



## **STUDENT HANDBOOK**

**BA (Hons) History**

**2025-2026**

**School of Liberal Arts and Sciences  
DEREE – The American College of Greece**

# **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, Frances Rich School of Arts, Humanities and Social Sciences

## **1.2 Message from the Department Chair**

*Welcome to the programme of History, in the Department of Humanities! 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**

Chair, Department of Humanities

## **1.3 Deree-The American College of Greece**

The American College of Greece (ACG) is a US non-profit institution. The educational system at DERE-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, DERE-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 the undergraduate programs offered at DERE-ACG are validated by The Open University, UK ([www.open.ac.uk/validate](http://www.open.ac.uk/validate)).

Through these accreditation and validation relationships, DERE-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 Public Universities
- b) transfer students who have transferred 92 US credits or above applicable to their programme
- 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.

#### 1.4 Academic Calendar <http://www.acg.edu/academics/college-calendars>

#### 1.5 Key Contacts

- American College of Greece: +30 210 600 9800
- Department Chair: Dr. Ioanna Patsioti, [patsioti@acg.edu](mailto:patsioti@acg.edu) ext. 1615, room 605B
- Dean's Office: [libarts@acg.edu](mailto:libarts@acg.edu) ext. 1359, room 515
- Academic Advising Office: [dc.adv@acg.edu](mailto:dc.adv@acg.edu) ext. 1431
- Student Success Centre: [ssc@acg.edu](mailto:ssc@acg.edu) ext.1326, 1333
- Registrar's Office: [registrar@acg.edu](mailto:registrar@acg.edu) ext. 1331, 1328, 1449, 1445
- Validation Office: [validation@acg.edu](mailto:validation@acg.edu) ext. 1428
- Student Affairs: [studentaffairs@acg.edu](mailto:studentaffairs@acg.edu) ext. 1197, 1442
- Student Government: [dc.sgorg@acg.edu](mailto:dc.sgorg@acg.edu) ext.1373
- Library helpdesk: [libraryreference@acg.edu](mailto:libraryreference@acg.edu) ext. 1434, 1267
- SASS: [sass@acg.edu](mailto:sass@acg.edu) ext.1273, 1276
- Study Abroad Office: [studyabroadoffice@acg.edu](mailto:studyabroadoffice@acg.edu) ext. 1029, 1412
- Career Office: [career@acg.edu](mailto:career@acg.edu) ext. 1313, 1316
- ACG Care Centre / Psychoeducational support: [carecenter@acg.edu](mailto:carecenter@acg.edu) ext. 1081
- Head Nurse APC Campus: Elina Grana [egrana@acg.edu](mailto:egrana@acg.edu) ext. 1500

## **1.6 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**

### **2.1 The History Programme and its Mission**

The history programme started in the 1960's as one of the first Bachelor's programmes offered at Deree – ACG. The mission of the History Programme as a core discipline of the Liberal Arts, is to offer students the opportunity to study the past in all its richness and diversity. The modules cover past societies, from antiquity to the modern period, addressing political, social and cultural themes. In general, the History Programme offers a coherent, flexible and interdisciplinary curriculum, which allows students to study history with other complementary subjects, such as archaeology, art history, classics, anthropology, philosophy and international relations.

There are core modules at each level that help our students develop their skills and get a strong foundation of historical knowledge. The wide range of modules allows the students to specialise in the topics that interest them most. This range of options spans two millennia and circle the globe as well as reflecting the diverse research interests of our faculty. Choice and flexibility stand at the heart of the programme, so students can pursue their own interests. The history programme is also enriched with courses that reflect a variety of current approaches and methodologies in historical studies.

Moreover, Deree - ACG history students are encouraged to adopt a variety of interdisciplinary approaches to their studies, exploring the cross-fertilization between history and other disciplines. This cross-fertilization is visible not only in the humanities and social science options at level 4 and 6 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. This interdisciplinary aspect is further emphasized by the variety of the international relations courses on offer for history students at both levels 5 and 6.

The coherent programme also aims to prepare students for postgraduate studies as well as for their professional lives. It is designed to equip our students with the analytical and practical skills needed for historical research and a successful future. In the developing of discerning, critical, and adaptive capabilities, it aims to achieve the goals of a liberal arts education to help assess and adapt to a changing world in an era of globalization.

### **2.2 Programme Aims and Objectives**

Based on the above programme mission and in congruence with the mission of the College, the BA(Hons) in History aims to develop informed, critical and responsible professionals who will be

equipped with the necessary knowledge and academic qualities to lead successful careers. History graduates have no difficulty in securing rewarding jobs in a wide variety of occupations.

More specifically, the History programme aims to produce graduates who are able to:

- Understand the development of history as a subject and the different approaches and methodologies that have been used to understand, reconstruct and interpret the past
- Become critically aware of the periodization of history and of the major transitions in the process of modernization
- Develop an awareness of historical continuity and/or change over extended time spans
- Understand the process of historical research, learning discipline-specific methods that spring from the different historical schools of thought
- Appreciate interdisciplinary and comparative perspectives in understanding different past societies and cultures and their historical context
- Acquire skills in comprehension, critical analysis, and interpretation of primary and secondary sources
- Undertake independent research and communicate your findings both orally and in writing with clarity, fluency and coherence.
- Pursue academic integrity in historical research and demonstrate effective teamwork, group communication and respect for others reasoned views

## **2.3 Programme Learning Outcomes**

By the end of the program, history students are expected to develop a range of discipline-specific and other skills:

### **A. Knowledge and Understanding**

A1. Understand the development of History as a discipline and the variety of approaches and methodologies to constructing and interpreting the past as well as a knowledge of concepts and theories derived from humanities and social sciences.

A2. Demonstrate command of a significant body of historical knowledge and awareness of the diversity of human experiences in different periods, societies and cultures

A3. Interrogate and reflect critically and contextually upon contemporary texts and other primary sources.

A4. Understand the ethical dimensions of historical study, writing and research and appreciate the interdisciplinary nature of Historical studies as well as the connections between History and related fields such as Archaeology, Art History, Classics, Anthropology, Politics and International Relations.

### **B. Cognitive skills**

B1. Appreciate the complexity of reconstructing, understanding and interpreting the past and the often problematic and varied nature of historical contexts and evidence.

B2. Illustrate critical, reflective and argumentative skills when approaching historical questions and problems, including complex ones to which there is no single solution, through discussion, debate and written analysis

B3. Recognize comparative perspectives, including the ability to appreciate continuity and change over extended time periods and to compare different countries, societies or cultures

B4. Obtain intellectual independence by formulating focused questions about the past and by providing answers to them using valid and relevant evidence and arguments

### **C. Practical and professional skills**

C1. Acquire critical, analytical, and interpretative skills both in oral and written form, and ability to frame, develop and sustain arguments clearly and comprehensively

C2. Acquire effective communicative skills, such as clarity, fluency and concision so as to engage in debate both in academic and public contexts

C3. Undertake independent research in the form of short essays, reports, presentations and longer papers

C4. Build team-working skills in preparing and contributing to seminar discussions in co-operation with other students.

### **D. Key/transferable skills**

D1. Display reflexivity by the ability to gather, select, organize and synthesize a substantial and diverse body of information

D2. Demonstrate effective communicative and interpersonal skills as well as advanced independence of thought and critical judgement

D3. Construct complex and sophisticated arguments, in both written and oral forms, including extended pieces of historical writing

D4. Use of information technology for bibliographic and archival research as well as to answer questions and present findings

## **2.4 Programme Structure**

This programme is designed according to the QAA History Subject Benchmark Statement (December 2019: [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-history.pdf?sfvrsn=49e2cb81\\_4](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-history.pdf?sfvrsn=49e2cb81_4)). With the exception of two modules at level 6 (Dissertation I and II), all other modules carry 15 UK credits.

<b>Table 1: Modules —Credits by Level</b>	
Level 4	120 credits
Level 5	120 credits
Level 6	120 credits
TOTAL (Level 4, 5, 6)	360 credits

**Table 2: Programme Structure-Modules —Credits by Level**

<b>Level 4-Mandatory modules</b>	<b>Level 5-Mandatory modules</b>	<b>Level 6-Mandatory modules</b>
HY 2038 Introduction to Historical Studies (15 credits)	HY 3146 Investigating History (15 credits)	HY 4048 Public History (15 credits)
HY 2034 History of Ancient Greece (15 credits)	HY 3060 Greece: The Birth of a Modern Nation (15 credits)	HY 4155 Advanced Topics in History (15 credits)
HY 2015 History of Roman Empire (15 credits)	HY 3040 History of Russia to 1900 (15 credits)	HY 4061 Greece in the 20 <sup>th</sup> century (15 credits)
HY 2023 Byzantine History and Civilization (15 credits)	HY 3044 European Empires and Decolonization (15 credits)	HY 4053 A Global History of the Cold War (15 credits)
HY 2039 The United States of America: From a British Colony to a Global Superpower (15 credits)	HY 3033 Europe and Islam (15 credits)	HY 4456 Dissertation I (10 credits)
IR 2015 Modern European History and Politics	HY 3147 Topics in History (15 credits)	HY 4557 Dissertation II (20 credits)
	PH3022 Social and Political Philosophy (15 credits)	
<b>Level 4-Optional modules</b>	<b>LEVEL 5-Optional modules</b>	<b>LEVEL 6- Optional modules</b>
<p>ONE Humanities option from the following (15 credits):</p> <p>EN 2218 Texts and Contexts CL 2010 Ancient Greek and Roman Epic poetry PH 1000 Introduction to Philosophy</p>	<p>ONE History Option from the following (15 credits):</p> <p>HY 3026 Middle East: Power and Ideology HY 3021 Alexander's legacy: The Hellenistic World HY 3005: Intellectual History of Modern Europe</p>	<p>ONE History option from the following (15 credits):</p> <p>HY 4054 Thucydides and War Strategies HY 4049 Late Antique Cultures</p>
<p>ONE Social Sciences option from the following (15 credits):</p> <p>AN 1003 Cultural Anthropology PO 2000 International Organizations SO 1001 Sociology of Modern Life</p>		<p>ONE Humanities/Social Sciences option from the following (15 credits):</p> <p>IR 4255 Geopolitics IR 4250 Asia in World Affairs IR 4140 Greece and the World PO 4025 Terrorism and Political Violence PH 4135 Philosophy of History PH 4121 Plato and Aristotle</p>



## 2.5 Progression from level to level

All modules are assigned one of the three level designations (Level 4, Level 5, Level 6) according to the increasing demands being placed upon students as they undertake learning at higher levels. Students must first complete all Level 4 modules before they take Level 5 modules and must have completed half of Level 5 modules before they take Level 6 modules. 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. **Students need to work closely with their advisors before their registration** in order to select the correct modules and avoid any delay in their graduation.

We would say that the History curriculum includes a progression of levels in terms of 1: Development of understanding of the continuity of history from antiquity to the present; 2. Building up of research skills in writing and investigating about history; 3. Development of advanced interpretation and critical analysis skills; and 4. Understanding of the evolution of the human civilization, with emphasis on politics, international relations, society, and philosophy.

The following table 3 presents student progression and OU requirements completion in three (3) years with enrollment to eight (8) modules per year.

FALL SEMESTER					
YEAR	MODULE RUBRIC	MODULE TITLE	CREDITS	LEVEL	COMPULSORY/OPTIONAL
1	HY 2039	The USA: from British colony to global superpower	15	4	COMPULSORY
	HY 2034	History of Ancient Greece	15	4	COMPULSORY
	HY 2015	History of the Roman Empire	15	4	COMPULSORY
	xxxxxx	Humanities option	15	4	COMPULSORY
		(EN2218, CL2010, PH1000)			
	TOTAL		60		
2	HY 3146	Investigating History	15	5	COMPULSORY
	HY 3060	Greece: The Birth of a modern nation	15	5	COMPULSORY
	HY 3040	History of Russia to 1900	15	5	COMPULSORY
	HY 3033	Europe and Islam	15	5	COMPULSORY
	TOTAL		60		
3	xxxxxx	History option (HY4049, HY4054)	15	6	COMPULSORY
	xxxxxx	L6 option from IR or PH	15	6	COMPULSORY
	HY 4053	A global history of the Cold War	15	6	COMPULSORY
	HY 4456	Dissertation I	10	6	COMPULSORY
	TOTAL		55		

	<b>SPRING SEMESTER</b>				
<b>YEAR</b>	<b>MODULE RUBRIC</b>	<b>MODULE TITLE</b>	<b>CREDITS</b>	<b>LEVEL</b>	<b>COMPULSORY/OPTIONAL</b>
<b>1</b>	<b>HY 2023</b>	Byzantine History and Civilization	15	<b>4</b>	COMPULSORY
	<b>HY2038</b>	Introduction to historical studies	15	<b>4</b>	COMPULSORY
	<b>IR 2015</b>	Modern European History and Politics	15	<b>4</b>	COMPULSORY
	<b>xxxxxx</b>	Social Sciences option	15	<b>4</b>	COMPULSORY
		(AN 1003, PO 2000, SO 1001)			
	<b>TOTAL</b>		<b>60</b>		
<b>2</b>	<b>HY 3044</b>	European Empires and decolonization	15	<b>5</b>	COMPULSORY
	<b>HY 3147</b>	Topics in History	15	<b>5</b>	COMPULSORY
	<b>PH 3022</b>	Social and Political Philosophy	15	<b>5</b>	COMPULSORY
	<b>xxxxxx</b>	History option	15	<b>5</b>	COMPULSORY
		(HY3026, HY3005, HY3021)			
	<b>TOTAL</b>		<b>60</b>		
<b>3</b>	<b>HY 4055</b>	Advanced topics in History	15	<b>6</b>	COMPULSORY
	<b>HY 4557</b>	Dissertation II	20	<b>6</b>	COMPULSORY
	<b>HY4048</b>	Public History	15	<b>6</b>	COMPULSORY
	<b>HY4061</b>	Greece in the 20 <sup>th</sup> century	15	<b>6</b>	COMPULSORY
	<b>TOTAL</b>		<b>65</b>		

## 2.6 Teaching and Learning Methods

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 and student engagement as opposed to passive student attendance. 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. 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.

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.

Recognizing the importance of pedagogy and research, the College has established the **Deree Teaching and Learning Center** which organizes workshops on current pedagogy, informs faculty about relevant opportunities abroad and seeks external funding for such purposes among other things. It also assists departments with planning and monitoring implementation of a series of events (e.g. lectures, workshops, symposia, round-table discussions, colloquia, retreats) every semester.

## 2.7 Description of modules

In Level 4, students complete modules that: (a) provide a general foundation in historical study and research and help the students transition from studying history at school to studying it at degree level, such as the *HY 2038 Introduction to Historical Studies* module, (b) provide knowledge of the historical continuity and/or change by covering large topics or long periods across time, such as the *HY 2034 History of Ancient Greece*, *HY 2015 History of Roman Empire*, *HY 2023 Byzantine History and Civilization*, *HY 2039 The United States of America: From British Colony to Global Superpower*, and *IR 2015 Modern European History and Politics* modules. In terms of general foundation, students take one module in humanities, by choosing a module from the programmes of Classics, and Philosophy, and one in social sciences, by choosing a module from the programmes of Anthropology, Political Science, and Sociology, in which they develop knowledge of the history of human civilization, the political organization of modern states, issues of global affairs, and contemporary social issues, as well as writing skills that are essential for their research activities.

In Level 5, students proceed with a closer understanding of the process of historical thought by taking *HY 3146 Investigating History*. Writing and re-writing of history is continually making headlines and

this module provides an overview of the recent history of the discipline, which will enrich the students' study of other modules in level 5 and 6 both conceptually and methodologically. The programme offers a range of intellectual challenges and introduces new and exciting topics with modules: *HY 3060 Greece: The Birth of a Modern Nation*, *HY 3040 History of Russia to 1900*, *HY 3044 European Empires and Decolonization*, and *HY 3033 Europe and Islam*. All modules consciously engage with religious, social, and political themes. Students also complete the module of *PH3022: Social and Political Philosophy*, which provides them the opportunity to reflect on how political thought and authority has evolved from the antiquity to contemporary political affairs. Furthermore, students are given the opportunity to start honing their research skills through the module *HY 3147 Topics in History*, which addresses different themes of contemporary interest each year. Students also can take one optional module, such as *HY 3026 Middle East: Power and Ideology*, or *HY 3021 Alexander's Legacy: The Hellenistic World*, or *HY 3005 Intellectual History of Modern Europe*, through which they can further appraise and compare different cultures in their historical context. It is also noteworthy that in all the above modules, students become more familiarized with and develop interpretation skills by engaging with research on both the primary and the secondary sources. Also at this level all modules are assessed on a group project, demonstrating to students the value of effective teamwork and group communication.

In Level 6, students specialize in different regions and chronologies through advanced modules, such as *HY 4053 A Global History of the Cold War*, *HY 4061 Greece in the 20<sup>th</sup> century*, and *HY 4055 Advanced Topics in History*. The structure of these modules is designed to support the students in becoming experts in their chosen area and train how to work with primary sources. Moreover, the two dissertation modules, *HY 4456 Dissertation I*, and *HY 4557 Dissertation II*, allows students to work in a way similar to a professional historian. With the support of a specialized supervisor and a series of informative workshops, students carry out an independent but substantive piece of research. *HY 4048 Public History* further develops the student's employability skills by creating a digital artefact (podcast, poster, virtual exhibition) designed to communicate effectively scholarly research to a non-academic audience. At Level 6, students can further consider the comparative and interdisciplinary dimensions of a topic by taking one optional module, from a variety of choices, such as *IR 4250 Asia and World Affairs*, *IR 4255 Geopolitics*, *IR 4140 Greece and the World*, *PO 4025 Terrorism and Political Violence*, *PH 4135 Philosophy of History*, and *PH 4121 Plato and Aristotle*, as well as one more optional module, which they can choose from the following: *HY 4049 Late Antique Cultures*, and *HY 4054 Thucydides and War Strategies*.

In general, throughout the History curriculum students are familiarized with the various branches and sub-areas of history, from socio-political, international relations, and philosophical perspectives, thus receiving an enriched curriculum that will benefit them in their postgraduate studies and their professional lives.

For a detailed description of the History Programme modules please visit the online college catalog: <https://www.acg.edu/undergraduate/undergraduate-programs/>

## 2.8 Academic Staff

The programme team includes experts in various fields of history and related disciplines. Their short bios and contact e-mails are listed below (alphabetically). All instructors hold office hours each week, which are published per semester in the course information materials for the courses they teach.

➤ **Ms Anna Degleri** Associate Lecturer Email: [degleri@acg.edu](mailto:degleri@acg.edu)

*BA, History, Deree – The American College of Greece; MA, History, the University of East Anglia; MPhil, History, University of East Anglia*

Ms. Degleri has been a member of the Department of History since 1994. She has taught courses in the areas of European History with particular reference to modern Greek history, British history as well as in the Hellenistic Age and in Roman history. Her research interests include 19th c. European and Greek History. She has presented the following works at the Faculty Research Seminar “The International Financial Commission: The Solution to the Problem of the Greek Foreign Debt from 1824 until 1962” and “The British Loan of 1824; Has Anything Changed?” She is currently conducting research on Madame Lieven and her role in the Greek Revolution of 1821. She serves as member to the Student Study Awards Committee.

➤ **Dr. Eleni Drakaki** Assistant Professor Email: [edrakaki@acg.edu](mailto:edrakaki@acg.edu)

*BA, History and Archaeology, University of Crete; MA, PhD, Archaeology and Art History, New York University, Institute of Fine Arts*

Dr. Drakaki has been a member of the Department of History, Philosophy and the Ancient World since 2020. She has taught courses in the area of Classical Mythology and her current teaching also involves courses in Archaeology. Her research interests include the Aegean Bronze Age (with a focus on glyptic production, consumption and ownership in the Mycenaean mainland) as well as the cultural interconnections in the wider Mediterranean region during the 3rd and 2nd millennia B.C.

➤ **Dr. Panagiotis Fourakis** Part-time Instructor Email: [PFourakis@acg.edu](mailto:PFourakis@acg.edu)

*BA, Philosophy, Department of Philosophy, National Kapodistrian University of Athens; MA, Classics, King’s College University of London; PhD, History, École Pratique des Hautes Études, Sorbonne, Paris*

Dr. Panagiotis Fourakis has been a member of the Department of History, Philosophy and the Ancient World since September 2020. He is currently teaching the courses “Survey of Western Civilization I” and “Survey of Western Civilization II” and “History of Ancient Greece”. He is also a member of the Department of School of Business and Economics, Shipping Program where he teaches the course “Maritime History”. His research interests include Ancient History, Military History, Geopolitics and Strategy. His scholarly work includes the publication of two monographs: “*Pericles Argyropoulos. The founder of the Hellenic Naval power*” (in Greek, 2008) and “*The rule of the sea is indeed a great matter. The Naval History of Peloponnesian War*” (in Greek, 2016). He has also published the novel «23-07-2018: In the Eye of the Fire» (in Greek, 2019).

➤ **Dr. Christoph Gassenschmidt** Associate Professor Email: [cgass@acg.edu](mailto:cgass@acg.edu)

*MA (Magister Artium), Modern European History, East-European History and European Ethnology, Albert-Ludwigs-Universität Freiburg; D.Phil, Modern European History, Oxford University*

Christoph Gassenschmidt joined the History Department of the American College of Greece in 1996. He teaches various undergraduate courses in American and Russian History as well as thematic courses

on the Enlightenment, Slaves and Slavery in the US and Modern European Antisemitism and the Holocaust. He had been also engaged in the College's Model United Nation's (MUN) Club where he served as the Academic Advisor. He is also running a lecture series in conjunction with ISGAP (Institute for the Study of Global Antisemitism and Policy) and has become an ISGAP Research Fellow. His current research focuses on Modern Antisemitism and the Holocaust. Dr. Gassenschmidt has published and presented papers on various international conferences and seminars on American, Russian and German History and Holocaust Studies.

➤ **Dr. Eirini Karamouzi** Full Professor/ Associate Dean of Research and Innovation

E-mail: [ekaramouzi@acg.edu](mailto:ekaramouzi@acg.edu)

*B.A., University of Athens; Msc European Politics and Governance, London School of Economics; PhD International History, London School of Economics*

Eirini Karamouzi has been a member of the Deree faculty since January 2023. She is the author of *Greece, the EEC and the Cold War: The Second Enlargement* (2014) and co-editor of *The Balkans in the Cold War* (2017). She has held fellowships at EUI, LSE, Yale University, and the University of Tampere. She is editor of the *Contemporary European History* journal and has published extensively on issues relating to the history of European integration, the European Cold War, peace mobilization in Southern Europe, and Balkan cooperation. She co-directs an AHRC network grant on global anti-nuclear activism. Her current research project deals with the role of tourism and mobility the construction of a Southern European identity.

➤ **Dr. Tobias Myers** Associate Professor Email: [tmyers@acg.edu](mailto:tmyers@acg.edu)

*B.A., University of Colorado at Boulder Classics; M.A., MPhil, Ph.D. Classics (with distinction), Columbia University, New York*

Dr. Myers joined the department of History, Philosophy and the Ancient World in September 2021. He has been affiliated with Connecticut College, USA since 2013. He currently teaches courses in the field of Classics. He also serves as Associate Director of the Institute of Hellenic Culture and the Liberal Arts. His research interests include Homeric Studies, Greek and Latin Literature, Ancient Magic and Religion, The History of Ideas. He is the author of *Homer's Divine Audience: The Iliad's Reception on Mount Olympus* (2019, Oxford University Press). He has also written literary essays for the *Oxford History of Philosophical Concepts* series, and articles on varied topics such as the coherence of Theocritus' pastoral poetic universe, the daimonic cosmology of the witch Simaitha in Theocritus' second Idyll, and the manipulation of temporal and spatial distance in Iliadic battle narratives. Tobias has presented his research at several regional conferences, as well as international conferences at the Open University, King's College London, and the University of Virginia.

➤ **Dr. Metaxia Papageorgiou** Assistant Professor / History Programme Coordinator

Email: [mpapageorgiou@acg.edu](mailto:mpapageorgiou@acg.edu)

*BA, Archaeology and History of Art, National and Kapodistrian University of Athens; MA, Archaeology, MSc, Technology and Analysis of Archaeological Materials, University College London; PhD, Classical Archaeology/Archaeometry, National and Kapodistrian University of Athens/N.C.S.R. "Demokritos"*

Dr. Papageorgiou has been a member of the Deree faculty since 2016. She has developed a teaching portfolio encompassing courses on the Graeco-Roman world, digital heritage display, and public history. Her pedagogical approach combines traditional scholarship with innovative digital tools to enhance the understanding and dissemination of cultural heritage. Dr. Papageorgiou's interdisciplinary research synthesizes archaeological, literary, and scientific evidence to interpret material culture, with a focus on ancient pyrotechnology and the human use of plants, particularly medicinal substances. Her academic contributions include publications in prestigious journals such as *Hesperia* and the *Journal of*

*Archaeological Science*. Her work has been supported by scholarships and funding from esteemed organizations, including the A.G. Leventis Foundation, the European Social Fund, and Greek funds provided by the Hellenic Ministry of Education and the Ministry of Development and Investment. She also has excavation and fieldwork experience, including participation in systematic fieldworks such as the Athenian Agora and Akrotiri (Thera) and salvage excavations with the Greek Archaeological Service. She has collaborated with leading institutions such as the American School of Classical Studies, the National Hellenic Research Foundation, N.C.S.R. “Demokritos,” and the Society for Messenian Archaeological Studies. In addition to her academic endeavors, she has held editorial roles for the *Mediterranean Archaeology and Archaeometry Journal* and the *Digital Encyclopedia of the Hellenic World* and served on the Board of the Hellenic Society for Archaeometry (2018–2024).

➤ **Dr. Alicia Simpson** Assistant Professor Email: [asimpson@acg.edu](mailto:asimpson@acg.edu)

*BA, History, Deree -ACG; MA, Late Antique & Byzantine Studies, King's College London; PhD, Byzantine Studies, King's College London*

Dr. Simpson has been a member of the Deree Faculty since September 2018. She teaches courses in Ancient, Byzantine and Medieval History along with courses in Classical Literature and Culture. Prior to her current position she taught at Koç University, Istanbul, The Open University of Cyprus, and was a Research Fellow in Byzantine Studies at the National Hellenic Research Foundation. Dr. Simpson has been the recipient of several research grants, including a Junior Fellowship in Byzantine Studies at Dumbarton Oaks Research Library in Washington DC, a fellowship in Hellenic Studies at Princeton University, and a National Endowment for the Humanities fellowship at the American School of Classical Studies at Athens. Her research interests focus on Byzantine literature and culture, intellectual history, and the reception of the classical tradition. She is the author of *Niketas Choniates: A Historiographical Study* (Oxford University Press, 2013) and the editor of *Byzantium, 1180-1204: The Sad Quarter of a Century?* (National Hellenic Research Foundation, 2015).

➤ **Dr. Feryal Tansuğ** Associate Professor Email: [FTansug@acg.edu](mailto:FTansug@acg.edu)

*BA Sociology, Middle East Technical University; MA History, Bilkent University; PhD Social and Economic History of the Ottoman Empire, University of Toronto*

Feryal Tansuğ joined the Department of History at Deree in January 2024. Prior to her appointment at ACG, she had been teaching at Bahçeşehir University in İstanbul since February 2009. Her research interests include intercommunal and multireligious interactions in the Mediterranean, transnational history and Aegean islands. She is recipient of various research grants and has published extensively in peer-reviewed international journals. Her more recent monograph was published by Peter Lang in 2018 and is titled *İzmir/Smyrna 1826-1864: Greek-Turkish Relations in a Late Ottoman City*

➤ **Dr. Haris Vlavianos** Full Professor Email: [vlavianos@acg.edu](mailto:vlavianos@acg.edu)

*BSc, Economics and Philosophy, University of Bristol; MPhil, DPhil in Politics and History, University of Oxford (Trinity College)*

Dr. Vlavianos is Professor of History, History of Ideas and Political Theory at the ACG. He is also a well-known contemporary Greek poet, critic, translator and editor. His doctoral thesis entitled, *Greece 1941-1949: From Resistance to Civil War* was published by Macmillan (1992) and won the “Fafalios Prize”. He has published numerous articles on contemporary Greek history and politics and thirteen collections of poetry. His latest collection, *Self-Portrait of White* (2018) was awarded the National Poetry Prize, the Academy of Athens Poetry Prize, and the Critics’ Poetry Prize. He has also published a collection of thoughts and aphorisms on poetry and language and poetics. His semi-fictional historical book, entitled, *Hitler’s Secret Diary: Landsberg Prison November 1923-December 1924*, was published in 2015 has received very positive reviews in many journals, such as the “Monde

Diplomatique". He is the editor of the influential literary journal "Poetics" and Poetry Editor at Patakis Publications. Many of his books have been translated and published in England, Germany, France, Italy, Sweden, Holland, Spain, Bulgaria, Rumania, and his poems have appeared in numerous European and American journals and anthologies. For his contribution in promoting Italian literature in Greece, through his translations and essays, the President of the Italian Republic bestowed upon him the title of "Cavaliere of the Arts and Letters".

It should be noted that although faculty members typically teach modules that relate directly to their specialization and/or research interests, it is DERE-ACG policy that instructors do not "own" modules. Specifically, lecturers may design a particular module and be expected to teach it, but this does not necessarily mean that they will be the only ones to do so. Module assignment usually takes place on the basis of a lecturer's expertise and scholarship engagement especially in upper level modules. It is further noted that modules are in the care of the department and responsibility for them is assigned on an annual basis by the Head of Department. The faculty teaches at least one section of an introductory module or L5 multi-section module.

Kindly refer to the Table 4 on page 15 which displays the History teaching staff associated with the programme's modules.



Table 4. Teaching staff associated with modules

HISTORY MODULES			HISTORY AREA FACULTY									
RUBRIC	COURSE TITLE	LEVEL	DEGLERI ANNA	DRAKAKI ELENI	FOURAKIS PANAGIOTIS	GASSENCHMIDT CHRISTOPH	KARAMOUZI EIRINI	MYERS TOBIAS	PAPAGEORGIOU METAXIA	SIMPSON ALICIA	FERYAL TANSUG	VLAVIANOS HARIS
HY 2038	Introduction to Historical Studies	4								•		
HY 2034	History of Ancient Greece	4		•	•				•			
HY 2015	History of the Roman Empire	4	•									
HY 2023	Byzantine History and Civilization	4								•		
HY 2039	United States of America: from British colony to global superpower	4	•			•						
CL 2010	Ancient Greek and Roman Epic poetry	4						•				
PO 2000	International Organizations	4					•					
HY 3146	Investigating History	5					•				•	
HY 3033	Europe and Islam	5								•		
HY 3147	Topics in History (instructor varies year to year)	5				•	•			•	•	•
HY 3005	Intellectual History of Modern Europe	5									•	•
HY 3044	European Empires and decolonization	5					•				•	
HY 3021	Alexandre's legacy: The Hellenistic World	5								•		
HY 3026	Middle East: Power and Ideology	5									•	
HY 3040	History of Russia to 1900	5	•			•						
HY 3060	Greece: The Birth of a modern Nation	5									•	•
HY 4048	Public History	6							•			
HY 4053	A Global History of the Cold War	6					•			•		
HY 4155	Advanced Topics in History (instructor varies year to year)	6				•	•			•	•	•
HY 4061	Greece in the 20th century	6					•					•
HY 4456	Dissertation I	6					•		•	•	•	
HY 4557	Dissertation II (students select their academic supervisor)	6										
HY 4049	Late Antique Cultures	6								•		
HY 4054	Thucydides and War strategies	6			•							

## 2.9 The History Academic Society

Academic Societies offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area. Consisting of members elected annually, the Governing Body of the History Society represents History students for academic matters and the organization of extra-curricular events. They communicate with the faculty and administration. We would like to encourage all new and existing History students to get involved with the Society so as to make the most of the academic and extra-curricular opportunities offered by the programme.

Email: [grp-historysocietystudents@acg.edu](mailto:grp-historysocietystudents@acg.edu)

Instagram group: <https://www.instagram.com/dereehistorysociety/>

Facebook group: <https://www.facebook.com/groups/1612784985664745>

## 2.10 Programme Resources

### 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>
- 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.

### Library resources

Library resources have been expanded considerably since validation. The present situation is as follows:

**John S. Bailey Library** provides extensive print, electronic and audio-visual resources in support of the College's academic programmes. The attractive, quiet and modern environment offers an ideal setting for students to study, conduct research, connect with peers, or read for pleasure. Students, faculty and staff have access to a large collection of print and non-print resources including 118,000 books, 420,000 e-books, more than 38,000 academic journals, 225 newspapers titles and a more than 2.200 educational films and CDs. These resources and other research tools are accessible through the library's website ([library.acg.edu](http://library.acg.edu)) on campus as well as remotely.

Students studying History have access to a large collection of books and to hundreds of academic journals in full text 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:

- **Communications of the ACM:** articles; conference proceedings; provided by the worldwide computing industry standards organization.
- **ScienceDirect:** citations and abstracts from over 3,200 journals. Full text access to over 480 scholarly journals in the social and behavioral sciences, including psychology, sociology, business and management, and more.

- **Academic Search Premier (EBSCO):** a multidisciplinary database with access to articles covering all academic disciplines. More than 4.700 titles are available in full text of which more than 4.000 are peer-reviewed.
- **Annual Reviews:** Access to the Annual Reviews' "Social Sciences Collection", which includes full text access of current issues (with a short backfile) of eight journals in the social sciences.
- **Credo Reference:** a collection of over 270 online reference books by SAGE Publications in various fields of study (business, geography, law, medicine, psychology, religion, science and the social sciences).
- **DSI - All That Stats:** access to an array of statistical data from OECD, the European Union, the IMF and UNIDO, as well as a variety of US and German official and central bank statistics.
- **SocIndex with Full Text (EBSCOhost):** Citations, abstracts and full text periodical articles, monographs and conference papers on sociology, its sub-disciplines and related areas of study. Includes full text for more than 800 journals, 800 monographs and 16,000 conference papers.
- **EBSCO ebook Collection:** a collection of over 132.000 ebooks covering all academic disciplines.
- **GreenFILE (EBSCO):** 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 leading scholarly journals across the humanities, social and natural sciences. Includes core periodical titles on art and art history.
- **Opposing Viewpoints in Context:** 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 Handbooks Online:** A collection of 880 handbooks in a variety of academic fields including psychology, business and management, political science, economics and finance, philosophy, literature, classical studies, and history all published by Oxford University Press.
- **Oxford Reference:** A collection of over 200 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.
- **Passport (Euromonitor):** integrated access to market size data for more than 300 consumer products; demographic, economic and lifestyle statistics; industry, company, country and consumer lifestyle reports, as well as comments from expert analysts. Covers more than 200 countries.
- **Project Muse:** A full text collection of current content from over 160 scholarly journals in the fields of the humanities and the social sciences.
- **Sage Premier:** An electronic collection of more than 1000 peer-reviewed journals including highimpact research titles published on behalf of over 500 scholarly and professional society. Covers a wide range of academic disciplines including business; humanities; social sciences; science, technology, medicine; and more.
- **SIRS Issues 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.
- **Statista:** Access to over 1 million statistics gathered by market researchers, trade organizations, scientific publications, and government sources. Statista consolidates statistical data on over 80,000 topics from more than 22,500 sources. Content can be downloaded in image, PowerPoint or Excel format.

For resources not readily available, the library offers document delivery services through the union catalogue of serials of the National Network of Academic and Scientific Libraries. Pay-per-article and

document delivery services are also available from OCLC, partner AMICAL libraries, The British Library, as well as through a variety of vendors and publishers. The print and audio-visual collections are organized according to international cataloguing rules. All library functions, including cataloguing, acquisitions, circulation, reserves and the public access catalogue are managed through an integrated library automation system. The web-based public access catalogue is accessible to anyone through the Internet. Library holdings are also listed in OCLC's WorldCat database. All library collections are enriched throughout the academic year in close collaboration with faculty in accordance with the developing needs of each academic area. Online resources are carefully evaluated by librarians, faculty and students through trial and benchmarked against other peer international and US libraries supporting similar programmes. In addition to a wide range of resources, the library offers to incoming students training sessions in information discovery and research. Students learn how to use the library website to access, select, evaluate and effectively use information resources. Moreover, in collaboration with faculty, special training sessions are organized for the needs of specific modules or disciplines. The reference desk is staffed throughout the day by specially trained personnel who can assist students and faculty in using the library and its various resources. The library provides 30 computer workstations, viewing and listening stations, ample space for studying, individual study carrels and comfortable seating. A wireless network allows users to access all electronic resources from their laptops, tablets or hand-held devices. Printing and photocopy facilities are also available.

In Spring 2021, the Library launched **LibChat**, a live chat platform which allows users to communicate with library staff in real-time through instant messaging. **LibChat** is especially convenient for users who need a quick answer to a question or need to troubleshoot a technical issue. However, it also includes screen sharing as well as an option to seamlessly connect with users through Zoom when a longer meeting is necessary. **LibChat** is available throughout the morning and early afternoon hours.

### **Multimedia resources**

- Microsoft Office: 750 licenses currently in operation. Licenses are per machine and are renewed every 5 years.
- SPSS: 100 licenses currently in operation. Licenses are concurrent and are renewed annually.
- E-VIEWS: 20 licenses currently in operation. Licenses are per machine and are renewed annually.
- STATA: 25 licenses. Licenses are concurrent and are renewed annually.
- MATLAB: 30 licenses. Licenses are concurrent and are renewed annually.
- NVIVO: 20 licenses. Licenses are per machine and are renewed annually.
- QUALTRICS: The institutional license is renewed annually.
- REFINITIV THOMSON REUTERS EIKON DATASTREAM: 15 licenses. Licenses are concurrent and are renewed annually.
- BLOOMBERG: 12 licenses. Licenses are concurrent and are renewed annually.
- Blackboard platform: The institutional license is renewed annually.
- Turnitin Plagiarism Detection software: The institutional license is renewed annually.
- Premiere editing suite: installed on lab computers for teaching and student use.

### **Information Resources and Technology**

Information technology is integral to all aspects of academic life at The American College of Greece, including teaching and learning, research and creative endeavors, outreach, administration, and student life. The systems and services impact virtually every aspect of campus life and are central to the academic enterprise as well as administrative processes. As the provider of technology and

technology services at The American College of Greece, the Information Resources Management (IRM) department is committed to technology innovation consistent with the College's strategic plan.

The IRM Department consists of the following divisions:

- **Administrative computing:** refers to computing applications that support administrative processes that are institution-wide. Its purpose is to improve the capability to cost-effectively manage ACG's resources and serve the administrative needs of faculty, student and staff constituents.
- **Academic computing:** consists of information technology tools, methods and services which allow faculty to improve their teaching and provide an enhanced learning environment for students.

### **Academic Computing**

Systems and services, for which Academic Computing is responsible, include the following:

#### **• Instructional Technology**

A specialized online content management system, Blackboard Learn, is used in modules to enhance the student experience and support the instructional program.

Through Blackboard, students can access online module materials and interact with the instructor and other students in the class. Blackboard is widely used at ACG to enhance and support classroom teaching. The services that can be accessed through Blackboard include the following:

- Access module materials (including text, images, video, audio).
- Access quizzes and surveys.
- Set and receive assignments.
- Communicate with students through online discussions, real-time chat and an interactive whiteboard.
- Track student progress and manage grades.
- Provide feedback to students.
- Access to electronic textbooks.

Since Spring 2014, the College has introduced electronic learning resources to undergraduate modules. Students registering for these modules have received the required textbook(s) in an electronic format (e-book) along with various other electronic module materials, accessed through Blackboard. The adoption of e-books introduced DERE students to new learning methods based on interactive, enhanced content and searchable electronic resources. Appropriate faculty and student guides on how to access and use this new service have been created.

#### **• Interactive collaboration and sharing**

Appropriate training is provided to all students during the first semester of classes and also a thorough user manual is available. Faculty specialized training is provided to all new college faculty as part of their college induction program. Additional more focused training on specific features (e.g. Wikis) are organized throughout the semester.

### **Student Software**

#### **• Microsoft Student Advantage**

The IRM department of The American College of Greece, is providing Microsoft Office 365 Pro Plus to all registered students at no cost via the Microsoft Student Advantage program. This agreement between ACG and Microsoft allows the College to provide current students with the latest version of full Office at school and at home. The license to use the software is provided and validated to all students through the college email system (@acg.edu).

### • Microsoft e-Academy

The College's Microsoft campus agreement requires that the e-academy Electronic License Management System (ELMS) is made available to all students of the ACG community. ELMS is a web-based management system which easily enables students to download Microsoft software and use it for educational purposes. The use of ELMS for the management and distribution of software in the Academic Alliance Program is made available by Microsoft and e-academy (Microsoft partner) as a student benefit, free of charge. Students may use the software that is provided through ELMS for non-commercial purposes including instructional use, research and/or design, development and testing of projects for class assignments, tests or personal projects.

The **Technology Enhanced Classroom** initiative at ACG enables instructors and students' access, tools and resources available beyond the traditional classroom. Classrooms are equipped with IT resources designed to extend and broaden the learning experience. From faculty lectures to student presentations, users are able to display multimedia and web enabled information throughout the ACG network of technology enhanced classrooms. All classrooms are equipped with a ceiling mounted video projection system specifically designed to meet the requirements of each classroom environment. A projection screen provides an ideal viewing surface for data or video, displaying clear, bright images.

Every classroom features a teaching station that is specially designed to house the room's technology. The teaching station also features a retractable keyboard and mouse tray, along with a built-in LCD monitor, which provides the ability to display the same image on both the built-in monitor and projection system, thus allowing instructors to maintain eye contact with students. A VCR/DVD/Blue Ray player that incorporates high quality video in the classroom is also provided. The system is complemented by the latest sound amplifier technology and wall mounted speakers. All classrooms are connected to ACG's high speed backbone and some of them also offer wireless connectivity. Training for maximum use of equipment in Technology Enhanced classrooms is provided by Media Centre staff.

### Media Centres

The Media Centres at The American College of Greece support the instruction and research needs of ACG's faculty, students, staff and alumni by providing facilities, collections and expertise for researching, viewing and producing a wide range of media. The Centres provide equipment and expertise for producing video for classroom and extracurricular projects. Digital cameras, camcorders and audio recorders are available for loan to support the academic community. Multimedia stations are available for editing audio and video, scanning and manipulating images, and creating presentations. Workshops (offered on demand during the term) provide instruction on multimedia hardware and software available in the Centre. The Centre's media collection comprises more than 1,000 DVDs and 1,500 videotapes, as well as audiotapes, CDs, and CD-ROMs on a wide variety of subjects.

The Media Centre has equipment and support for digitizing and editing audio, video and images. This facility is also equipped to repair, duplicate, transfer, and convert the presentation of media materials into the most popular audio and video formats. The Media Center serves several locations on all campuses, including DERE's Main Building and the Communications Building.

## 2.11 External Examiner

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. Sarah Ward Clavier  
Associate Professor in History, UWE Bristol

➤ Dr. Katy Soar  
Senior Lecturer in Classical Archaeology, School of Humanities, University of Winchester

## 2.12 Work-Related Activities

While you may gather a great deal of information in your modules, there is no substitute for direct experience in a professional environment. Work-related activities allow you to get “hands-on” experience and, therefore, constitute a pertinent learning tool. The ***HY 4XXX Internship in History option through the US degree*** provides opportunities for the development of practical skills in contexts where professional criticism is both immediate and constructive. It also furnishes you with opportunities to observe and understand connections between coursework and skills needed to perform effectively in a professional environment. Internships aid in the identification of knowledge and skills essential to doing well in a particular profession, give you the opportunity to demonstrate your professionalism and, therefore, increase the credibility of your degree. In addition, because the internship experience requires a great deal of personal responsibility, it enhances your professional confidence and provides an important step in your personal and professional maturation process. The work-based learning internship placement, may take place, for example, in a research centre, archive, a public organization, or a museum.

## 2.13 Exit awards

The Open University awards offered by the College are Honours awards. In addition, exit awards are offered at intermediate stages: Ordinary degrees leading to the BA Ordinary, the Diploma of Higher Education (DipHE) and the Certificate of Higher Education (Cert HE). The credit requirements for each of these awards are as follows:

### I. Certificate of Higher Education in History

Upon completion of level 4 (120 credits or 8 15-credit modules students have: 1) a basic grasp of the concepts and principles of History; 2) a series of basic transferable interpersonal, research and writing skills that are applicable to the professional world; 3) the knowledge and skills necessary for further progression in the field

### II. Intermediate Level

*The intermediate level includes the Diploma of Higher Education in History and the ordinary (non-Honours) degree in History*

In accordance with the framework for higher education qualifications, holders of qualifications at this level will have developed a deeper understanding of conceptual and theoretical frameworks and argumentation in the field of History, as well as being in a position to evaluate the applicability of those theories in resolving particular problems or issues in this field.

### Ila. Diploma of Higher Education in History

Designed to follow upon the Certificate of Higher Education in History, the Diploma of Higher Education in History, broadens and deepens students’ engagement in the field of History through courses that enlist both synchronic and diachronic pathways of study. Upon completion of levels 4 and 5 (240 credits of 16 15-credit modules) students have: 1) a solid grasp of the concepts and principles of history; 2) a series of transferable interpersonal research and writing skills that are applicable to the

professional world; 3) the knowledge and skills necessary for further progression in the field—for example for the BA Ordinary or BA (Hons) of Higher Education in History.

## **IIb. BA (Ordinary) in History**

Upon completion of 300 credits (20 15-credit modules) students have: 1) a solid grasp of the concepts and principles of History; 2) acquired skills in historical research, critical thinking, and the written presentation of data and oral expression that are transferable to the professional world; 3) Develop abilities to recognize the continuity and/or discontinuity of past experiences with contemporary ones; 4) the knowledge and skills necessary for further progression in the field—for example, for the final modules of a BA (Hons) programme in History such as that at DERE, The American College of Greece.

## **2.14 Opportunities for Graduates**

Having successfully fulfilled the requirements of the programme the graduates can:

- undertake postgraduate studies abroad in fields similar or different to their undergraduate work, in order to expand their intellectual horizons but also to refine their vocational training.
- pursue careers in education, museums, libraries, research institutes, think tanks, NGOs, civil service, and heritage industry as well as in different paths in consultancy, management, publishing houses, journalism, MNEs, and cultural tourism.
- follow careers in domestic and international organizations.
- possess an educational background that is particularly relevant in departments dealing with decision-making, strategic planning, analysis, customer service.

### **2.14.1 The Office of Career Services**

Established in 1976, the Office of Career Services at Dere – The American College of Greece has since been helping students and alumni chart their professional course to achieve fulfilling and rewarding careers. ACG students and alumni are successfully placed in the Greek job market continuously, and today hold a strong presence in a wide range of companies and organizations around the world. Career Services builds relationships and longstanding collaborations with employers.

Career Services help **students** to:

- Build and project key competencies for career readiness and employability
- Make conscious career-decisions with our guidance
- Search and apply effectively for jobs, internships and graduate studies
- Meet employers and network appropriately to secure work opportunities

Career Services help **alumni** to:

- Decide on change of field or job roles
- Search and apply effectively for jobs and graduate studies

Career Services work with **employers** to:

- Open job and internship opportunities for our students and alumni
- Inform students on current and future job market trends

For more information, please visit:

Student and Alumni Services:

<https://www.acg.edu/current-students/student-services/career-services/for-students/>

Employer Services:

<https://www.acg.edu/current-students/student-services/career-services/for-employers/>



### **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 are governed by criteria that 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 DERE 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

##### **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.

**Table 5. Assessment Method Mapping**

COURSE	COURSE TITLE	ASSESSMENT TYPE	WEIGHT
<b>COMPULSORY MODULES - LEVEL 4</b>			
<b>HY2038</b>	<b>Introduction to Historical Studies</b>	Reflection Essay on an assigned reading for seminar class (800 words) - <b>summative</b>	15
		Annotated Bibliography on a selected topic: 1,200 words – <b>summative</b>	35
		3. Book/Article Review Essay: 1,400 words - <b>summative</b>	50

<b>HY2034</b>	<b>History of Ancient Greece</b>	Active participation in class discussions; worksheets and review questions; <b>formative</b>	0
		Term essay on a selected topic (prerequisite for the summative assessment) <b>summative</b>	P/F
		Term Essay on the same selected topic that has incorporated the instructor's feedback (1200 words)- <b>summative</b>	35
		A small reflection piece on how feedback helped in changing the essay (600 words)	15
		Final examination (2-hour- essay questions) - <b>summative</b>	50
<b>HY 2015</b>	<b>History of the Roman Empire</b>	Active participation in class discussions; worksheets and review questions; <b>formative</b>	0
		Term essay on a selected topic (prerequisite for the summative assessment) <b>summative</b>	P/F
		Term Essay on the same selected topic that has incorporated the instructor's feedback (1200 words)- <b>summative</b>	35
		A small reflection piece on how feedback helped in changing the essay (600 words – <b>summative</b>	15
		Final examination: (2-hour), essay questions – <b>summative</b>	50
<b>HY2023</b>	<b>Byzantine History and Civilization</b>	Active participation in class discussions; worksheets and review questions; formative- <b>formative</b>	0
		Term essay on a selected topic (prerequisite for the summative assessment) <b>summative</b>	P/F
		Term Essay on the same selected topic that has incorporated the instructor's feedback (1200 words)- <b>summative</b>	35
		A small reflection piece on how feedback helped in changing the essay (600 words) - summative	15
		Final examination (2-hour, essay questions) – <b>summative</b>	50
<b>HY20XX</b>	<b>The United States of America: From a British colony to a Global Superpower</b>	Active participation in class discussions; worksheets and review questions; - <b>formative</b>	0
		Term essay on a selected topic (prerequisite for the summative assessment) <b>summative</b>	P/F
		Term Essay on the same selected topic that has incorporated the instructor's feedback (1200 words)- <b>summative</b>	35
		A small reflection piece on how feedback helped in changing the essay (600 words) – <b>summative</b>	15

		Final examination (2-hour, essay questions) – <b>summative</b>	50
<b>IR 2015</b>	<b>Modern European History and Politics</b>	Essay type in class/take home assignment – <b>formative</b>	0
		Class participation- <b>summative</b>	10
		Portfolio of assessments on a case study 1200 words: Annotated Bibliography, Visual Summary, Essay- <b>summative</b>	10 10 20
		Final examination (2-hour, comprehensive) – <b>summative</b>	50
<b>OPTIONAL MODULES - LEVEL 4 (one of the following three)</b>			
<b>EN2218</b>	<b>Texts and Contexts</b>	Active engagement in online and in-class activities – <b>formative</b>	0
		Portfolio of critical responses 2500 words- <b>summative</b>	50
		Final examination- 1000-1200 words: Two essays (500-600 words each); or, one explication (300-400 words) and one essay (700-800 words); or, three explications (350- 400 words each) (2-hour) <b>summative</b>	50
<b>PH1000</b>	<b>Introduction to Philosophy</b>	In-class, 1-hour, “diagnostic” test - <b>formative</b>	0
		In-class midterm examination( 1hour) short essay type questions- <b>summative</b>	40
		Final Examination (2 hour comprehensive) <b>summative</b>	60
<b>CL2010</b>	<b>Ancient Greek and Roman Epic poetry</b>	Mini essay type questions take-home questions; classroom participation – <b>formative</b>	0
		Portfolio of Assessments, including short essays and quizzes spaced throughout the semester – <b>summative</b>	50
		Final Examination(2 hours)-essay type questions- <b>summative</b>	50
<b>OPTIONAL MODULES - LEVEL 4 (one of the following three)</b>			
<b>AN1003</b>	<b>Cultural Anthropology</b>	Mock Exam - <b>formative</b>	0
		Mid-term Exam- <b>summative</b>	40
		Final Exam – <b>summative</b>	60
<b>PO2000</b>	<b>International Organizations</b>	Term essay on a selected topic (prerequisite for the summative assessment) – <b>summative</b>	P/F
		Term Essay on the same selected topic that has incorporated the instructor’s feedback (1200 words)- <b>summative</b>	35
		A small reflection piece on how feedback helped in changing the essay (500 words) - <b>summative</b>	15
		Final examination (2-hour, essay questions) – <b>summative</b>	50

<b>SO1001</b>	<b>Sociology of Modern Life</b>	Midterm Examination (essay questions)- <b>summative</b>	40
		Final Exam essay (2 hours)- <b>summative</b>	60
<b>COMPULSORY MODULES - LEVEL 5</b>			
<b>HY3146</b>	<b>Investigating History</b>	Draft essays- <b>formative</b>	0
		Portfolio of Assessments - <b>summative</b>	40
		Oral presentation of Bibliographical essay- <b>summative</b>	10
		Bibliographical essay (2,500 words) – <b>summative</b>	50
<b>HY 3060</b>	<b>Greece: The Birth of a Modern Nation</b>	Annotated Bibliography; draft paper- <b>formative</b>	0
		Group project – <b>summative</b>	10
		Term paper (2500 words) – <b>summative</b>	50
		Final examination (2-hour, comprehensive) – <b>summative</b>	40
<b>HY3040</b>	<b>History of Russia to 1900</b>	Annotated Bibliography; draft paper- <b>formative</b>	0
		Group project – <b>summative</b>	10
		Term paper (2500 words) – <b>summative</b>	50
		Final examination (2-hour, comprehensive) – <b>summative</b>	40
<b>HY 3044</b>	<b>European Empires and Decolonization</b>	Group project – <b>summative</b>	10
		Term paper (2500 words) – <b>summative</b>	50
		Final examination (2-hour, comprehensive) – <b>summative</b>	40
<b>PH 3022</b>	<b>Social and Political Philosophy</b>	Class presentation (individual or group) or home assignment - <b>formative</b>	0
		Term project - <b>summative</b>	40
		Final Examination (2-hour, comprehensive) - <b>summative</b>	60
<b>HY 3033</b>	<b>Europe and Islam</b>	Group project - <b>summative</b>	10
		Term paper (2500 words) – <b>summative</b>	50
		Final Examination (2-hour, comprehensive) - <b>summative</b>	40
<b>HY3147</b>	<b>Topics in History</b>	Group project - <b>summative</b>	10
		Term paper (2500 words) - <b>summative</b>	50
		Final Examination (2-hour, comprehensive) - <b>summative</b>	40
<b>OPTIONAL MODULES - LEVEL 5 (One of the following three)</b>			
<b>HY 3005</b>	<b>Intellectual History of Modern Europe</b>	Annotated bibliography-draft paper - <b>formative</b>	0
		Group Project - <b>summative</b>	10
		Term paper (2500 words) - <b>summative</b>	50
		Final Exam (2 hours essay questions) - <b>summative</b>	40

<b>HY3021</b>	<b>Alexander's Legacy: The Hellenistic world</b>	Annotated bibliography; draft paper - <b>formative</b>	0
		Group Project - <b>summative</b>	10
		Term paper (2500 words) - <b>summative</b>	50
		Final Exam (2 hours essay questions) - <b>summative</b>	40
<b>HY 3026</b>	<b>Middle East: Power and Ideology</b>	Annotated bibliography; draft paper - <b>formative</b>	0
		Group Project - <b>summative</b>	10
		Term paper (2500 words) - <b>summative</b>	50
		Final Exam (2 hours essay questions) – <b>summative</b>	40
<b>COMPULSORY MODULES - LEVEL 6</b>			
<b>HY4061</b>	<b>Greece in the 20th century</b>	Gobbet exercises - <b>formative</b>	0
		Oral Presentation - <b>summative</b>	10
		Term paper (3500 words)	60
		Final Exam (2 hour with essay questions and response to gobbets)- <b>summative</b>	30
<b>HY4053</b>	<b>A Global History of the Cold War</b>	Gobbet exercises - <b>formative</b>	0
		Oral Presentation - <b>summative</b>	10
		Term paper (3500 words)	60
		Final Exam (2 hour with essay questions and response to gobbets)- <b>summative</b>	30
<b>HY4048</b>	<b>Public History</b>	Project proposal and presentation- <b>formative</b>	0
		Digital Artefact - <b>summative</b>	70
		Written interpretation of artefact (1500 words) - <b>summative</b>	30
<b>HY4055</b>	<b>Advanced Topics in History</b>	Gobbet exercises- <b>formative</b>	0
		Oral presentation- <b>summative</b>	10
		Term paper (3500 words)	60
		Final exam (2 hour with essay questions and response to gobbets)- <b>summative</b>	30
<b>HY4456</b>	<b>Dissertation I</b>	participation of informative workshops	0
		Dissertation proposal (2,500 words including bibliography)- <b>summative</b>	100
<b>HY4557</b>	<b>Dissertation II</b>	Meeting with supervisor; Draft of Dissertation ( up to 3000 words)	0
		Dissertation oral defense	20
		Dissertation (10.000 words including footnotes but excluding bibliography)- <b>summative</b>	80
<b>OPTIONAL MODULES -LEVEL 6 (one of the following two)</b>			
<b>HY4049</b>	<b>Late Antique Cultures</b>	Gobbet exercises – <b>formative</b>	0
		Oral Presentation – <b>summative</b>	10
		Term paper (3500 words) – <b>summative</b>	60

		Final examination (2-hour comprehensive) – <b>summative</b>	30
<b>HY 4054</b>	<b>Thucydides and War Strategies</b>	Gobbet exercises – <b>formative</b>	0
		Oral Presentation – <b>summative</b>	10
		Term paper (3500 words)- <b>summative</b>	60
		Final examination (2-hour comprehensive) – <b>summative</b>	30
<b>OPTIONAL MODULES -LEVEL 6 (one of the following six)</b>			
<b>PO 4025</b>	<b>Terrorism and Political Violence</b>	An annotated bibliography in preparation for the research paper – <b>formative</b>	0
		Individual Presentation on key issues regarding terrorism and political violence	10
		Midterm examination – <b>summative</b>	30
		Term paper-3000-4000 words – <b>summative</b>	60
<b>IR 4255</b>	<b>Strategy and Geopolitics</b>	"Diagnostic" coursework - <b>formative</b>	0
		Written examination (1-hour) - <b>summative</b>	30
		Research Paper-3000words - <b>summative</b>	60
		Class participation- <b>summative</b>	10
<b>IR 4250</b>	<b>Asia in World Affairs</b>	In class presentation/case discussion - <b>formative</b>	0
		Take home assessment-Policy Recommendation essay-type question (12 hours) - <b>summative</b>	40
		Term project - <b>summative</b>	60
<b>IR 4140</b>	<b>Greece and the World</b>	In-class, 1-hour, “diagnostic” test – <b>formative</b>	0
		Annotated bibliography for the term project - <b>formative</b>	0
		Midterm Examination (1-hour) – <b>summative</b>	40
		Research project with individual presentation - <b>summative</b>	45 15
<b>PH4135</b>	<b>Philosophy of History</b>	Class presentation- <b>formative</b>	0
		Mid-term Examination- <b>summative</b>	40
		Research Paper (3,000-3,500 words)- <b>summative</b>	60
<b>PH4121</b>	<b>Plato and Aristotle</b>	Class presentation- <b>formative</b>	0
		Mid-term Examination (1 hour) essay type questions- <b>summative</b>	40
		Research Paper (3,000-3,500 words)- <b>summative</b>	60

### 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.

### **Programme Committee**

The, Frances Rich School of Arts, Humanities and Social Sciences 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 of the School. This ensures that the student community has a voice in decisions about curriculum, teaching and learning, and the development of the Frances Rich School of Arts, Humanities and Social Sciences

### **Departmental Academic Society**

Students are encouraged to engage with the Academic Society of the History programme for conveying, or remaining informed about, any issues and developments related to their studies or student life in general. Please also see Section 2.9 of this document.

### **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 Business and Economics 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 Business and Economics 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 Business and Economics faculty team. 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 on 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 there has been a material administrative error, an assessment was not conducted in accordance with the current regulations for the programme 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 Student Resources – 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 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 (Appendix 12, p. 68-69 – Regulatory Framework for validated awards of the Open University for institutions offering dual awards).

### **3.8 Complaints Procedure**

Complaints are specific concerns about the provision of a course / module or a programme 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](http://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 programme 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 DERE-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](http://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 email 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 Programme combines and provides a first-of-its-kind career and academic programme 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 on-going 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**

Class attendance is mandatory. Attendance and performance in class are closely correlated. Lack of attendance necessarily means that a student has not achieved the desired learning experience that course requires.

For purposes of mitigating circumstances, such as illness or other serious matters, the College allows students to miss up to 20% of class time. This applies to all courses. For certain courses instructors could take absences into account and lower a student's grade based on the marking criteria and learning outcomes of the course.

Absence from a class does not exempt a student from completing the work for that class. Students who have exceeded the 20% threshold of absences for serious mitigating circumstances will be referred by the instructor to the Registrar's Office. The Registrar will in turn inform the Committee on Academic Standards and Policies (CASP) 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/or receive an F grade).

The only mitigating circumstance related to health, acceptable for excusing absences beyond the maximum is hospitalization. It is the student's responsibility to be aware of the number of absences in each course or module.

## **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.

## **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 DERE faculty for DERE 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 on line College Catalog. Re-admitted students are required to follow the programme 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.

#### **Special Needs**

You are expected to declare any special needs that would affect your safety in the event of a fire or earthquake, e.g. hearing impairment or the use of a wheelchair. Students with special needs must declare their special need, 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**

According to Greek law, smoking is prohibited in all educational institutions. All types of smoking, including vaping, are prohibited in all indoor and outdoor College areas.

**Additional documentation:**

- The **Undergraduate Online Catalog** (including Regulations for Validated Awards of the Open University) can be found at: <https://www.acg.edu/undergraduate/undergraduate-programs/>
- The **HISTORY Programme Specification** document is accessible via the BlackBoard CMS.