

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES (UNIVERSITY OF PATRAS) FACULTY OF HUMANITIES AND PHILOSOPHY (SAPIENZA UNIVERSITY OF ROME)		
DEPARTMENT	DEPARTMENT OF PHILOLOGY (UNIVERSITY OF PATRAS) DEPARTMENT OF EUROPEAN, AMERICAN AND INTERCULTURAL STUDIES (SAPIENZA UNIVERSITY OF ROME)		
LEVEL OF COURSE	POSTGRADUATE		
COURSE CODE		SEMESTER OF STUDIES	
COURSE TITLE	Ionian Islands: Western Dominions and Cultural Transfers		
INDEPENDENT TEACHING ACTIVITIES In case the credit units are awarded to distinct parts of the course (e.g. Lectures, Laboratory Exercises, etc.), specify them accordingly. If the credit units are awarded as a whole for the entire course, indicate the weekly teaching hours and the total number of credit units.		TEACHING HOURS PER WEEK	ECTS CREDITS
		3 (13 weeks)	10
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail in section 4.			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Field		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS :	ENGLISH		
METHOD OF COURSE DELIVERY <i>Face-to-face (Percentage:) Synchronous distance learning (Percentage) Asynchronous distance learning (Percentage)</i> <i>(In case of synchronous distance learning, indicate the weekly teaching duration in minutes)</i>	80% face-to-face – 20% asynchronous distance learning		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes

Upon successful completion of the course, students will be able to:

- demonstrate an in-depth understanding of the role of the Ionian Islands as a cultural and political hub in the Mediterranean during the early modern and modern periods
- analyze the complex historical, political, and cultural dynamics that shaped the region, situating them within a broader Mediterranean and intercultural framework
- interpret literary texts in relation to their historical and geopolitical context, recognizing literature both as a reflection of and an active agent in cultural processes
- critically assess the concept of the literary canon, moving beyond nation-centered approaches and adopting comparative and trans-Mediterranean perspectives
- identify and analyze intercultural relations between Greek, Italian, and other cultural traditions within the context of the Heptanese
- make effective use of and synthesize information from primary and secondary sources (literary texts, historical documents, critical scholarship)
- apply basic and advanced methods of literary and historical-cultural analysis
- develop independent and well-supported arguments, both orally and in writing, in accordance with academic writing standards
- actively participate in seminar discussions, contributing with critical and well-documented arguments
- design and propose original research approaches to topics related to the literature and culture of the Heptanese
- demonstrate adherence to the principles of academic integrity in research and presentation of results

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking.....

Others...

- Research, analysis, and synthesis of data and information, including the use of appropriate technologies
- Decision-making
- Adaptation to new situations
- Autonomous (individual) work
- Production of new research ideas
- Use of basic research methods
- Application of academic writing practices
- Adaptation to interdisciplinary research methods
- Proficiency in the use of printed and electronic bibliography
- Application of bibliographic systems
- Promotion of free, creative, and inductive thinking
- Adherence to academic ethics

2. SYLLABUS

The course aims to explore the Ionian Islands as one of the principal cultural and political hubs of the Mediterranean between the early modern and modern periods, highlighting the complexity of the dynamics that shaped the seven islands and their role as a crossroads between different worlds. Situated in a strategic position between the Greek and Italian spheres, as well as broader European and Ottoman horizons, the Ionian Islands emerge as a space of intersection where political powers, cultural influences, and linguistic traditions have constantly overlapped and been renegotiated.

Particular attention will be devoted to the relationship between these political dynamics and cultural production, with a special focus on literature. The latter will be examined not only as a reflection of historical transformations and geopolitical tensions, but also as an active agent capable of contributing to the construction of identities, imaginaries, and political discourses. In this sense, Heptanesian literature emerges as a space of symbolic elaboration in which multiple affiliations intertwine and cultural boundaries are continuously redefined.

A central objective of the course is to move beyond an exclusively national reading of the literature of the islands—traditionally subsumed within the canon of Greek literature—in order to situate it within a broader Mediterranean framework. From this perspective, particular emphasis will be placed on the deep and often decisive connections with Italian culture, alongside the Greek one, without overlooking other influences and cultural networks that contributed to shaping the specificity of the region.

Through the analysis of literary texts, historical documents, and significant case studies, the course seeks to provide students with the critical tools necessary to understand the Heptanese as a privileged laboratory of interaction between politics and culture, and as a paradigmatic example of the dynamics of exchange, conflict, and cultural hybridization that characterize the Mediterranean space. In addition to the reference bibliography, selected literary sources and critical texts will be made available to students, who will engage with them actively within a seminar-based format designed to foster discussion, debate, and the development of independent analytical and interpretive skills.

3. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Distance learning
METHOD AND FREQUENCY OF COMMUNICATION WITH STUDENTS Module A	Use of Information and Communication Technologies in teaching, laboratory education, and communication with students
WAYS OF ENSURING METHODS OF COMMUNICATION BETWEEN STUDENTS <i>Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, QA sessions, etc.</i>	Group assignments and discussions, course web-page
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Communication with students
REQUIRED TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY KNOWLEDGE	Required equipment: Classroom equipped with projector Access to scientific publications libraries and group meeting platforms (e.g. Zoom) Module B: Workstations equipped with technical programming languages Required knowledge: Module A: Basic computer skills (e.g. Microsoft Office)
COURSE POLICY ON PLAGIARISM/ PLAGIARISM DETECTION TOOLS	Aligned with the institution policy: The University's statute defines plagiarism as a serious form of academic dishonesty.

	Any occurrence of plagiarism is subject to evaluation by faculty-appointed disciplinary bodies and may result in sanctions consistent with University-wide policies.														
COURSE POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE (1) The use of Artificial Intelligence is prohibited in all cases (2) The use of Artificial Intelligence is allowed with permission from the instructor (3) The use of Artificial Intelligence is allowed with explicit citation in the references (4) Free use without citation	The course openly supports using AI as a legitimate and constructive tool—as long as it's used responsibly—and has a comprehensive policy framework to guide usage, protect academic integrity, and ensure legal and ethical compliance. (4) Free use without citation														
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	<table> <tr> <th><i>Activity</i></th><th><i>Semester workload</i></th></tr> <tr> <td>Interactive Lectures</td><td>50</td></tr> <tr> <td>Independent Study</td><td>50</td></tr> <tr> <td>Exam preparation</td><td>50</td></tr> <tr> <td>Exams</td><td>100</td></tr> <tr> <td colspan="2"> </td></tr> <tr> <td>Total number of hours for the Course (25 hours of work-load per ECTS credit)</td><td>250 hours</td></tr> </table>	<i>Activity</i>	<i>Semester workload</i>	Interactive Lectures	50	Independent Study	50	Exam preparation	50	Exams	100			Total number of hours for the Course (25 hours of work-load per ECTS credit)	250 hours
<i>Activity</i>	<i>Semester workload</i>														
Interactive Lectures	50														
Independent Study	50														
Exam preparation	50														
Exams	100														
Total number of hours for the Course (25 hours of work-load per ECTS credit)	250 hours														
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	I. Individual projects (70%) II. Oral presentation of articles and oral participation in class (30%) Assessment details are announced at the beginning of the semester on the course e-class platform.														

4. RECOMMENDED BIBLIOGRAPHY

• Calafat, Guillaume; Grenet, Mathieu, Méditerranées: Une histoire des mobilités humaines (1492-1750), Points 2023 • Zanou, Konstantina, Transnational Patriotism in the Mediterranean, 1800-1850. Stammering the Nation, Oxford University Press, 2018 • David Abulafia, "Mediterraneans," in W. V. Harris, ed., Rethinking the Mediterranean, Oxford University Press, 2005, pp. 67–75. • Andrea Scardicchio, Mustoxidi in Italia, Edizioni dell'Orso, 2022 • Antonis Liakos, Il risorgimento dei cittadini: italiani e greci nell'Ottocento, Bulzoni, Roma 2025 • Vassiliki Dimoula, The nation between utopia and art: canonizing Dionysios Solomos as the 'national poet' of Greece, in Roderick Beaton, David Ricks, The Making of Modern Greece Nationalism, Romanticism, and the Uses of the Past (1797–1896), Routledge 2009
--

- Mackridge P. Venise après Venise: official languages in the Ionian Islands, 1797–1864. *Byzantine and Modern Greek Studies*. 2014;38(1):68-90. doi:10.1179/0307013113Z.00000000038
- Minniti-Γκώνια D. D. (2020). Italianismi a Cefalonia e gli studi di Manlio Cortelazzo sul contatto italogreco. Παρουσία. Επιστημονικό περιοδικό του Συλλόγου Διδακτικού Προσωπικού Φιλοσοφικής Σχολής Πανεπιστημίου Αθηνών, (1), 285. ανακτήθηκε από <https://epub.lib.uoa.gr/index.php/parousia/article/view/2157>
- Kostis Pavlou, «Le dualisme linguistique de Dionysios Solomos», *Genesis* [En ligne], 46 | 2018, mis en ligne le 30 octobre 2018, consulté le 21 mai 2025. URL : <http://journals.openedition.org/genesis/2406> ;DOI <https://doi.org/10.4000/genesis.2406>
- Fallerini, P. (2011). From the Island of Zakynthos the Founding of Modern Greek Poetic Language. *Between*, 1(1). <https://doi.org/10.13125/2039-6597/123>
- Marini, C., Tzortzopoulou-Gregory, L., Fernee, C. L., & Trimmis, K. P. (2024). Towards an archaeology of everyday life in British Ionian Islands: the cultural itineraries of the Kythera Gin Bottles. *Post-Medieval Archaeology*, 58(1), 52–66. <https://doi.org/10.1080/00794236.2024.2321841>