Modern Greek state.</td>
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<tr>
<td>HY 3061</td>
<td>Modern Greece: A Troubled History – Level 5</td>
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<td>3/0/3</td>
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<td>Developments in Greece from the Balkan Wars and the National Schism to the present. Particular attention paid to the role of Greece in the two world wars, the causes and consequences of the Civil War and the Dictatorship of 1967-1974 and the nature of the restored democracy after the fall of the junta.</td>
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<td>AH 4132</td>
<td>Audiences for display: Theory and Practice in Archaeological and Heritage Display – Level 6</td>
<td>6</td>
<td>3/0/3</td>
</tr>
<tr>
<td></td>
<td>An examination of the theory and practice of archaeological and heritage display. Case studies using displays available in Athens and Greece.</td>
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</tbody>
</table>
PO 4025 Terrorism and Political Violence – Level 6 3/0/3
This course is designed to introduce the primary ideas and problems associated with the study of terrorism and political violence. Students will gain a deeper understanding of the causes of various forms of violence and hatred, how they spread, and how we may combat them with social, political and economic policies.

HY 4032 Trade in the Ancient Mediterranean – Level 6 3/0/3
The mechanics and theory of trade in the ancient Mediterranean.

HY 4041 Russia and the USSR – Level 6 3/0/3
The transformation of Russia from an early 20th century Tsarist autocracy to the USSR and the consolidation of the Soviet state. The background of the 1917 Revolution; the Revolution; the political, economic, social and cultural developments that brought about the Soviet regime and its collapse.

HY 4050 The Age of Enlightenment – Level 6 3/0/3
Political, social and economic problems on the European continent from the time of Louis XIV to the end of the Napoleonic era. The causes, events and results of the French Revolution.

HY 4051 Revolution and Nationalism in Europe – Level 6 3/0/3
Political, military, economic, social and intellectual developments in Europe from 1815 to 1914.

HY 4052 Total War in Europe – Level 6 3/0/3
Political, economic, social and intellectual developments in Europe including the background, origins and the beginnings of the world wars.

HY 4053 Contemporary History: from World War II to Vietnam and the Fall of Communism – Level 6 3/0/3
World War II and its aftermath as a background for the study of current political, economic, cultural and social developments in the world.

HY 4072 America in World Affairs – Level 6 3/0/3
The role of the US in world affairs since the Spanish-American war. Interaction between domestic politics and other forces that influence the conduct of American foreign policy.

HY 4074 Democracy and Imperialism – Level 6 3/0/3
Comparative, diachronic study of democracies and imperialism. Origins and definitions of democracies and imperialism. Athenian, Roman, Ottoman, Russian, Great Britain and American political systems considered.

HY 4391 Historiography – Level 6 3/0/3
A survey of historical writing, theories and varieties of history in the Western world from antiquity to post-modernity.
Prerequisites: 45 credits in history (one Level 4 and two Level 5)

HY 4493 Selected Topics – Level 6 3/0/3
Guided research in selected areas of history related to the interest of the student. Consent of the instructor required.
Prerequisites: one level 4, two level 5 and one level 6 history modules.

Programme Resources

2.1 Library resources

The DEREE library system includes two distinct libraries that share resources both electronically and through inter-library loan of materials. The main library in Aghia Paraskevi and the satellite library near the center of Athens provide extensive print, electronic and audio-visual collections in support of undergraduate and graduate programmes. All registered students have access to the Library.

Both libraries offer an attractive, quiet, modern environment where students and faculty members can study, conduct research, explore electronic resources, or just read for pleasure. The main library in Aghia Paraskevi provides also individual and group study spaces. In total, the two libraries have a seating capacity of 420 and have 34 computer workstations with access to the online catalogue, academic research databases and the Internet. A wireless network is available at both libraries for users with their own laptops or netbooks. Printing and photocopying services are also available.

The DEREE libraries offer patrons access to an array of print and non-print resources, including 126,600 books, 83,500 e-books, 19,000 e-journals with access to over 10 million articles, 321 print and microfilm journals, 18 newspapers, more than 3,500 educational DVDs, CDs, videos, and multimedia CD-ROMs.

Document delivery and pay-per-article services are also available through the union catalogue of serials in academic and special libraries around Greece, the British Library, and through a variety of vendors and publishers.

Students studying History, in particular, have access to a print collection of more than 100,000 books and hundreds of academic journals in full text and in electronic, print and microfilm formats. The following research databases are among the many that students and faculty members have access to through the library:

**Academic Search Premier (EBSCOHost)**
Citations, abstracts and full text of periodical articles covering all academic disciplines. More than 4,600 titles in full text, of which 3,900 are peer-reviewed.

**Britannica Academic Edition**
The electronic version of the Encyclopædia Britannica and Britannica Book of the Year enhanced with a variety of multimedia and selected websites. Includes the Merriam-Webster’s Collegiate Dictionary & Thesaurus.
Credo Reference
A collection of 112 electronic reference sources by SAGE Publications on the fields of business, geography, law, medicine, psychology, religion, science and the social sciences.

The Economist
Authoritative insight and opinion on international news, politics, business, finance, science and technology. Includes all articles from the print edition and more.

Expanded Academic ASAP
Citations, abstracts and full text of periodical articles covering all academic disciplines. More than 2,500 periodical titles are available in full text.

GreenFILE (EBSCOhost)
Citations and abstracts with some full text of more than 760 sources covering all aspects of human impact on the environment. Subjects covered include: global climate change, green building, pollution, sustainable agriculture, renewable energy and recycling.

JSTOR
A high-quality interdisciplinary archive of over 1,000 leading academic journals across the humanities, social and natural sciences, as well as select monographs and other materials. The entire collection is full text searchable, includes high quality images and is interlinked by millions of citations and references.

Library, Information Science & Technology Abstracts
Citations and abstracts with some full text of more than 675 journals, research reports and proceedings in librarianship, cataloging, bibliometrics, online information retrieval, information management and more.

Opposing Viewpoints in Context (Gale/Cengage Learning)
Features viewpoint articles, topic overviews, full text magazine, academic journal and newspaper articles, primary source documents, statistics, images and podcasts, and links to websites for information on today’s social issues.

Oxford Reference Online
A collection of over 215 general and subject specific reference titles published by Oxford University Press, covering more than 25 subjects: from art to accounting, music to marketing, and computing to communication. Contains over 16,000 illustrations and more than 775 locator, physical and political maps.

ScienceDirect
Citations and abstracts from over 3,200 journals. Full text access to over 400 scholarly journals in the social and behavioral sciences, including psychology, sociology, business and management, and more.

SIRS Researcher
Full text articles covering social, scientific, health, historic, economic, business, political and global issues. Articles and graphics are selected from 1,800 US and international publications.

World Book Advanced
The electronic version of the World Book Encyclopedia enhanced with videos and animations, sounds, pictures, maps and suggested websites.

As a member of the US National Network of Academic and Scientific Libraries the College Library offer document delivery services through a Union Catalog of serials
from academic and special libraries in Greece. Pay-per-article and document delivery services are also available from the British Library as well as through a variety of vendors and publishers.

Students and staff can access all the College databases on campus and most of them from off-campus locations as well.

All library collections are enriched through close evaluation and monitoring in collaboration with faculty members throughout the academic year. Online resources are carefully evaluated by librarians, faculty members and students through trial and are benchmarked against other peer libraries in the US and other countries that support similar programs.

The library staff offers incoming students training sessions on the use of the library, the online catalog, and the online resources. Students tour the library and learn how to use the library Web site to access, select, evaluate and use information resources. In collaboration with faculty members, special sessions are organized to meet the needs of specific courses or disciplines. The reference desk is staffed by trained personnel who can assist students and faculty members in information discovery and research.

An array of media services is also available to all students and staff. The Library Media Center houses the library’s audio-visual and multimedia collections and provides equipment for viewing and listening. Moreover, the Media Center offers assistance to students and faculty members in integrating the latest audiovisual and computer technologies into their research and teaching.

The Library Catalog (libguides.acg.edu/catalog) will give you access to print and e-books and audio-visual collections. E-journals and other electronic resources are available through LibGuides by subject (libguides.acg.edu). Most resources are also available off campus. For instructions see: libguides.acg.edu/off-campus.

Course reserves are located at the Circulation Desk. A list of reserves by course and instructor is accessible through the Library Catalog: libguides.acg.edu/catalogreserves.

Multimedia resources

The History programme benefits from the use of the following software that has been purchased by ACG and installed on College PCs:

- **Microsoft Office**: 750 licences currently in operation. Licences are per machine and are renewed every 5 years.
- **SPSS**: 100 licences currently in operation. Licences are concurrent and are renewed annually.
- **E-views**: 3 licences currently in operation. Licences are per machine and are renewed annually.
- **Reuters (Thompson)**: 2 licences currently in operation. Licences are per machine and are renewed annually.
- **Blackboard platform**: The licence is renewed annually. In the academic year 2011-12, ACG is updating the Blackboard platform used from the “basic” to the “enterprise” edition.

- **Premiere**: The department has access to computers containing the Adobe video editing software.

- **Turnitin Plagiarism detection software**: Licence is renewed annually.

The department also has access to a number of hand-held cameras and tripods for use by faculty members and students.

**Laboratories**

History students benefit from new, state-of-the-art student computer lab in the Center for the Arts building, which replaced an older facility, doubling the number of students that can be served at any given time. The computer lab was designed by VOA architects in Chicago and built by Technical Services and the Information Resources Management (IRM) departments of DEREE - ACG.

Featuring 36 Dell personal computers and four Apple Macintosh computers, the lab has a number of new features that improve both the student learning experience and the aesthetics of the facility. The laboratory is equipped with flat screen monitors positioned throughout the room, which can display information from the instructor’s computer. To reduce clutter and manage cords, the room has a raised floor to contain wiring. All 40 computer stations are fitted with ergonomic chairs and attractive, spacious work areas. In addition, new laser and ink jet printers are conveniently located in the room.

### 2.2 Library Help

Your department liaises with JS Bailey Library staff to ensure physical and electronic information resources for your subject are available. Library staff are available to support you personally and will work with you throughout your time at the College.

If you have any questions about using the Library, such as logging-in, printing or using our various databases you can get help:

- from the front desk on the ground floor of the JS Bailey Library
- online: [http://library.acg.edu/help](http://library.acg.edu/help)
- by phone: +30 210 600 9800 ext. 1434

The JS Bailey Library’s website [library.acg.edu](http://library.acg.edu) provides access to thousands of resources and information about Library services. You can also access key services via your smart phone or tablet.
2.3 External Examiners

The External Examiner assures that you are assessed fairly in relation to other students on the same programme and that your award is of the same standard as similar programmes offered by other UK higher education institutions.

The External Examiners for this programme are:
Dr. Nikolaos Papadogiannis, MA in Contemporary History and Politics, University of London, UK; PhD in History, University of Cambridge, UK; Lecturer in Modern History, Bangor University, Wales, UK
Dr. Kenneth Wardle, MA in Classics, University of Cambridge, UK; PhD in Prehistoric Archaeology, University of London, UK
Senior Lecturer in Classics, Ancient History and Archaeology, University of Birmingham, UK

Academic Society Advisors provide an oral summary of External Examiners’ reports in the first Academic Society General Assembly meeting after each Board of Examiners. Information on the External Examiner’s report could be provided by your Department Head upon request.

2.4 Opportunities for Graduates

A DEREE History graduate has a range of skills attractive to employers: the ability to work independently, to evaluate the significance of evidence, to discriminate, and to present arguments clearly and persuasively. Our graduates have no difficulty in securing rewarding jobs in a wide variety of occupations – in business and finance, in law and public administration, in journalism, in tourism, in teaching at a number of levels, and in research-based careers of various kinds.

Many Deree History students have continued their studies with graduate work in History or related disciplines, leading to careers as teachers, either in schools or universities. Others have joined the business world, working as human resource managers or for consulting companies. The skills of History majors are also appreciated in politics and diplomacy as well as in areas related to History, such as libraries or archives.

Along with successful graduate studies, here is a more comprehensive list of the professional and career areas students with a BA (Hons) in History from DEREE – The American College of Greece have pursued:

- Archaeology
- Anthropology
- Education
- International Relations
- Political Science
- Diplomacy
- Communications
3. Assessment and Feedback

3.1 Assessment

Assessment Strategy and Procedure
Although courses may employ assessment instruments which perform only a diagnostic or formative function, credit for the completion of a course can only be obtained on the basis of one or more summative assessments. A summative assessment provides a measure of the extent to which a student has achieved the intended learning outcomes of a module. The assessment of a student’s academic performance requires a judgment of the quality of his or her work. In all cases, this assessment is governed by criteria which are explicit and communicated to students. More information on the assessment strategy and the general grading criteria of the College can be found in Student Resources.

Examination Regulations and Procedures
Examination regulations apply to in-class assessments, such as examinations, laboratory tests etc., for all students registered in DEREE courses and aim at promoting academic honesty through appropriate conduct. More information on procedures for exam security and invigilation is provided in Student Resources.

Student Identity
Students must carry with them their DEREE ID card in the examination room. For details on Checking of Student Presence Procedure, please visit myACG.

Entering and Leaving the Exam
Students who arrive late may be admitted to the exam but no additional time will be given. Students should be allowed to enter and take the exam up until a quarter of the allotted time has passed. Students should not be allowed to leave before a quarter of the allotted time has passed. Students should bring as little as possible to the examination room. Any bags, books, notes, should be placed underneath the chair. Food and drink (including coffee) are not permitted in the exam room with the exception of clear bottles of water.

Exam Conduct
Students should bring their own pens, pencils, approved calculators, and other materials needed for the examination. All exams should be written legibly in black or blue ink. Pencil may only be used for diagrams, graphs, etc. Exam answers written in pencil are not acceptable. Entry/leaving an exam should be done as quietly as possible.

Mobile Phones and Electronic Devices
Mobile phones and electronic devices must be switched off – not on “silent” – in clear view and placed underneath the chair. If students use or attempt to use their phone / electronic device during the exam it will be regarded as a disciplinary offence. Students will be held responsible if their mobile phone / electronic device rings / vibrates during the exam. Any student caught using Bluetooth or any electronic device in the exam will be asked to leave immediately and will face disciplinary action.

Student Answers/Examination Paper
All answers must be legibly written on exam paper provided by the exam proctor. Students are not permitted to write answers on the question paper. Students must clearly cross out any (rough) work that is not to be graded. If extra exam paper is needed, it will be provided by the exam proctor. The only paper that can be used is the paper provided by the College and should all be returned to the proctor at the end of the exam.

Return of Exam Papers
Students must put the exam question paper and all answer papers together and submit both to the exam proctor. Failing to do so will result in failure in the exam.

Assessment Schedule
Please note the exam/assessment periods in the academic calendar and make sure that you are available during that period.

Examination Schedule
The examination schedule is published on myACG. Please keep checking for updates.

Coursework
Where a module is wholly or partly assessed by coursework, the submission date and method of submission will be clearly stated on the Course Information Packet circulated to students by the instructor on the first day of classes and posted on the course Blackboard container.

When you submit an assignment it is important that you ensure the following information is on the assignment front sheet:

- Your name
- Year and semester
- Name of the instructor for whom the assignment has been done
- Name of the module for which the assignment has been done

Your responsibilities:
- Keep a record of your work
- Keep copies of all assignments
- Ensure your work is handed in within the deadlines

Each piece of assessed work will receive a mark and feedback. The method and form of feedback for each module will depend on the assessment method.
## Assessment Method Mapping

### BA (Hons) History

<table>
<thead>
<tr>
<th>Module Rubric</th>
<th>Module title</th>
<th>Required/Optional</th>
<th>UK credits</th>
<th>In-class Midterm Examination</th>
<th>In-class Final Examination</th>
<th>Formative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>HY 2015</td>
<td>History of Rome</td>
<td>R</td>
<td>15</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>In-class, 1-hour, &quot;diagnostic&quot; test – source based questions formative</td>
</tr>
<tr>
<td>HY 2023</td>
<td>Byzantium</td>
<td>O</td>
<td>15</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>In-class, 1-hour, &quot;diagnostic&quot; test – source based questions formative</td>
</tr>
<tr>
<td>HY 2028</td>
<td>The Birth of Modern Europe</td>
<td>O</td>
<td>15</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>Take home assignments (essay-type)</td>
</tr>
<tr>
<td>HY 2034</td>
<td>History of Ancient Greece</td>
<td>R</td>
<td>15</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>In-class, 1-hour, &quot;diagnostic&quot; test – source based questions formative</td>
</tr>
<tr>
<td>HY 2070</td>
<td>American History I</td>
<td>R</td>
<td>15</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>In-class, 1-hour, &quot;diagnostic&quot; test – source based questions formative</td>
</tr>
<tr>
<td>HY 2071</td>
<td>American History II</td>
<td>R</td>
<td>15</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>In-class, 1-hour, &quot;diagnostic&quot; test – source based questions formative</td>
</tr>
<tr>
<td>HY 2080</td>
<td>Great Britain</td>
<td>R</td>
<td>15</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>In-class, 1-hour, &quot;diagnostic&quot; test – source based questions formative</td>
</tr>
<tr>
<td>AN 1000</td>
<td>Introduction to Anthropology</td>
<td>O</td>
<td>15</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>On-line, unit &quot;diagnostic&quot; test</td>
</tr>
<tr>
<td>AN 1003</td>
<td>Cultural Anthropology</td>
<td>O</td>
<td>15</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>On-line, unit &quot;diagnostic&quot; test</td>
</tr>
<tr>
<td>AN 2007</td>
<td>Ethnicity and Identity</td>
<td>O</td>
<td>15</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>On-line, unit &quot;diagnostic&quot; test</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Format</td>
<td>Midterm Exam</td>
<td>Final Exam</td>
<td>Additional Requirements</td>
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<tr>
<td>EC 2011</td>
<td>The Economic History of Europe</td>
<td>15</td>
<td>O</td>
<td>75 minutes mid-term exam (essay-type) 40%</td>
<td>2-hr final exam (two 1000 word essays and 5 short paragraph-essays no more than 100 words each) 60%</td>
<td>Two take-home assignments (Five short paragraph essay questions )</td>
</tr>
<tr>
<td>JS 1001</td>
<td>Introduction to Criminal Justice</td>
<td>15</td>
<td>O</td>
<td>Mid-term examination: (1-hour): Essay-type questions with choice involved</td>
<td>Final examination: (2-hour): Essay-type questions with choice involved</td>
<td>In-class practical exercises based on case-studies (e.g. US Supreme Court case law).</td>
</tr>
<tr>
<td>PO 2000</td>
<td>Political Organization</td>
<td>15</td>
<td>O</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>In-class, 1-hour, &quot;diagnostic&quot; test – source based questions</td>
</tr>
<tr>
<td>PO 2001</td>
<td>Political Behavior</td>
<td>15</td>
<td>O</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>In-class, 1-hour, &quot;diagnostic&quot; test – source based questions</td>
</tr>
<tr>
<td>PO 2004</td>
<td>Diplomacy</td>
<td>15</td>
<td>O</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>In-class, 1-hour, &quot;diagnostic&quot; test – source based questions</td>
</tr>
<tr>
<td>PS 1001</td>
<td>Psychology as a Social Science</td>
<td>15</td>
<td>O</td>
<td>1-hr midterm exam (multiple choice, short answer) 40%</td>
<td>2-hr final exam (multiple choice, short answer) 60%</td>
<td>In-class, 1-hour, &quot;diagnostic&quot; test</td>
</tr>
<tr>
<td>SO 1000</td>
<td>Introduction to Sociology</td>
<td>15</td>
<td>O</td>
<td>75 minutes midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>In-class, 1-hour, &quot;diagnostic&quot; test</td>
</tr>
<tr>
<td>AH 2019</td>
<td>Pausanias</td>
<td>15</td>
<td>O</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
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<tr>
<td>AT 2005</td>
<td>Art and Architecture of Ancient Greece</td>
<td>15</td>
<td>O</td>
<td>Midterm examination (Image based essay questions and short answer) 40%</td>
<td>2-hr final exam (Image based essay questions and short answer) 60%</td>
<td>Formal analysis</td>
</tr>
<tr>
<td>AT 2006</td>
<td>Roman Art and Architecture</td>
<td>15</td>
<td>O</td>
<td>1-hr midterm exam (Slide identification, slide discussion and comparison, short answer) 40%</td>
<td>2-hr final exam (Slide identification, slide discussion and comparison, short answer) 60%</td>
<td>1 short written assignment</td>
</tr>
<tr>
<td>CL 2010</td>
<td>Greek and Roman Epic Literature in Translation</td>
<td>15</td>
<td>O</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>Participation in class, oral and written quizzes, oral and written reports</td>
</tr>
<tr>
<td>EN 2222</td>
<td>The Making of America: American Literature to 1865</td>
<td>15</td>
<td>O</td>
<td>Portfolio of critical responses Explication of extracts and responses to readings: min 3 assignments or a total of 2,000; choice of extracts/topics (50%)</td>
<td>2-hr Final examination Explication of extracts and one Essay question OR Two Essay questions; choice of extracts and Essay questions (50%)</td>
<td>Essay drafts and all in-class and out-of-class assignments in preparation for the examination and the critical responses</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit</td>
<td>Semester</td>
<td>Exams/Assessments</td>
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<tr>
<td>GL 2227</td>
<td>Modern Greek Cinema</td>
<td>O 15</td>
<td>Paper (1000-1500 words) 40% Final Exam (essay questions) 60%</td>
<td>Essay questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU 2035</td>
<td>Cultural Perspectives on Music</td>
<td>O 15</td>
<td>1-hr midterm exam (multiple choice, short answer) 50%</td>
<td>Homework assignments 1) Writing assignments with questions requiring short answers, extended answers with written feedback. 2) Class discussions of required readings.</td>
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</tr>
<tr>
<td>PH 1000</td>
<td>Introduction to Philosophy</td>
<td>O 15</td>
<td>1-hr midterm (essay-type) 40% 2-hr final exam (essay-type) 60%</td>
<td>In-class 1-hour &quot;diagnostic test&quot; (essay-type)</td>
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<tr>
<td>HY 3005</td>
<td>Intellectual History of Modern Europe Methods</td>
<td>R 15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>An annotated bibliography in preparation for the research paper</td>
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<tr>
<td>HY 30XX</td>
<td>Modern European Antisemitism and the Holocaust</td>
<td>O 15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>An annotated bibliography in preparation for the research paper</td>
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<tr>
<td>HY 3031</td>
<td>Slaves and Slavery in the USFoundations of Corporate Finance</td>
<td>O 15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>An annotated bibliography in preparation for the research paper</td>
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<tr>
<td>HY 3060</td>
<td>Greece: The Birth of a Modern Nation</td>
<td>R 15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>An annotated bibliography in preparation for the research paper</td>
<td></td>
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</tr>
<tr>
<td>HY 3061</td>
<td>Modern Greece: a troubled History</td>
<td>R 15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>An annotated bibliography in preparation for the research paper</td>
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<tr>
<td>HY 3002</td>
<td>Great Thinkers and their Ideas</td>
<td>O 15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>An annotated bibliography in preparation for the research paper</td>
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<tr>
<td>HY 3009</td>
<td>The Spartans</td>
<td>O 15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>An annotated bibliography in preparation for the research paper</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Hours</td>
<td>Exam Type</td>
<td>Notes</td>
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<tr>
<td>HY 3019</td>
<td>Cyprus and the Near East</td>
<td>0</td>
<td>15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>An annotated bibliography in preparation for the research paper</td>
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<tr>
<td>HY 3021</td>
<td>Alexander III., the Great</td>
<td>0</td>
<td>15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>An annotated bibliography in preparation for the research paper</td>
<td></td>
</tr>
<tr>
<td>HY 3026</td>
<td>Middle East: a Crossroad</td>
<td>0</td>
<td>15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>An annotated bibliography in preparation for the research paper</td>
<td></td>
</tr>
<tr>
<td>HY 3030</td>
<td>Survey of Chinese Civilization</td>
<td>0</td>
<td>15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>An annotated bibliography in preparation for the research paper</td>
<td></td>
</tr>
<tr>
<td>HY 3040</td>
<td>History of Russia to 1900</td>
<td>0</td>
<td>15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>An annotated bibliography in preparation for the research paper</td>
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<tr>
<td>AN 3320</td>
<td>Intercultural Communication</td>
<td>0</td>
<td>15</td>
<td>1-hr midterm exam (multiple choice, true/false) 25%</td>
<td>Project proposal (methodology, theoretical aspects)</td>
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</tr>
<tr>
<td>PO 3010</td>
<td>Political Theory I: Plato to Locke</td>
<td>0</td>
<td>15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>In-class, 1-Hour, &quot;diagnostic&quot; test</td>
<td></td>
</tr>
<tr>
<td>PO 3011</td>
<td>Political Theory II: Hume to Rawls</td>
<td>0</td>
<td>15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>An annotated bibliography in preparation for the research paper</td>
<td></td>
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<tr>
<td>PO 3031</td>
<td>International Relations</td>
<td>0</td>
<td>15</td>
<td>2-hr final exam (essay-type) 60%</td>
<td>An annotated bibliography in preparation for the research paper</td>
<td></td>
</tr>
<tr>
<td>SO/JS 3038</td>
<td>Criminology</td>
<td>0</td>
<td>15</td>
<td>Mid-term examination: (1-hour), essay-type questions with choice involved</td>
<td>Final examination: (2-hour), essay-type questions with choice involved</td>
<td>Discussion points: Discussion points based on three take-home assignments (short readings [newspapers, case-studies], video, web</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Type</td>
<td>Credits</td>
<td>Exam/Assignment</td>
<td>Description</td>
<td></td>
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<tr>
<td>SO 3115</td>
<td>Sociology of Globalization</td>
<td>O</td>
<td>15</td>
<td>1-hr midterm exam (essay-type) 40%</td>
<td>sources that address theories on crime and criminal behavior.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2-hr final exam (essay-type) 60%</td>
<td>Two writing assignments (3 to 5 pages each)</td>
<td></td>
</tr>
<tr>
<td>AH 3021</td>
<td>The Bronze Age of Greece</td>
<td>O</td>
<td>15</td>
<td>2-hr final exam (Slide identification, slide discussion and comparison, true/false, short answer) 60%</td>
<td>1 hour diagnostic examination (Slide identification, slide discussion and comparison, true/false, short answer)</td>
<td></td>
</tr>
<tr>
<td>AH 3029</td>
<td>Discourse, Display and Design in the Ancient Greek Sanctuary</td>
<td>O</td>
<td>15</td>
<td>2-hr final exam (Slide identification, slide discussion, short answer, essay) 50%</td>
<td>In-class, 1-hour, &quot;diagnostic&quot; test (Slide identification, slide discussion, short answer)</td>
<td></td>
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<tr>
<td>AT 3007</td>
<td>Power and Spirituality in Byzantine Art and Architecture</td>
<td>O</td>
<td>15</td>
<td>2-hr final exam (essay-type) 60%</td>
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<tr>
<td>AT 3019</td>
<td>Islamic Art and Architecture</td>
<td>O</td>
<td>15</td>
<td>1-hr midterm exam (Slide identification, short answer, essay) 50%</td>
<td>Essay (2-5 pages) Short written assignment involving formal analysis, compare/contrast</td>
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<td></td>
<td>2-hr final exam (1-hr midterm exam) 50%</td>
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<tr>
<td>HY 4132</td>
<td>Audiences for Display</td>
<td>O</td>
<td>15</td>
<td>1-hr midterm exam (essay-type) 30%</td>
<td>An annotated bibliography in preparation for the research paper</td>
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<tr>
<td>HY 4050</td>
<td>The Age of Enlightenment</td>
<td>R</td>
<td>15</td>
<td>2-hr final exam (essay-type) 40%</td>
<td>An annotated bibliography in preparation for the research paper</td>
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<tr>
<td>HY 4052</td>
<td>Total War in Europe</td>
<td>R</td>
<td>15</td>
<td>2-hr final exam (essay type) 40%</td>
<td>An annotated bibliography in preparation for the research paper</td>
<td></td>
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<tr>
<td>HY 4053</td>
<td>Contemporary History</td>
<td>R</td>
<td>15</td>
<td>2-hr final exam (essay-type) 40%</td>
<td>An annotated bibliography in preparation for the research paper</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Type</td>
<td>Credits</td>
<td>Assessment Details</td>
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<tr>
<td>HY 4391</td>
<td>Historiography</td>
<td>R</td>
<td>15</td>
<td>1-hr midterm exam (essay-type) 40%</td>
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<tr>
<td>HY 4032</td>
<td>Trade in the Ancient Mediterranean World</td>
<td>R</td>
<td>15</td>
<td>2-hr final exam (essay-type) 60%</td>
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<tr>
<td>HY 4493</td>
<td>Selected Topics</td>
<td>R</td>
<td>15</td>
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<td>HY 4041</td>
<td>Russia and the USSR</td>
<td>O</td>
<td>15</td>
<td>2-hr final exam (essay-type) 40%</td>
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<tr>
<td>HY 4051</td>
<td>Revolution and Nationalism in Europe</td>
<td>O</td>
<td>15</td>
<td>2-hr final exam (essay-type) 40%</td>
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<tr>
<td>HY 4072</td>
<td>America in World Affairs</td>
<td>O</td>
<td>15</td>
<td>2-hr final exam (essay-type) 40%</td>
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<tr>
<td>HY 4074</td>
<td>Democracy and Imperialism</td>
<td>O</td>
<td>15</td>
<td>2-hr final exam (essay-type) 40%</td>
<td></td>
<td></td>
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<tr>
<td>PO 40XX</td>
<td>Terrorism and Political Violence</td>
<td>O</td>
<td>15</td>
<td>2-hr final exam (essay-type) 40%</td>
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</table>

### 3.2 Giving your Feedback about this Programme

We are keen to work with you to enhance your programme. Opportunities for you to feedback to us formally include student participation in the Programme Committee, the Academic Society, Student Course Evaluation, Senior Exit Surveys, meetings with the Dean, meetings with the Provost, and other student surveys. Informal feedback is also welcome at any time either via your instructor or your department head.

**School of Liberal Arts and Sciences Programme Committee**
The School of Liberal Arts and Sciences Programme Committee is responsible for the routine monitoring of programmes, including the consideration of student feedback, performance
data and external examiners’ reports. Proposals approved by the Committee are forwarded to the DEREE Curriculum Committee and Academic Council. The Programme Committee is chaired by the Academic Dean of the School. Committee membership includes all Department Heads and Programme Coordinators, as well as the president of each student academic society. This ensures that the student community has a voice in decisions about curriculum, teaching and learning, and the development of the School of Liberal Arts and Sciences.

**Departmental Academic Society**
The School of Liberal Arts and Sciences History Department has a student society, which organizes field trips, on-campus lectures, and informational meetings about the programme. The faculty advisor to the Society supervises the organization of student elections to the society’s governing body according to the society’s constitution, and the board of students implements all planned activities. The societies also maintain a Blackboard site for all students majoring in the programme where academic information can be posted.

**Student Course Evaluation**
Student evaluations of courses and instructors are administered by the Office of the Registrar at the end of each academic term. The online course evaluation system is easy, convenient, secure, anonymous, and confidential. The course evaluation system is administered by the Registrar’s Office. Information about the course evaluation system is available through the college website or by emailing registrar@acg.edu.

**Senior Exit Survey**
Student feedback comprises an integral part in the continuous development and success of School of Liberal Arts and Sciences programmes. In that spirit, we ask prospective graduates a Senior Exit Survey. The survey includes questions on student satisfaction with the education provided by the School of Liberal Arts and Sciences and with their overall College experience at DEREE. The aim is to identify areas of good practice as well as areas that need improvement. Based on the data collected through the Senior Exit Survey, a report is developed by an interdisciplinary School of Liberal Arts and Sciences faculty committee. All data collected in this survey are held anonymously and securely. Responses cannot be traced back and all results are presented in an aggregated form. When you reach the final semester of study, you receive the relevant link in your student email address.

**3.3 What Happens with your Feedback about this Programme?**
Your feedback helps us to continually enhance this programme. You can find out what actions have been taken in response to your feedback through your academic society, student government, department head or instructor. Updates on action taken are also provided through blackboard and myACG.
Student feedback is used in a variety of ways, including:

- Improvement of methods of Teaching and Learning
- Module Leader Reports
- Annual Performance Evaluation of academic staff
3.4 Getting Feedback on your Assessed Work

According to The College has committed to a two week turnaround for feedback. Each module handbook will provide you with specific guidelines on the turnaround for feedback.

3.5 How do I Get my Results?

Results from module assessments and decisions on progression to the next level or awards (if you are in the final level) are available from myACG. Results normally appear within ten working days after the end of the examination period. Marks on individual assessments are not finalized until the Board of Examiners’ meeting (the meeting where your end of year outcome will be decided). If you are unsure about when you might receive your results or have queries relating to your results, you may contact your module instructor via email.

3.6 Issues with Assessment

If you are experiencing problems which are adversely affecting your ability to study (called ‘mitigating circumstances’), then you can apply providing some form of evidence of your circumstances to verify your request.

Examples of acceptable extenuating circumstances include:
- Bereavement
- Illness
- Hospitalization
- Transport cancellation, where this may be evidenced
- Court attendance
- Serious family illness where the impact on the students’ ability to undertake assessment may be demonstrated
- Accident

The following are not acceptable extenuating circumstances:
- Holidays
- Weddings
- Family celebrations
- Printing problems
- Computer failure, corrupt USB sticks
- Financial problems
- Work related problems
- Accommodation issues
- Mis-reading assessment arrangements

Late Submission
You must submit work by the deadlines set in the course outline. Work submitted after but within seven days of the deadline will receive a maximum grade of C. You will fail the assessment if work is submitted later than seven days after the deadline.
**Resits**

In the case of an initial failure of one or more assessments in a course, you have the right to be reassessed in (i.e. resit) the element that you have failed. This reassessment will normally be scheduled prior to the commencement of the following semester. Only one resit per each assessment element is allowed in each module. The maximum grade you can obtain for the reassessed component of the course is a pass (Grade C – 40%). If you fail the resit, you will not receive the credit for that course.

**Resits in Capstone Courses**

Students who fail a coursework assessment (project/paper) with a weight of 60% or above in a capstone course may request to resit the failed assessment in the resit period following the one designated for the course.

Such requests from students must include the instructor’s verification that it is impossible for the student to successfully complete the assignment by the scheduled course resit period.

Such an extension for the completion of specified coursework in capstone courses can only be given upon the recommendation of the student’s instructor and the approval of the relevant Department Head and CASP.

**Academic Appeals**

Students registered in a validated program, may appeal against a decision of the Board of Examiners. Students’ rights of appeal are limited to two grounds:

- either that the candidate’s performance in an assessment was adversely affected by illness or factors which s/he was unable, or for valid reasons unwilling, to divulge before the Board of Examiners reached its decision
- or that that there has been a material administrative error, an assessment was not conducted in accordance with the current regulations for the program or special arrangements formally agreed, or that some other material irregularity relevant to the assessment has occurred.

Disagreement with the academic judgment of a Board of Examiners in assessing the merits of an individual element of assessment does not constitute grounds for an academic appeal. Responsibility for the submission of documentary evidence in support of the appeal rests with the student.

Appeals must be submitted in writing to the Registrar no later than 14 days following the publication of Examination Board results. All appeals must be submitted in writing to the Registrar by the end of the second week of the following session/semester.

On receipt of the appeal, the Registrar informs the department head/area coordinator and Academic Council (through the Chief Academic Officer) and submits to them all relevant evidence and correspondence.
The Academic Dean will undertake an initial assessment of the validity of the appeal and advise the student accordingly. In the light of this advice, the student should decide whether s/he wishes to proceed with the appeal. Alternatively, the student may decide to withdraw his or her appeal and/or lodge a complaint in accordance with the College’s complaints procedure. The subcommittee of the Academic Council will hear the appeal. The appellant may be called to appear before the subcommittee. The subcommittee may also require the Chair of the Board of Examiners to appear separately before it. The appellant and the Chair of the Board will not be present when the subcommittee considers the evidence and formulates its decision. The subcommittee must inform the student and the Board of Examiners of its decision within seven days of the hearing. The student has the right to subsequently appeal to the President in writing against the decision of the subcommittee. If the appellant wishes to contest the President’s decision s/he has the right to lodge an appeal with the Open University. The student will obtain contact details for the President and the Open University at the Student Success Center.

The Registrar’s Office will keep records of outcomes for all appeals cases. The Academic Council will receive annual summary reports regarding all appeals received by the College.

**Cheating, Plagiarism and other forms of Unfair Practice**

An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are plagiarism, collusion, cheating, impersonation, supplying false documentation, use of inadmissible material and disruptive behavior in class or during examinations. Responsibility for reviewing breaches of academic integrity is held by the Committee on Standing and Conduct.

**3.7 Academic Misconduct and Penalties**

Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. The charges are to be submitted in writing to the chair of the Committee on Standing and Conduct. If a member of the Committee originates the charge, then that member will be recused from the decision-making process, and any other process related to the case, other than those related to the role of complainant/witness. On receipt of the allegation of a breach of academic integrity, the Chair must inform the Chair of the Board of Examiners that is responsible for the assessment. The Board should then suspend its decisions on the candidate’s grade(s) until the facts have been established (see Appendix D – Regulatory Framework).

Once the Committee on Standing and Conduct has considered the allegation and reached a conclusion on whether an offence has occurred, it should issue a report with a recommendation regarding the outcome for the student to the Chair of the relevant Board of Examiners. If it has been established that an offence has occurred, the Board will judge the significance of the misdemeanor and exercise its discretion as appropriate to the case. If it is established that a student has attempted to gain an unfair advantage, the examiners shall be given the authority to rule that the student has failed part or all of the assessments,
and the authority to determine whether or not the student should be permitted to be reassessed.

Independently of the assessment decisions made by the Board of Examiners on offences pertaining to validated courses/programs, the Committee on Standing and Conduct is empowered to consider a wider range of sanctions that might be applied when a student is found guilty of a breach of academic integrity.

The following list of sanctions is indicative and can be imposed by majority vote of the Committee:

**Admonishment Letter (or Letter of Warning)**
The student is advised in writing that her/his behavior violates rules of academic integrity and that a recurrence will lead to more serious sanctions. The Committee will deliberate on whether the letter should or should not appear in the student’s file permanently or for a lesser period of time.

**First Offence File:** The student’s name and a description of the offense is filed in a shared electronic folder, accessible by the Chief Academic Officer, the academic Deans, the Dean of Students and department heads. 
**Second offences automatically result in a hearing.**

**Disciplinary Probation:** The student is advised in writing that his/her behavior violates rules on academic integrity and is given a probationary period (to be decided upon by the Committee) to show by good behavior that a more stringent penalty should not be imposed. During the period of the probation, the student is required to terminate association with all extra-curricular activities and resign from any student office.

**Suspension:** The student’s relationship with the College will be discontinued until the end of the semester or term. The student will forfeit any fees involved with the College.

**Dismissal:** The student’s relationship with the College will be terminated indefinitely. The right to apply for readmission shall be denied.

Before announcing judgment/sanctions, the Chair of the Committee on Standing and Conduct consults with the Chair of the Academic Council, who has the right to recommend other sanctions. If the Chair of the Academic Council is in agreement with the Committee’s recommendations, the Chair of the Committee will inform the student and the plaintiff (in writing and within three days of the hearing) of the final judgment and the actions to be taken. If the Chair of the Academic Council proposes other or additional sanctions, the chair of the Committee must communicate these recommendations to the Committee within three days and re-deliberate. Majority vote once again determines final sanctions. Communications procedures as outlined above apply. A final written report to the Academic Council on a case-by-case basis, is prepared within 14 days, and includes the complaint, the Committee’s judgment and sanctions.
Within three *working* days of receipt of the decision, either party (plaintiff or student) has the right to make a formal written appeal against the decision of the Committee. The appeal is addressed first to the Committee on Standing and Conduct. If the Committee does not deem any change to the decision is warranted subsequent to consideration of the appeal, the appeal may then be brought to the Academic Council, and subsequently to the President whose decision is final. The student may appeal against the decision of the Board of Examiners in accordance with the regulations for academic appeals (Section 9, Appendix D – Regulatory Framework).

### 3.8 Complaints Procedure

Complaints are specific concerns about the provision of a course / module or a program of study or related academic or non-academic service. When appropriate, a complaint is first resolved through informal discussion with the party / office directly involved. If not resolved at that level, a formal complaint is submitted by the student to the Registrar’s Office within 14 days from the day the outcome of this discussion is made known to the student. Upon receipt of the complaint, the Registrar forwards the complaint with all relevant documentation to a panel consisting of the Chief Academic Officer, the Academic Deans and the Dean of Students.

Depending on the nature of the complaint, the academic Dean or Dean of Students will undertake an initial assessment of the validity of the complaint and advise the student accordingly. In the light of this advice, the student should decide whether s/he wishes to proceed with the complaint.

In the event that the student decides to proceed with the complaint, a subcommittee of the Academic Council will be convened no later than three weeks after receiving the student’s decision. The membership of the subcommittee shall not include any member of faculty or the administration who has been involved in the complaint or who is a member of the relevant Board of Examiners.

The subcommittee of the Academic Council will hear the complaint. The appellant may be called to appear before the subcommittee. The subcommittee may also require the relevant member of faculty and/or Administration to appear separately before it. The appellant and any member of staff against whom the complaint has been made will not be present when the subcommittee considers the evidence and formulates its decision. The subcommittee must inform the student and the Chair of the Board of Examiners (if the complaint concerns a validated course/program) of its decision within seven days of the hearing. The student has the right to subsequently appeal to the President against the decision of subcommittee. If the appellant wishes to contest the President’s decision s/he has the right to lodge a complaint with the Open University. The student will obtain contact details for the President and the Open University at the Student Success Center.

The Registrar’s Office will keep records of outcomes for all complaints cases. The Academic Council will receive annual summary reports regarding all complaints received by the College.
4. Where to Get Help

4.1 Downloading College Forms

All standard student forms are available online on www.acg.edu as well as on myACG → Student Resources → Forms

4.2 Academic Advising

The Academic Advising Office aids students in choosing and completing their academic programs. The advising staff provides academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. Once students have declared their major they participate in an advising program that uses academic staff as advisors to handle the responsibility of advising on academic and career-related matters.

International students have an additional non-academic international student advisor who assists them in their efforts to adjust to the new culture and supports them in obtaining any student visas and residence permits required by Greek law.

4.3 Student Academic Support Services

The Student Academic Support Services (SASS) is open daily and offers academic assistance to all DEREE-ACG students through individual learning facilitation sessions and/or workshops. SASS learning facilitators are peers who assist students in improving and strengthening academic study skills.

4.4 Office of Student Affairs

The Office of Student Affairs is dedicated to promoting student development and continually improving the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values, such as presentations, lectures, excursions, debates, theatrical plays, blood drives, happenings and events. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. All the student groups have an advisor, or coach, who is knowledgeable in the subject area, monitors their activity, attends their general assemblies and supports the group during the year.

4.5 Student Success Centre

The Student Success Centre supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Student Success Centre aims to create the optimum conditions so that students can follow the path to academic success. Students
may visit the Student Success Centre to pay a bill, request a certificate, obtain a form, arrange to bring a visitor on campus, obtain their transcript, see an academic advisor, ask about OU validation, change a course, and obtain or replace their student ID. The SSC web page has been set up to reflect the one-stop concept of the Centre and includes information from different departments. It may be accessed from the “Quick Links” on the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information.

4.6 Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a known or suspected disability and/or learning difference, and for providing relevant documentary evidence if available. The Educational Psychologist suggests actions to be taken to accommodate such cases, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee on Disability and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with disabilities and learning differences may be eligible for special accommodations, such as extra time for examination completion, and receive support and educational counseling from the Educational Psychologist on campus.

4.7 Career Services

The Office of Career Services offers centralized, comprehensive and coordinated career development, through appointments, sessions and workshops, building relationships and longstanding collaborations between students/alumni and potential employers. In the past three years the Office has expanded the quality of the services offered by acquiring a Career Services Manager tool, Goinglobal, as well as the handling of the international internship positions and the work study positions, transforming it thus into a hub for career-related issues. The Office moved dynamically to the era of social media utilizing Facebook and Linkedin. The variety of programs and services offered to students and alumni include: counselling sessions about career advising and graduate studies advising; an online test which identifies strengths and personality preferences aiming to assist the students in their selection of a major; Goinglobal, a tool offering job openings abroad; skills workshops about job search and job interview techniques; Career networking events; JobBank offering part-time and full-time positions; Career Days where the students have the opportunity to have a short interview with a company representative; International Internship program.

4.8 Study Abroad

The Study Abroad Programme not only brings US and international students to Athens, it also sends DEREE students to several partner universities in the US and other countries. The International Internship and Study Abroad Program combines and provides a first-of-its-kind career and academic program in Greece and is open to all undergraduate students. Students
have the opportunity to intern with a leading multinational company abroad and follow this up with a semester of study with an international partner university. The College is proud to be partnering with a select number of institutions that span the globe such as Northern Arizona University, Mercy College, Texas A&M, Kingsville, University of Utah, the American University in Cairo, and Richmond – The American International University in London, to name a few.

5. What to do if you.....

5.1 .....are absent for more than one day
You must notify your instructor(s) if you are absent for more than one day. If you are going to apply for Mitigating Circumstances you will need to provide written evidence of the reason for your absence (see section 3.6).

5.2 .....are ill
If you are absent through illness on the day of an examination or assignment deadline and you intend to apply for mitigation, you must also provide us with details and any available evidence as soon as possible. Contact the Student Success Centre to get a copy of the appropriate Mitigating Circumstances form.

5.3 .....have a comment, compliment or complaint
We are committed to providing a quality, student-centered experience for all our students. We welcome comments and compliments from students, and find them valuable for ongoing improvements. Comments and compliments about your course can be raised with your instructor(s) and/or Department Head. If you have a specific complaint about an act or omission of the College you may be able to make a formal complaint in writing under the Complaints Procedure (see section 3.8).

5.4 .....are considering withdrawing from the course
You must consult with your advisor if you wish to defer your studies, withdraw from a course, or to transfer registration from one course or award (major) to another. Applications for deferral, withdrawal or transfer should then be lodged with the Registrar’s Office. Applications are subsequently considered by the Committee of Academic Standards and Policies (CASP). CASP decisions are governed by the following regulations:

- Students are permitted to change a course within the first two days of teaching.
- Beyond this period, students may withdraw from a course within the first two weeks of teaching whilst retaining the right to re-enroll in the said course in the future.
- Changes after this deadline will only be considered in exceptional circumstances. Students shall not be permitted to withdraw and then subsequently re-enroll in a course after the submission or completion of the first summative assessment.
5.5 ....need a reference letter
If you need a reference letter from one or more of your instructors, fill in the Reference Request Form from myACG (→ Student Resources → Forms), stating the reason why you need the reference, as well as the number of hard and/or electronic copies requested.

6. Other Relevant Policies

6.1 Attendance Policy
All students are required to attend 80% of instructional class time. Some programmes may impose a stricter attendance requirement.

Absence from a class does not exempt a student from completing the work for that class. Students who have exceeded the allowed threshold of absences will be referred by the instructor to the Registrar’s Office. The Registrar will in turn inform the Committee on Academic Standards and Policies which, in the light of any evidence of extenuating circumstances supplied by the student, will decide whether the student must withdraw from the course (and receive an F grade).

6.2 Student Punctuality Policy
It is the responsibility of students to be in class on time, and the responsibility of instructors to begin their class on time and end it on time. Students are considered absent and will be recorded as such, if they arrive to class 10 minutes (or more) later than the scheduled class starting time.

Individual instructors reserve the right to have a more stringent policy, provided that this policy is listed in the Course Information Packet.

6.3 Turnitin Policy and Student Guidelines
The College is using Turnitin software to assist in the detection of plagiarism. If a case of cheating is proven, disciplinary procedures will be followed, as described in sections 3.6 and 3.7. More information about the College’s Turnitin Policy can be found in Student Resources.

Guidelines for Student Use of Turnitin:

- Students are only permitted to submit their own work and only for assignments created by DEREE faculty for DEREE courses.
- Students are not allowed to submit the work of others.
- Students are not allowed to have their own work submitted by others.
- Students are responsible for submitting assignments to Turnitin on time.
- Work submitted to Turnitin remains in a large database of papers against which future papers are scanned.
6.4 Transfer of credits
Students who transfer must be in Good Academic Standing at their previous institution. Students who wish to transfer from US institutions must have a cumulative index (CI) or overall Grade Point Average (GPA) of 2.75 or above. Transfer students must contact the Academic Advising Office and the Validation Office after they are admitted to the College.

6.5 Evaluation of Transfer Credits
The transfer credit process begins immediately after the student’s first registration and only after the student has submitted both the official transcript(s) and the course syllabi or descriptions of substantial length from official publications of the institution. Course syllabi may be required for a better evaluation of the student’s completed prior academic work. All submitted documents not in English or Greek must be accompanied by certified English or Greek translations and must be submitted to the Validation Office before the end of the student’s first semester. The assessment process of the student’s prior academic work will be completed no later than two months (excluding vacation period) after the student has submitted a complete folder of the required documents as stated above.

Students cannot be granted credit (or be exempted from) courses at Level 6 and/or for more than 4 courses (i.e. 12 US credits or 60 UK credits) at Level 5. All transfer credit requests are handled by the Validation Office.

6.6 Credit by Assessment for Professional Experience
Credit by assessment may be earned for experiential learning (professional experience) by experienced professionals* who wish to begin or complete their studies. Such credit may fulfill up to 36 US credits required for a degree.

No credit by assessment can be awarded for Level six (6) courses, except for validated internship courses.

No credit by assessment can be awarded for more than four (4) Level 5 courses.

The method of assessment, the number of credits to be earned as well as the course(s) for which experiential credit will be given will be decided by the relevant academic department(s) depending on the disciplines for which credit has been requested. The academic department of the student’s declared major will report the results of the assessment to the relevant School Dean for approval. The Office of the Dean will send the final approved evaluation to the Registrar’s Office.

*Students must submit an application in order to take advantage of the Credit by Assessment program. The application includes an updated resume and a statement that describes knowledge and skills gained through experience-based learning and how they relate directly to course(s) for which credit requested. Students may also submit certificates of training, work samples, and other documents appropriate as evidence of equivalent to college learning.
Once the application is approved a fee of 90 Euros per credit hour to be assessed will be charged to the student.

6.7 Student matriculation

For the US NEASC accredited degree students have the right to complete their studies in accordance with the educational programs and requirements in effect at the time they were first admitted to the College. The maximum period of matriculation for a US NEASC accredited degree is 10 years.

If the degree requirements should change during the student’s period of studies at the College, the student may choose to complete those degree requirements in effect upon entry or any other set of requirements introduced subsequently and prior to graduation; all the specified requirements for the particular degree chosen must be met.

Students must observe all current prerequisites for courses. Students may stay informed about current prerequisites/co-requisites of courses by consulting annually the latest online College Catalog.

Re-admitted students are required to follow the program requirements in effect of their re-admission.

6.8 Safety, Health and Wellbeing

The College committed to providing a vibrant and sustainable working environment that values wellbeing and diversity. This commitment exists alongside our wider legal and moral obligations to provide a safe and healthy working environment for our staff, students and members of the public who may be affected by our activities.

Disabled Students
You are expected to declare any disability that would affect your safety in the event of a fire or earthquake, e.g. hearing impairment or the use of a wheelchair. Disabled students must declare their disability, to the College, for it to be taken into consideration.

Accident and Incident and Reporting
All accidents and incidents and dangerous occurrences, must be reported to, and recorded by College staff. In case of accident or medical emergency, you need to contact the College nurse. ACG First Aid Protocol and Medical Emergency Flow Charts are given in Student Resources.

Smoking
No smoking is permitted in any of ACG buildings; if you do smoke outside our buildings please make sure that you stand at least five meters from building entrances and boundaries.
List of Appendices

**Appendix A:** Undergraduate Online Catalog (including Regulations for Validated Awards of the Open University) [http://www.acg.edu/academics](http://www.acg.edu/academics)

**Appendix B:** Programme Specification