



UNIVERSITY *of* NICOSIA

SCHOOL OF LAW

**DEPARTMENT OF EUROPEAN STUDIES AND
INTERNATIONAL RELATIONS**

**MASTER OF ARTS (MA) IN INTERNATIONAL RELATIONS
AND EUROPEAN STUDIES (DISTANCE LEARNING)**

REPLY TO THE EXTERNAL EVALUATION REPORT

**Michalis Kontos
Program Coordinator**

**Nicosia
2017**

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I. Introductory Note

We refer to the Report of the external evaluation committee for the evaluation-accreditation of the program of study: 'Master of Arts (MA) in International Relations and European Studies (Distance Learning)', which was prepared following a lengthy on-site visit at the University of Nicosia by the members of the committee.

We wish to thank the external evaluation committee for the professionalism they showed during the execution of their duties. The on-site visit at the University of Nicosia by the committee and the detailed discussion of all issues pertinent to the Master's degree under evaluation, led to a fruitful discussion between the members of the Committee and the official representatives of the University and faculty members of the program. The discussion proved to be extremely helpful due to the expertise of the members of the Committee and their willingness to share their suggestions and recommendations for further improving the program. The demanding set of questions allowed us to elaborate on the philosophical and pedagogical foundations of the program and expand upon the content of the application form. During the on-site visit we provided the Committee with all relevant material and information requested by them, including copies of the study guides for each course of the program.

We have assessed and reviewed carefully the external Committee's report. We note that, in its report, the committee expresses a positive view for the program. The program receives an average score of 4.25/5.00 which is a sign that the program fulfils the related quality standards to a very satisfactory degree. As the committee notes, the program "is undoubtedly an interesting, contextually-embedded well-structured and organized in terms of teaching work" and it "has a remarkable originality".

We consider that the recommendation of the external committee, in view of the above, is clearly that the program should be accredited by DIPAE. We also note that the programme is an already existing one (offered since Fall 2015 in Greek and since Fall 2016 in English).

At the same time, we have seriously taken into account all recommendations and suggestions of the external committee for further improving the program and will refer to them below. We note at the outset that we consider the suggestions of the external evaluation committee as very helpful and we have thus tried to incorporate them to the widest extent possible.

II. Positive Comments made by the Committee

We have selected highlights of the positive comments which are quoted below:

- p. 5: "The MA programme is undoubtedly an interesting, contextually-embedded well-structured and organized in terms of teaching work"
- p. 5: "The personnel includes experienced colleagues, with proven expertise (both in terms of research and teaching) in the field and significant experience in both conventional and DL BA and MA programmes."
- p. 5: "The Academic Staff is strongly motivated, dedicated and dynamic. Initiatives such as international collaborations, research-based and consultancy-oriented networking is a clear indication of a dynamic and devoted personnel."
- p. 5: "Availability in Human Resources (Academic Staff and Administrators as well as IT experts) and Infrastructure is satisfactory."

- p. 5: “The UNIC MA in IR&ES is a well-advanced one, in terms of purpose and objectives as well as the competence-based anticipated learning outcomes. In fact, it mirrors in a certain extent the pre-existing conventional Programme.”
- p. 5: “Given its specialization-concentration in International Relations (with certain focus on security and energy) it has a remarkable originality.”
- p. 6: “The management of the Program of Study is effective and efficient, due to the productive cooperation between the Dean, the Dept Head, the MA Coordinator and the Academic personnel.”
- p. 7: “There is a well-defined general model of distance education, online technologies, well-advanced administrative structure and a distance learning Unit with appropriate infrastructure.”
- p. 13: “The teaching work is efficiently organized, adequate resources are available, good practices are in place (such as in the cases of combating plagiarism, provision of timely and effective feedback to the students, innovative statutory mechanisms, for the support of students and the communication etc).
- p. 19: “The UNIC has defined adequate QA polities, according to the EU standards, including proper and very effective structure, procedures and information.
- p. 20: “The management of the Program of Study is effective and efficient, meeting all the relevant requirements. The key-actor, namely the MA Program Coordinator, is aware of the relevant flow chart and the cooperation with the other internal stakeholders seems effective enough.”

III. Recommendations by the Committee

We address the suggestions/recommendations of the Committee for further improving the program below in each relevant section.

1. Effectiveness of teaching work-available resources

We note the extremely positive evaluation by the committee of all relevant aspects of the organization of teaching work and resources of the program, and most especially of the academic staff associated with it.

1.1. Organization of teaching work: The committee notes that the EEC didn't identify a mechanism of estimation/calculation of the workload of Academic Staff DL

Response/Action: The policy of the University of Nicosia in relation to the calculation of the workload of the Academic Staff teaching DL courses is identical with that of conventional courses: in terms of workload one DL course is equivalent to a conventional one.

1.2 Teaching: The Committee recommended that UNIC should effectively develop a Pedagogical Planning Unit for DL Programmes, in order to meet the requirements of DIPAE. The involved Academic Staff in UNIC

DL MA Programme, assessed, would be much supported in its teaching tasks, via the provision of an advanced Teacher Training Programme on DL activities and assessment types.”

Response/Action: As the Committee notes in its report, and as the University’s authorities informed the Committee during the in-site visit, the Council of the University of Nicosia approved the establishment of an e-Learning Pedagogical Support Unit (ePSU) as per the attached recommendation of the Rector and an open call for applications for the position of the Director has been published. The related suggestion of the Rector to the Council of the University, the administrative structure of ePSU, as well as the call for applications for the position of the Director and the Instructional Technologist/Designer are being attached as Appendix C. In the meantime, following DIPAE guidelines, the University of Nicosia has already started offering training programs which are expected to enhance the faculty’s delivery capacity, especially in DL courses. We note e.g. recent training program ‘Training the Trainers’ (26/6-30/6/2017) aiming to provide trainers with skills, strategies, tools, knowledge and best practices in delivering presentations (<http://education.cardet.org/index.php/en/train-the-trainer>). The Distance Learning Unit of the University has further announced the development of three different levels of training seminars for faculty, which will result in three separate DL certificates (Distance Learning Education Essentials, Moodle Essentials and Creative Media Essentials). Further actions will also be adopted along the logic described above in the future following the establishment of ePSU.

2. Program of study

We note the extremely positive evaluation by the committee and the high grades received.

2.1 Purpose and Objectives and learning outcomes of the Program of Study: The Committee recommended to add a compulsory methodology course, taught in the first semester of the Programme and to add a required (not merely elective) final dissertation at the end of the program.

Response/Action: The suggestions are well taken and have been implemented by the following changes in the curriculum which fully comply with the Committee’s suggestions.

- MIR-662 Research Methodologies (10 ECTS) is being transferred from the General Electives category to the Core Requirements, thus becoming compulsory. Each student must take this course at the first semester of her/his studies.
- MIR-670 Thesis (10 ECTS) is being transferred from the General Electives category to the Core Requirements, thus becoming compulsory (). Each student must complete a final dissertation/thesis at the final semester of her/his studies.

For the above see **Appendix A: Revised Path** in both Greek and English.

2.2 Structure and Content of the Program of Study: The Committee recommended to further enhance the European Studies part of the program in terms of the courses provided and in order to reflect its content in the curriculum.

Response/Action: The suggestions are well taken and have been implemented by the following changes in the curriculum which fully comply with the Committee’s suggestions.

- MIR-640 Economics of Energy and Natural Resources is being replaced by MIR-643 EU Energy Policy and Security Implications. The new syllabi are being attached.
- MIR-624 Turkish Politics is being renamed to “Turkey between Europe and the Middle East”. The syllabi were modified accordingly in order to reflect this change.

At the same time, MIR-683 Contemporary Strategy and MIR-620 Contemporary History of Cyprus are being removed from the curriculum, while MIR-625 Greek-Turkish Relations is being renamed/replaced by "Greek-Turkish Relations and Cyprus" and the related changes were made on the syllabi. Thus the overall courses are being reduced from 21 to 19, while European Studies-related courses are being increased by two and all categories of courses include at least one course directly associated with the program's European Studies component. For the above, see **Appendix A: Revised Path** and **Appendix B: Revised Syllabi**.

3. Research work and synergies with teaching

We note the extremely positive evaluation by the committee and the high grades received.

3.1 Research-Teaching Synergies

The committee recommended that the program could further be developed with regard to internationalization and aim to establish thematic synergies with experienced Professors and Experts, as well as Research Centers and International Organizations and promote the European dimension in the teaching aspect.

Response/Action: The recommendation for further academic and research synergies is well taken and further steps will be examined pursuant to the recommendation. It is noted, however, that, as already acknowledged by the committee, the Department actively competes in European grants and synergies (Jean Monnet, Erasmus etc.). Synergies and promotion of the European dimension is also promoted by the participation of the Department in the Trans European Policy Studies Association (TEPSA), which is the first trans-European research network in the field of European affairs, the organization of the European Consortium for Political Research (ECPR) joint sessions and through research institutions affiliated with the Department (i.e. Center for European and International Affairs, Diplomatic Academy etc).

4. Administration services

We note the extremely positive evaluation by the committee and the high grades received.

4.2 Infrastructure/Support

The Committee recommended the academic staff to be provided with special extra training on DL procedures and methods, not just limited to technical aspects.

Response/Action: See our reply at 1.2 above.

4.3 Financial Resources

The Committee recommends the increase of financing sources via Institutional Partnerships, EU Research Grants, EEA Financial Mechanism, UNDP etc.

Response/Action: We agree with the recommendation and as noted by the committee, the Department already engages in research funding via institutional partnership, research grants by the EU etc. We are in continuous process of further improving the success rate of successful research grants.

5. Distance Learning Programs

We note the extremely positive evaluation by the committee and the high grades received. The committee repeats its recommendation that the University of Nicosia should develop a Pedagogical Planning Unit for DL Programmes in order to meet the requirements of DIPAE.

Response/Action: See our response/action under item 1.2 above.

IV. Conclusion

We thank the committee once again both for the positive and fair evaluation, as well as the constructive comments and suggestions and the fruitful discussion that we had with its members during the lengthy on-site visit. We also thank the committee for the time and thoroughness it dedicated to the evaluation of the program and for helping us improve the program through the suggestions made. The recommendations and evaluation of the committee are seriously taken into account for the further improvement of the program of study. As referred in detail above, we have already taken action and incorporated all recommendations of the committee. We strongly believe that the nature of the actions taken is such that safeguards the immediate and sufficient implementation of the Committee's recommendations.

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Michalis Kontos

Program Co-Ordinator

Appendix A: Revised Path

MA in International Relations and European Studies (Distance Learning)

CORE REQUIREMENTS		ECTS
MIR-500DE	Theory of International Relations	10
MIR-510DE	Modern European History and Politics	10
MIR-520DE	International Political Economy	10
MIR-570DE	European Integration	10
MIR-662DE	Research Methodology	10
MIR-670DE	Thesis	10

ELECTIVES

Energy and International Security

MIR-614DE	Terrorism in the New Millennium	10
MIR-641DE	International Security and Energy Resources	10
MIR-643DE	EU Energy Policy and Security Implications	10
MIR-681DE	Asymmetric Threats	10

Middle East and Eastern Mediterranean Studies

MIR-612DE	Case Studies in Conflict Analysis	10
MIR-624DE	Turkey between Europe and the Middle East	10
MIR-625DE	Greek-Turkish Relations and Cyprus	10
MIR-650DE	Middle Eastern Politics	10

General Electives

MIR-600DE	Current European Issues	10
MIR-610DE	Nationalism and Ethnic Conflict	10
MIR-622DE	Contemporary Issues in Cyprus	10
MIR-630DE	Foreign Policy Analysis	10
MIR-631DE	International Law	10
MIR-660DE	Special Topics	10

Εξ Αποστάσεως Μεταπτυχιακό Πρόγραμμα στις Διεθνείς Σχέσεις και Ευρωπαϊκές Σπουδές

Υποχρεωτικά Μαθήματα		ECTS
MIR-500DG	Θεωρία Διεθνών Σχέσεων	10
MIR-510DG	Σύγχρονη Ευρωπαϊκή Ιστορία και Πολιτική	10
MIR-520DG	Διεθνής Πολιτική Οικονομία	10
MIR-570DG	Ευρωπαϊκή Ολοκλήρωση	10
MIR-662DG	Μεθοδολογία Έρευνας	10
MIR-670DG	Μεταπτυχιακή Εργασία	10

Μαθήματα Επιλογής

Ενέργεια και Διεθνής Ασφάλεια

MIR-614DG	Τρομοκρατία στη Νέα Χιλιετία	10
MIR-641DG	Διεθνής Ασφάλεια και Ενεργειακοί Πόροι	10
MIR-643DG	Πολιτικές Ενέργειας της ΕΕ και Ζητήματα Ασφάλειας	10
MIR-681DG	Ασύμμετρες Απειλές	10

Σπουδές Μέσης Ανατολής και Ανατολικής Μεσογείου

MIR-612DG	Μελέτες Περιπτώσεων στην Ανάλυση Συγκρούσεων	10
MIR-624DG	Η Τουρκία μεταξύ Ευρώπης και Μέσης Ανατολής	10
MIR-625DG	Ελληνοτουρκικές Σχέσεις και Κύπρος	10
MIR-650DG	Πολιτική Μέσης Ανατολής	10

Μαθήματα Γενικής Επιλογής

MIR-600DG	Σύγχρονα Ευρωπαϊκά Ζητήματα	10
MIR-610DG	Εθνικισμός και Εθνοτικές Συγκρούσεις	10
MIR-622DG	Σύγχρονα Κυπριακά Ζητήματα	10
MIR-630DG	Ανάλυση Εξωτερικής Πολιτικής	10
MIR-631DG	Διεθνές Δίκαιο	10
MIR-660DG	Ειδικά Θέματα	10

Appendix B: Revised Syllabi

Course Title	Turkey between Europe and the Middle East				
Course Code	MIR-624 DE				
Course Type	Elective				
Level	2 nd cycle				
Year / Semester	2 nd / 3 rd semester				
Teacher's Name	Dr. Michalis Kontos, Dr. Petros Savvides				
ECTS	10	Lectures / week	1	Laboratories / week	N/A
Course Purpose and Objectives	<p>The main objective of the course is to analyze political, social and cultural issues in Turkey and the dynamics that develop within Turkish politics, as well as their impact on Turkey's foreign policy and international relations. Special attention is paid on the country's European and Middle Eastern geographic position and cultural identity and how they play out in the country's domestic and foreign policies/y.</p> <p>Although there is no consensus as to Turkey's relative regional importance after the collapse of the USSR and the end of the Cold War, it is a fact that she continues to be a significant player in the wider region of East Mediterranean and the Middle East, with significant implications for mainland Europe and the European Union. Therefore, analyzing Turkey's role in the evolving international system is another objective of this course.</p> <p>Those objectives are being pursued through in-depth discussion and study of Turkish history and the evolving political and social relations and arrangements that emerge from time to time, as well as through the examination of Turkey's relations with neighboring states, great powers and international organizations.</p>				
Learning Outcomes	<p>After completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Illustrate in-depth knowledge of Turkish history and changes that take place in that framework 2. Analyze historical dynamics that characterize Turkish politics, especially in relation with the country's historical past as both a European and a Middle Eastern power, with special emphasis 				

	<p>on modernization and “Westernization”/“Europeanization” and transition from the Ottoman Empire to modern Turkey</p> <ol style="list-style-type: none"> Critically assess the volatility of Turkish politics and, especially, the historical clash between the “old” and the “new” in the context of Turkish political system and society Evaluate interaction between external and domestic factors in Turkish politics, especially in relation with the designing of Turkish foreign policy Examine and assess Turkey’s relations with countries in the Eastern Mediterranean and the Middle East, as well as with great powers Comprehend and methodologically present the contemporary challenges Turkey faces in relation with domestic developments, such as the political agenda of the Justice and Development party and the Kurdish issue, in relation with Turkey’s ongoing negotiations for accession to the EU, as well as with the developments in the East Mediterranean and the Middle East. Illustrate deep understanding of Turkey’s international and regional role, in relation with contemporary issues of political, social and economic challenges. Communicate in English language both orally and in written form at (near) native level. Use IT skills (word processing, Internet, e-mail) as study and communication tools. Make efficient use of libraries, bibliographical material and academic research. 		
Prerequisites	None	Required	None
Course Content	<ol style="list-style-type: none"> Introduction: Turkey between Europe and the Middle East The Decline of the Ottoman Empire The Ottoman reform: from the Islamic exceptionalism to Europeanization The Kemalist Reforms and the Modernization “Community” and “Nation” in Turkish Social and Political Life Religion and Civilization in Turkish Politics “Kemalism” and “Islamism”: Political Traditions, Ideology and Political Parties The Justice and Development Party: Towards a post-Kemalist Turkey? 		

	<p>9. Transformation of Turkish Foreign Policy: between the “West” and the “East”</p> <p>10. Contemporary Domestic and International Challenges</p> <p>11. Turkey and the EU</p> <p>12. Turkey in the Eastern Mediterranean and the Middle East: contemporary challenges</p>																
Teaching Methodology	Lectures and presentations, online discussion, individual guidance																
Bibliography	<p>Main readings:</p> <table><tr><th>Authors</th><th>Title</th><th>Publisher</th><th>Year</th></tr><tr><td>Bernard Lewis</td><td><i>The Emergence of Modern Turkey</i></td><td>Oxford University Press</td><td>2002</td></tr><tr><td>Sina Aksin</td><td><i>Turkey from Empire to Revolutionary Republic: The Emergence of the Turkish Nation from 1789 to Present</i></td><td>New York University Press</td><td>2007</td></tr><tr><td>James Sperling, S. Victor Papcosma, Andreas Theophanous (eds.)</td><td><i>Turkey and Europe : High Stakes, Uncertain Prospects</i></td><td>University of Nicosia Press</td><td>2008</td></tr></table> <p>Additional readings:</p> <p>E. J. Zürcher, <i>Turkey: A Modern History</i> (third edition), I.B.Tauris, 2004</p> <p>C. Finkel, <i>Osman’s Dream: The story of the Ottoman Empire, 1300-1923</i>, John Murray, 2005.</p> <p>M. Şen, “Transformation of Turkish Islamism and the Rise of the Justice and Development Party,” <i>Turkish Studies</i> 11 (2010), pp. 59-84.</p> <p>A. Murinson, “The Strategic Depth Doctrine of Turkish Foreign Policy,” <i>Middle Eastern Studies</i> 41 (2006): 945-964.</p>	Authors	Title	Publisher	Year	Bernard Lewis	<i>The Emergence of Modern Turkey</i>	Oxford University Press	2002	Sina Aksin	<i>Turkey from Empire to Revolutionary Republic: The Emergence of the Turkish Nation from 1789 to Present</i>	New York University Press	2007	James Sperling, S. Victor Papcosma, Andreas Theophanous (eds.)	<i>Turkey and Europe : High Stakes, Uncertain Prospects</i>	University of Nicosia Press	2008
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M. B. Altunışık, Lenore G. Martin, "Making Sense of Turkish Foreign Policy in the Middle East under AKP," *Turkish Studies* 12 (2011): 569-587.

	<p>F. Moustakis, Rudra Chaudhuri, "Turkish-Kurdish Relations and the European Union: An Unprecedented Shift in the Kemalist Paradigm?" <i>Mediterranean Quarterly</i> 16 (2005): 77-89.</p> <p>K. Tambar, "Secular Populism and the Semiotics of the Crowd in Turkey," <i>Public Culture</i> 21 (2009): 517-537</p> <p>F. Perekli, "The Ideological Framing of the National Outlook Parties in Turkey," <i>New Middle Eastern Studies</i> 2 (2012)</p> <p>N. Moudouros, "Rethinking Islamic Hegemony in Turkey through Gezi Park," <i>Journal of Balkan and Near Eastern Studies</i> 16 (2014): pp. 181-196</p> <p>A. Tekin, "Future of Turkey–EU relations: a civilizational discourse," <i>Futures</i> 37 (2005): 287-302</p> <p>L. NARBONE and N. TOCCI, "Running around in circles? The cyclical relationship between Turkey and the European Union," <i>Journal of Southern Europe and the Balkans</i> 9 (2007): 233-245.</p> <p>B. Duran, "The experience of Turkish Islamism: between transformation and impoverishment," <i>Journal of Balkan and Near Eastern Studies</i> 12 (2010): 5-22.</p> <p>Ilias Kouskouvelis, "The Problem with Turkey's 'Zero Problems'.</p> <p>"Turkey, Past and Future," <i>Middle East Forum</i> 20 (2013): pp. 47-56</p> <p>P. Salem, "The Middle East in 2015 and Beyond: Trends and Drivers," <i>Middle East Institute, Policy Focus Series</i>, November 2014.</p>
Assessment	Research essay, presentation, mid-term exercise, final exam
Language	English / Greek

Τίτλος Μαθήματος	Η Τουρκία μεταξύ Ευρώπης και Μέσης Ανατολής				
Κωδικός Μαθήματος	MIR-624DG				
Τύπος μαθήματος	Επιλογής				
Επίπεδο	2 ^{ος} κύκλος				
Έτος / Εξάμηνο φοίτησης	2 ^ο / 3 ^ο εξάμηνο				
Όνομα Διδάσκοντα	Δρ. Μιχάλης Κοντός, Δρ. Πέτρος Σαββίδης				
ECTS	10	Διαλέξεις / εβδομάδα	1	Εργαστήρια / εβδομάδα	Δ/Υ
Στόχος Μαθήματος	<p>Βασικός στόχος του μαθήματος είναι η ανάλυση πολιτικών, κοινωνικών και πολιτισμικών ζητημάτων που αφορούν στην Τουρκία και τις δυναμικές που αναπτύσσονται στα πλαίσια της τουρκικής πολιτικής, ως επίσης και της επίδρασής τους στην τουρκική εξωτερική πολιτική και τις διεθνείς σχέσεις της χώρας.</p> <p>Αν και το ζήτημα του διεθνούς και περιφερειακού ρόλου και των δυνατοτήτων της Τουρκίας στη μεταψυχροπολεμική εποχή προσεγγίζεται κατά καιρούς πίσω από συγκρουόμενα πρίσματα, εν τούτοις δεν αμφισβητείται η γεωστρατηγική της σημασία για την ευρύτερη περιοχή της Ανατολικής Μεσογείου και της Μέσης Ανατολής και οι προεκτάσεις της σε ό,τι αφορά στην Ευρώπη και την Ευρωπαϊκή Ένωση. Με αυτό ως δεδομένο, η ανάλυση της θέσης της Τουρκίας στο μεταβαλλόμενο διεθνές σύστημα αποτελεί επίσης βασικό στόχο αυτού του μαθήματος.</p> <p>Οι στόχοι αυτοί τυγχάνουν ταυτόχρονης και παράλληλης θεώρησης και επιτυγχάνονται μέσα από την εμβάθυνση στην ιστορία της χώρας και τις μεταβαλλόμενες πολιτικές και κοινωνικές σχέσεις και ρυθμίσεις που κατά καιρούς παρατηρούνται εντός αυτής, αλλά και μέσα από την εξέταση των σχέσεων της με τα γειτονικά κράτη, με τις μεγάλες δυνάμεις και με διεθνείς οργανισμούς.</p>				

Μαθησιακά Αποτελέσματα	<p>Μετά το πέρας του μαθήματος ο φοιτητής αναμένεται να:</p> <ul style="list-style-type: none"> • Κατέχει εις βάθος γνώση της σύγχρονης τουρκικής ιστορίας και των μεταβολών που λαμβάνουν χώρα στα πλαίσια αυτής. • Αναλύει τις διαχρονικές δυναμικές που διέπουν την τουρκική πολιτική ζωή, ιδιαίτερα σε σχέση με το ιστορικό παρελθόν της χώρας, με έμφαση στα ζητήματα του εκσυγχρονισμού, του εκδυτικισμού/εξευρωπαϊσμού και της μετάβασης από την Οθωμανική Αυτοκρατορία στην σύγχρονη Τουρκική Δημοκρατία. • Προβαίνει σε κριτική αποτίμηση της δυναμικής της μεταβλητότητας στην τουρκική πολιτική και, κυρίως, της διαχρονική διαμάχης του «παλιού» με το «νέο» στα πλαίσια του τουρκικού πολιτικού συστήματος και της τουρκικής κοινωνίας. • Είναι σε θέση να αποτιμά την αλληλεπίδραση μεταξύ εξωτερικών και εσωτερικών παραγόντων της τουρκικής πολιτικής, κυρίως σε σχέση με τη διαμόρφωση της τουρκικής εξωτερικής πολιτικής. • Μπορεί να προβαίνει σε κριτική αποτίμηση των σχέσεων της Τουρκίας με τους γείτονές της και με τις μεγάλες δυνάμεις του διεθνούς συστήματος. • Μπορεί να προβαίνει σε κριτική αποτίμηση της σύγχρονης τουρκικής πολιτικής ατζέντας σε σχέση τόσο με την εσωτερική διακυβέρνηση της χώρας, όσο και με τις σχέσεις της με τα γειτονικά κράτη και τις μεγάλες δυνάμεις. • Αντιλαμβάνεται και να μπορεί να παρουσιάζει με δομημένο τρόπο τις σύγχρονες προκλήσεις που αντιμετωπίζει η Τουρκία σε σχέση με τις εσωτερικές εξελίξεις στη χώρα, όπως οι πολιτικές μεταρρυθμίσεις του Κόμματος Δικαιοσύνης και Ανάπτυξης και το κουρδικό ζήτημα, σε σχέση με την πορεία ένταξής της στην ΕΕ, αλλά και με τα όσο τεκταίνονται στην ευρύτερη περιοχή της Ανατολικής Μεσογείου και της Μέσης Ανατολής. • Κατανοεί και αναλύει τον σύγχρονο διεθνή και περιφερειακό ρόλο της Τουρκίας και τη θέση της στην ευρύτερη περιοχή της Ανατολικής Μεσογείου και της Μέσης Ανατολής και στο διεθνές σύστημα γενικότερα, σε σχέση με τρέχοντα ζητήματα και προκλήσεις πολιτικής, κοινωνικής και οικονομικής φύσεως. 		
Προαπαιτούμενα	Κανένα	Συναπαιτούμενα	Κανένα
Περιεχόμενο Μαθήματος	<ol style="list-style-type: none"> 1. Εισαγωγή: η Τουρκία μεταξύ Ευρώπης και Μέσης Ανατολής. 2. Η παρακμή της Οθωμανικής Αυτοκρατορίας. 		

	<div>3. Οι μεταρρυθμίσεις του 19^{ου} αιώνα στην Οθωμανική Αυτοκρατορία: από την «ισλαμική ανωτερότητα» στον εξευρωπαϊσμό</div> <div>4. Η επανάσταση των Νεοτούρκων και η ίδρυση της Τουρκικής Δημοκρατίας.</div> <div>5. «Κοινότητα» και «Έθνος» στην τουρκική κοινωνική και πολιτική πραγματικότητα.</div> <div>6. Θρησκεία και πολιτισμός στην τουρκική πολιτική.</div> <div>7. «Κεμαλισμός» και «Ισλαμισμός»: πολιτικές παραδόσεις, ιδεολογία και πολιτικά κόμματα.</div> <div>8. Το Κόμμα Δικαιοσύνης και Ανάπτυξης: προς μια μετα-κεμαλική Τουρκία;</div> <div>9. Μετασχηματισμός της τουρκικής εξωτερικής πολιτικής: μεταξύ «Δύσης» και «Ανατολής».</div> <div>10. Σύγχρονες εσωτερικές και διεθνείς προκλήσεις.</div> <div>11. Οι σχέσεις και οι ενταξιακές διαπραγματεύσεις Τουρκίας-ΕΕ.</div> <div>12. Η Τουρκία στην Αν. Μεσόγειο και τη Μέση Ανατολή: σύγχρονες προκλήσεις</div>																
Μεθοδολογία Διδασκαλίας	Διαδικτυακή παρουσίαση, διαδικτυακή συζήτηση, εργασίες, τελικές εξετάσεις																
Βιβλιογραφία	<div>Βασική Βιβλιογραφία</div> <table><tr><th>Συγγραφείς</th><th>Τίτλος</th><th>Εκδότης</th><th>Έτος</th></tr><tr><td>Bernard Lewis</td><td>Η Ανάδυση της Σύγχρονης Τουρκίας (δίτομο)</td><td>Παπαζήσης</td><td>2002</td></tr><tr><td>James Sperling, S. Victor Papcosma, Andreas Theophanous (eds.)</td><td>Turkey and Europe : High Stakes, Uncertain Prospects</td><td>University of Nicosia Press</td><td>2008</td></tr><tr><td>Αχμέτ Νταβούτογλου</td><td>Στρατηγικό Βάθος. Η Διεθνής Θέση της Τουρκίας</td><td>Ποιότητα</td><td>2010</td></tr></table>	Συγγραφείς	Τίτλος	Εκδότης	Έτος	Bernard Lewis	Η Ανάδυση της Σύγχρονης Τουρκίας (δίτομο)	Παπαζήσης	2002	James Sperling, S. Victor Papcosma, Andreas Theophanous (eds.)	Turkey and Europe : High Stakes, Uncertain Prospects	University of Nicosia Press	2008	Αχμέτ Νταβούτογλου	Στρατηγικό Βάθος. Η Διεθνής Θέση της Τουρκίας	Ποιότητα	2010
Συγγραφείς	Τίτλος	Εκδότης	Έτος														
Bernard Lewis	Η Ανάδυση της Σύγχρονης Τουρκίας (δίτομο)	Παπαζήσης	2002														
James Sperling, S. Victor Papcosma, Andreas Theophanous (eds.)	Turkey and Europe : High Stakes, Uncertain Prospects	University of Nicosia Press	2008														
Αχμέτ Νταβούτογλου	Στρατηγικό Βάθος. Η Διεθνής Θέση της Τουρκίας	Ποιότητα	2010														

Ζήνων Τζιάρρας, Νίκος Μούδουρος	Η Τουρκία στην Ανατολική Μεσόγειο. Ιδεολογικές Όψεις της Τουρκικής Εξωτερικής Πολιτικής	Τουρίκης	2016
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- M. B. Altunışık, Lenore G. Martin, "Making Sense of Turkish Foreign Policy in the Middle East under AKP," *Turkish Studies* 12 (2011): 569-587.
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	<p>N. Moudouros, "Rethinking Islamic Hegemony in Turkey through Gezi Park," <i>Journal of Balkan and Near Eastern Studies</i> 16 (2014): pp. 181-196</p> <p>A. Tekin, "Future of Turkey–EU relations: a civilizational discourse," <i>Futures</i> 37 (2005): 287-302</p> <p>L. NARBONE and N. TOCCI, "Running around in circles? The cyclical relationship between Turkey and the European Union," <i>Journal of Southern Europe and the Balkans</i> 9 (2007): 233-245.</p> <p>B. Duran, "The experience of Turkish Islamism: between transformation and impoverishment," <i>Journal of Balkan and Near Eastern Studies</i> 12 (2010): 5-22.</p> <p>Ilias Kouskouvelis, "The Problem with Turkey's 'Zero Problems'.</p> <p>"Turkey, Past and Future," <i>Middle East Forum</i> 20 (2013): pp. 47-56</p> <p>P. Salem, "The Middle East in 2015 and Beyond: Trends and Drivers," <i>Middle East Institute, Policy Focus Series</i>, November 2014.</p>
Αξιολόγηση	<p>Ερευνητική εργασία</p> <p>Παρουσίαση</p> <p>Ενδιάμεση άσκηση</p> <p>Τελική εξέταση</p>
Γλώσσα	Ελληνική/Αγγλική

Course Title	Greek-Turkish Relations and Cyprus				
Course Code	MIR-625 DE				
Course Type	Elective				
Level	2 nd cycle				
Year / Semester	2 nd / 3 rd semester				
Teacher's Name	Prof. Hubert Faustmann, Dr. Emiliós Solomou				
ECTS	10	Lectures / week	1	Laboratories / week	N/A
Course Purpose and Objectives	<p>The course first seeks to place Greek-Turkish relations in historical perspective by going as far back as the 15th century when Constantinople was captured by the Ottomans. Moreover, it seeks to briefly cover the Greek War of Independence against the Turks in the 19th century and the unsuccessful Greek expedition into Asia Minor in the 1920's. The main objective of the course is to analyze contemporary relations between Greece and Turkey with special focus on the Cyprus problem and related implications. Furthermore, the course will also focus on the Aegean dispute and its multi-faceted impact on Greek-Turkish relations. Another element of contemporary Greek-Turkish relations that is being examined is the implications of Turkey's application to join the European Union, of which Greece and Cyprus are already members.</p>				
Learning Outcomes	<p>After completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Analyze and evaluate particular aspects of Greek-Turkish relations. 2. Demonstrate independent research skills on historical, political, diplomatic and strategic issues which are pertinent to Greek-Turkish relations. 3. Illustrate knowledge of a range of primary and secondary resources. 4. Assess the main aspects of the Cyprus problem 5. Evaluate the impact of the Cyprus problem on the evolution of Greek-Turkish relations. 6. Integrate historical episodes of the Greek-Turkish relationship from the wider global perspective. 7. Examine the role of third parties in the development of the bilateral relationship between Greece and Turkey. 				

	<p>8. Evaluate the impact of the EU on the two countries and their relations, with special focus on the accession of Cyprus to the EU and related implications.</p> <p>9. Illustrate knowledge of the various dimensions of Greek-Turkish disputes and the Cyprus problem and consider possible solutions.</p> <p>10. Communicate in English language both orally and in written form at (near) native level.</p> <p>11. Use IT skills (word processing, Internet, e-mail) as study and communication tools.</p> <p>12. Make efficient use of libraries, bibliographical material and academic research.</p>		
Prerequisites	None	Required	None
Course Content	<p>Introductory Note</p> <p>1 – Introduction to Greek-Turkish relations: from Byzantium to the Asia Minor Catastrophe</p> <p>2 – Greek-Turkish relations 1923-1954</p> <p>3 – The Cyprus Problem 1955-1974</p> <p>4 – The Aegean dispute: geopolitical perspectives and international law</p> <p>5 – The Aegean dispute: the crises of 1976 and 1987</p> <p>6 – The Aegean dispute: the Imia crisis and gray zones</p> <p>7 – Greek-Turkish relations after 1974</p> <p>8 – The Cyprus Problem after 1974</p> <p>9 – Greek-Turkish relations and the Cyprus problem after the rise of Erdogan into power</p> <p>10 – Greek-Turkish relations and European Union: the accession of Cyprus and broader implications</p> <p>11 – Underwater energy resources in Greece and Cyprus and Turkish perceptions</p> <p>12 – Prospects and challenges in Greek-Turkish relations today</p>		
Teaching Methodology	Lectures, Online Discussion, Presentations		
Bibliography	<p>Panayiotis J. Tsakonas, <i>The Incomplete Breakthrough in Greek-Turkish Relations: Grasping Greece's Socialization Strategy</i> (London and New York: Palgrave Macmillan, 2010).</p> <p>Michael Lake, <i>The EU and Turkey: A Glittering Prize or a Millstone</i> (London: I.B. Tauris, 2005).</p> <p>Ali Carkoglu and Berry Rubin, <i>Greek-Turkish Relations in an Era of Detente</i></p>		

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	<p>Theodore Kariotis, 'Hydrocarbons and the law of the sea in the Eastern Mediterranean: implications for Cyprus, Greece and Turkey', <i>Mediterranean Quarterly</i>, 22:2 (2011), pp. 45-56.</p> <p>Stephen Larrabee, 'Greek-Turkish relations in an era of regional and global change', <i>Southern European and Black Sea Studies</i>, 12:4 (2012), pp. 471-479.</p>
Assessment	Presentation, Essay, Final Exam.
Language	English/Greek

Τίτλος Μαθήματος	Ελληνοτουρκικές Σχέσεις και Κύπρος				
Κωδικός Μαθήματος	MIR-625DG				
Τύπος μαθήματος	Επιλογής				
Επίπεδο	2 ^{ος} κύκλος				
Έτος / Εξάμηνο φοίτησης	2 ^ο / 3 ^ο Εξάμηνο				
Όνομα Διδάσκοντα	Δρ. Αιμίλιος Σολωμού, Δρ. Πέτρος Σαββίδης				
ECTS	10	Διαλέξεις / εβδομάδα	1	Εργαστήρια / εβδομάδα	Δ/Υ
Στόχος Μαθήματος	<p>Το μάθημα επιδιώκει αρχικά να τοποθετήσει τις ελληνοτουρκικές σχέσεις σε μια ιστορική προοπτική, από τον 15ο αιώνα, όταν η Κωνσταντινούπολη καταλήφθηκε από τους Οθωμανούς, με κομβικά σημεία την Ελληνική Επανάσταση και την αποτυχημένη Ελληνική εκστρατεία στη Μικρά Ασία. Ο κύριος στόχος του μαθήματος είναι η ανάλυση των σχέσεων ανάμεσα στην Ελλάδα και την Τουρκία στον σύγχρονο κόσμο, με έμφαση στο Κυπριακό πρόβλημα και την επίδρασή του στις ελληνοτουρκικές σχέσεις. Επιπλέον, επιχειρεί να εμβαθύνει στην διαμάχη για το Αιγαίο και τις πολύπλευρες επιπτώσεις της. Εξετάζεται επίσης η πορεία της αίτησης ένταξης της Τουρκίας στην Ευρωπαϊκή Ένωση, της οποίας η Ελλάδα και η Κύπρος είναι ήδη μέλη.</p>				
Μαθησιακά Αποτελέσματα	<p>Μετά την ολοκλήρωση της μαθήματος οι φοιτητές αναμένεται να είναι σε θέση να:</p> <ol style="list-style-type: none"> 1. Αναλύουν και αξιολογούν συγκεκριμένες πτυχές των ελληνικών-τουρκικών σχέσεων. 2. Επιδεικνύουν ανεξάρτητες ερευνητικές δεξιότητες σε ιστορικά, πολιτικά, διπλωματικά και στρατηγικά θέματα που έχουν σχέση με τις ελληνοτουρκικές σχέσεις . 3. Κατέχουν και παρουσιάζουν γνώση βασικών σχετικών πρωτογενών και δευτερογενών πηγών. 4. Αποτιμούν τις βασικές πτυχές του Κυπριακού προβλήματος. 4. Αξιολογούν την επίδραση του Κυπριακού προβλήματος στις ελληνοτουρκικές σχέσεις. 				

	<p>5. Αναλύουν πτυχές των ελληνοτουρκικών σχέσεων στα πλαίσια μίας ευρύτερης παγκόσμιας προοπτικής.</p> <p>6. Εξετάζουν το ρόλο των τρίτων μερών στην ανάπτυξη των διμερών σχέσεων ανάμεσα στην Ελλάδα και την Τουρκία.</p> <p>7. Αξιολογούν την επίδραση της ΕΕ και της τουρκικής ενταξιακής πορείας επί των ελληνοτουρκικών σχέσεων, με έμφαση στην ένταξη της Κύπρου και τις ευρύτερες προεκτάσεις της.</p> <p>8. Κατέχουν εις βάθος γνώση των διαφόρων πτυχών των ελληνοτουρκικών διαφορών και του Κυπριακού προβλήματος, ως επίσης και των προοπτικών αλλά και των πιθανών μέσων και τρόπων επίλυσής τους.</p> <p>9. Χρησιμοποιούν δεξιότητες νέων τεχνολογιών (επεξεργασία κειμένου, χειρισμός διαδικτύου και ηλεκτρονικού ταχυδρομείου, ηλεκτρονική διάδραση κ.α.) ως εργαλεία μελέτης και επικοινωνίας.</p> <p>10. Χρησιμοποιούν επαρκώς βιβλιοθήκες, βιβλιογραφικό υλικό και ακαδημαϊκή έρευνα.</p>		
Προαπαιτούμενα	Κανένα	Συναπαιτούμενα	Κανένα
Περιεχόμενο Μαθήματος	<p>1 – Εισαγωγή στις ελληνοτουρκικές σχέσεις: από το Βυζάντιο στη Μικρασιατική Καταστροφή</p> <p>2 – Ελληνοτουρκικές σχέσεις 1923-1954</p> <p>3 – Το Κυπριακό 1955-1974</p> <p>4 – Η διένεξη του Αιγαίου I: γεωπολιτικές πτυχές και διεθνές δίκαιο</p> <p>5 – Η διένεξη του Αιγαίου II: οι κρίσεις του 1976 και 1987</p> <p>6 – Η διένεξη του Αιγαίου III: η κρίση των Ιμίων και γκρίζες ζώνες</p> <p>7 – Ελληνοτουρκικές σχέσεις μετά το 1974</p> <p>8 – Το Κυπριακό μετά το 1974</p> <p>9 – Η ελληνοτουρκικές σχέσεις και το Κυπριακό μετά την άνοδο του Ερτογάν στην εξουσία</p> <p>10 – Ελληνοτουρκικές σχέσεις και Ευρωπαϊκή Ένωση. Ευρύτερες προεκτάσεις της ένταξης της Κύπρου</p> <p>11 – Υποθαλάσσιος ενεργειακός πλούτος στην Ελλάδα και την Κύπρου και οι τουρκικές αντιλήψεις</p> <p>12 – Προοπτικές και διλήμματα στις ελληνοτουρκικές σχέσεις και το κυπριακό σήμερα</p>		
Μεθοδολογία Διδασκαλίας	Διάλεξη, Συζητήσεις, Παρουσιάσεις		
Βιβλιογραφία	Αγγελος Συρίγος, <i>Ελληνοτουρκικές Σχέσεις</i> (Αθήνα: Πατάκη, 2015)		

	<p>Θάνος Βερέμης, <i>Ιστορία των Ελληνοτουρκικών Σχέσεων 1453-2005</i> (Αθήνα: Σιδέρης, 2013)</p> <p>Αλέξης Αλεξανδρής, <i>Το Ιστορικό Πλαίσιο των Ελληνοτουρκικών Σχέσεων 1923-1954</i> (Αθήνα: Γνώση 1981).</p> <p>Αλέξης Αλεξανδρής και άλλοι, <i>Οι Ελληνοτουρκικές Σχέσεις 1923-1987</i> (Αθήνα: Γνώση, 1991).</p> <p>Ευαγόρας Ευαγόρου, <i>Οι Ελληνοτουρκικές σχέσεις από το 1923 έως Σήμερα: Θεωρία Διεθνών Σχέσεων και Στρατηγική</i> (Αθήνα: Ποιότητα, 2010).</p> <p>Δημήτρης Κιτσίκης, <i>Συγκριτική Ιστορία Ελλάδας και Τουρκίας στον 20ο Αιώνα</i>, 3η έκδοση (Αθήνα: Εστία, 1998).</p> <p>Ευάνθης Χατζηβασιλείου, <i>Στρατηγικές του Κυπριακού: Η Δεκαετία του 1950</i> (Αθήνα: Πατάκη, 2005).</p> <p>Άγγελος Βλάχος, <i>Δέκα Χρόνια Κυπριακού</i>, 2η έκδοση (Αθήνα: Εστία, 2003)</p> <p>Μάνος Ηλιάδης, <i>Το Απόρρητο Ημερολόγιο της ΚΥΠ για την Κύπρο</i> (Αθήνα: Σιδέρης, 2007).</p> <p>Χαράλαμπος Νικόλαου, <i>Το Νομικόν Καθεστώς του Αιγαίου και η Ελληνοτουρκική Διένεξις</i> (Αθήνα: Ελεύθερη Σκέψις, 1992).</p> <p>Κυριάκος Κεντρώτης, <i>Αεροναυτικές Ασκήσεις στο Αιγαίο: Ελλάδα, Τουρκία, Διεθνές Δίκαιο και Γεωπολιτική</i> (Αθήνα: Προσκήνιο, 1999).</p> <p>Στ. Περράκης (επ.), <i>Το Αιγαίο Πέλαγος και το Νέο Δίκαιο της Θάλασσας</i> (Αθήνα: Σάκκουλας, 1996).</p> <p>Χ. Δίπλα και Χρ. Ροζάκης, <i>Το Δίκαιο της Θάλασσας και η Εφαρμογή του στην Ελλάδα</i> (Αθήνα: Σιδέρης, 2004).</p> <p>Χρήστος Λυμπέρης (Ναύαρχος ε.α.), <i>Πορεία σε Ταραγμένες Θάλασσες</i> (Αθήνα: Ποιότητα, 2001).</p> <p>Γιάννης Κάψης, <i>Οι Τρεις Μέρες του Μάρτη: Η Δραματική Κρίση τον Μάρτιο του 1987 Έφερε την Ελλάδα στο Χείλος του Πολέμου</i> (Αθήνα: Λιβάνης 1990).</p> <p>Άγγελος Συρίγος, <i>Σχέδιο Αναν: Οι Κληρονομίες του Παρελθόντος και οι Προοπτικές του Μέλλοντος</i> (Αθήνα: Πατάκη, 2005).</p> <p>Ανδρέας Θεοφάνους, <i>Το Σχέδιο Αναν και η Ευρωπαϊκή Επιλογή</i> (Αθήνα: Παπαζήση, 2003).</p>
Αξιολόγηση	Παρουσίαση, Γραπτή Εργασία, Τελική Εξέταση
Γλώσσα	Ελληνική/Αγγλική

Course Title	EU Energy Policy and Security Implications				
Course Code	MIR-643 DE				
Course Type	Elective				
Level	2 nd cycle				
Year / Semester	2 nd / 3 rd semester				
Teacher's Name	Dr. Constantinos Adamides, Dr. Theodoros Tsakiris				
ECTS	10	Lectures / week	1	Laboratories / week	N/A
Course Purpose and Objectives	<p>The main objectives of the course are to:</p> <ul style="list-style-type: none"> To critically assess the contemporary security affairs and threats of the European Union in the 21st century. To profoundly examine the EU's energy environment, energy security and energy strategic goals and policies. To provide students with profound knowledge and understanding of how the EU energy (in)security is incorporated into the overall security structure and affairs of the EU. To understand the nexus between energy and regional security in the world's most important energy producing/exporting regions. To critically assess other non-energy related EU security affairs, both within the transatlantic framework (e.g. NATO) and vis-à-vis regional players such as Russia and Turkey as well as with more distant actors such as China. 				
Learning Outcomes	<p>After completion of the course students are expected to be able to:</p> <ul style="list-style-type: none"> Assess the potential impact of energy insecurity on the European Union Understand the role of energy security in the shaping of the (broader) European geopolitics 				

	<ul style="list-style-type: none"> • Comprehend the priorities and challenges of European Energy Security Strategy and the way in relates to the CSFP and the ESDP of the EU • Critically analyze and reflect upon key global and European environmental trends • Evaluate the key security issues faced by the EU in the 21st century • Evaluate the EU security relations with NATO • Critically assess the stated EU security strategies (energy and otherwise) • Understand and evaluate the impact of the 'soft' and asymmetric internal and external security threats on the EU (e.g. terrorism, identity crisis, immigration, etc.) • Use IT skills (word processing, online platforms and e-mail) as study and communication tools. • Have the learning skills to allow them to partake in research of international phenomena with a minimal assistance. 		
Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> • EU energy (in)security, threats and opportunities • EU Energy Security Strategy and the CFSP/ESDP • The EU and the Energy Geopolitics of Southern Europe and the Eastern Mediterranean • EU environmental policies • The European Union security relations <ul style="list-style-type: none"> ○ Post-cold war European security architecture ○ Regional security relations and challenges (Russia, Balkans, Turkey) ○ Transatlantic relations (US, NATO) and US retrenchment ○ EU-China relations • Hard, soft and asymmetric threats to the EU <ul style="list-style-type: none"> ○ Terrorism ○ Human security & immigration ○ Identity and economic security ○ Cyber security/threats • The limits of the EU as a 'soft power' 		

	<ul style="list-style-type: none">• The prospects, limits and implications on security affairs of Germany as the sole EU hegemon• The future of the European security structure<ul style="list-style-type: none">◦ EU as a global actor: the development, perpetuation and limits of promotion of peace																				
Teaching Methodology	Lectures, Online discussions Peer-to-peer discussions – wikis and forums Individual guidance																				
Bibliography	Required Textbooks / Reading: <table><tr><th>Title</th><th>Author(s)</th><th>Publisher</th><th>Year</th></tr><tr><td>The Future of European Gas Markets : Balancing Act Between Decarbonisations and Security of Supply</td><td>Hafner, Manfred, Tagliapietra, Simone, Fondazione Eni Enrico Mattei</td><td>Deventer: Claeys & Casteels Publishing</td><td>2016</td></tr><tr><td>Debating European Security and Defense Policy : Understanding the Complexity</td><td>Larivé, Maxime H. A.</td><td>London: Routledge</td><td>2016</td></tr><tr><td>European Energy Security : Options & Challenges</td><td>Phillips, Radcliff E. Cook, Jamison B.</td><td>Hauppauge, N.Y. : Nova Science Publishers</td><td>2012</td></tr></table> Recomended Textbooks / Reading: <table><tr><th>Title</th><th>Author(s)</th><th>Publisher</th><th>Year</th></tr></table>	Title	Author(s)	Publisher	Year	The Future of European Gas Markets : Balancing Act Between Decarbonisations and Security of Supply	Hafner, Manfred, Tagliapietra, Simone, Fondazione Eni Enrico Mattei	Deventer: Claeys & Casteels Publishing	2016	Debating European Security and Defense Policy : Understanding the Complexity	Larivé, Maxime H. A.	London: Routledge	2016	European Energy Security : Options & Challenges	Phillips, Radcliff E. Cook, Jamison B.	Hauppauge, N.Y. : Nova Science Publishers	2012	Title	Author(s)	Publisher	Year
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The Future of European Gas Markets : Balancing Act Between Decarbonisations and Security of Supply	Hafner, Manfred, Tagliapietra, Simone, Fondazione Eni Enrico Mattei	Deventer: Claeys & Casteels Publishing	2016																		
Debating European Security and Defense Policy : Understanding the Complexity	Larivé, Maxime H. A.	London: Routledge	2016																		
European Energy Security : Options & Challenges	Phillips, Radcliff E. Cook, Jamison B.	Hauppauge, N.Y. : Nova Science Publishers	2012																		
Title	Author(s)	Publisher	Year																		

	<i>Handbook CSDP: The Common Security and Defence Policy of the EU</i>	European Security and Defense College (ESDC)	ESDC, Vol. 1, 3 rd edition	2017
	<i>Europe's (in)security Challenge</i>	Ashish kumar Sen	Atlantic Council	2016
	<i>EU-China Security relations: Twosomes can work, but can a ménage à trois?</i>	Duke Simon	Friends of Europe	2016
	<i>Bowling Alone: the limits of German power in Europe</i>	Josef Janning	European Leadership Network	2015
	<i>Understanding US retrenchment in Europe</i>	Luis Simon	Survival: Global Politics and Strategy, Vol 57, 2	2015
	<i>The geopolitics of the Atlantic Alliance</i>	James Rogers	www.europeangeostrategy.org	2014
	<i>New Energy, New Geopolitics</i>	Sarah Ladislaw, Maren Leed, Molly Walton	Center for Strategic and International Studies	2014
	<i>Russia: Playing Hardball or Bidding Farewell to Europe?: Debunking the Myths of Eurasia's New Gas Geopolitics</i>	Morena Skalamera & Andreas Goldthau	Harvard University	2016
	<i>The Geopolitics of Russian Natural Gas</i>	Tatiana Mitrova	Harvard University	2014
	<i>Eurasian Energy Security</i>	Jeffrey Mankoff	Council on Foreign Relations	2009

Assessment	Research paper, online discussion in platform forums (e.g. Wikis), final exam.
Language	English/Greek

Τίτλος Μαθήματος	Πολιτικές Ενέργειας της ΕΕ και Ζητήματα Ασφάλειας				
Κωδικός Μαθήματος	MIR-643DG				
Τύπος μαθήματος	Επιλογής				
Επίπεδο	2 ^{ος} κύκλος				
Έτος / Εξάμηνο φοίτησης	2 ^ο / 3 ^ο Εξάμηνο				
Όνομα Διδάσκοντα	Δρ. Κωνσταντίνος Αδαμίδης, Δρ. Θεόδωρος Τσακίρης				
ECTS	10	Διαλέξεις / εβδομάδα	1	Εργαστήρια / εβδομάδα	Δ/Υ
Στόχος Μαθήματος	<p>Βασικοί στόχοι του μαθήματος είναι:</p> <ul style="list-style-type: none"> • Η κριτική αποτίμηση των σύγχρονων ζητημάτων και απειλών ασφάλειας στην ΕΕ, στον 21^ο αιώνα • Η ενδελεχής ανάλυση θεμάτων ενέργειας και περιβάλλοντος, ενεργειακής ασφάλειας και ενεργειακών στρατηγικών στόχων και πολιτικών της ΕΕ • Η παροχή στους φοιτητές ενδελεχούς γνώσης και βαθιάς κατανόησης του πώς η ενεργειακή (αν)ασφάλεια της ΕΕ εισάγεται στην συνολική στρατηγική δομή και γενικότερα στα σχετικά ζητήματα της ΕΕ • Η κατανόηση της διασύνδεσης μεταξύ ενέργειας και περιφερειακής ασφάλειας στις πιο σημαντικές περιφέρειες παραγωγής και εξαγωγής ενέργειας. • Η κριτική αποτίμηση επιπρόσθετων, μη ενεργειακής φύσεως, ζητημάτων ασφαλείας που απασχολούν την ΕΕ, τόσο εντός του διατλαντικού πλαισίου (π.χ. NATO) και σε σχέση με περιφερειακούς 				

	παίχτες όπως η Ρωσία και η Τουρκία, όσο και σε σχέση με πιο μακρινούς παίκτες, όπως η Κίνα.		
Μαθησιακά Αποτελέσματα	<p>Μετά την ολοκλήρωση της μαθήματος οι φοιτητές αναμένεται να είναι σε θέση να:</p> <ul style="list-style-type: none"> • Αποτιμούν τον ενδεχόμενο αντίκτυπο της ενεργειακής ανασφάλειας επί της ΕΕ. • Κατανοούν το ρόλο της ενεργειακής ασφάλειας στη διαμόρφωση της (ευρύτερης) ευρωπαϊκής γεωπολιτικής. • Κατανοούν τις προτεραιότητες και τις προκλήσεις της Ευρωπαϊκής Στρατηγικής Ενεργειακής Ασφάλειας, ως επίσης και τον τρόπο με τον οποίο αυτή συνδέεται με την Κοινή Εξωτερική Πολιτική και Πολιτική Ασφάλειας και με την Κοινή Πολιτική Άμυνας και Ασφάλειας της ΕΕ. • Προβαίνουν σε κριτική ανάλυση και προβληματισμό επί των σημαντικότερων παγκόσμιων και ευρωπαϊκών περιβαλλοντικών τάσεων. • Αποτιμούν τα σημαντικότερα ζητήματα ασφάλειας που αντιμετωπίζει η ΕΕ στον 21^ο αιώνα. • Αξιολογούν τις σχέσεις μεταξύ της ΕΕ και του ΝΑΤΟ σε θέματα ασφάλειας. • Προβαίνουν σε κριτική αποτίμηση των διακηρυγμένων στρατηγικών ασφάλειας της ΕΕ. • Κατανοούν και αξιολογούν τον αντίκτυπο των «μαλακών» και ασύμμετρων απειλών ασφαλείας επί της ΕΕ (π.χ. τρομοκρατία, κρίση ταυτότητας, μετανάστευση κ.α.). • Αξιοποιούν δεξιότητες νέων τεχνολογιών (π.χ. επεξεργασία κειμένου, διαδικτυακές πλατφόρμες, ηλεκτρονικό ταχυδρομείο) ως εργαλεία έρευνας και επικοινωνίας. • Κατέχουν τις μαθησιακές δεξιότητες που θα τους επιτρέψουν να συμμετέχουν σε έρευνα επί των διεθνών φαινομένων με ελάχιστη καθοδήγηση. 		
Προαπαιτούμενα	Κανένα	Συναπαιτούμενα	Κανένα
Περιεχόμενο Μαθήματος	<ul style="list-style-type: none"> • Ενεργειακή (Αν)ασφάλεια στην ΕΕ, απειλές και ευκαιρίες • Στρατηγική Ενεργειακής Ασφάλειας της ΕΕ και ΚΕΠΠΑ/ΕΠΑΑ 		

	<ul style="list-style-type: none"> • ΕΕ και γεωπολιτική της ενέργειας στην Νότια Ευρώπη και την Ανατολική Μεσόγειο • Περιβαλλοντικές πολιτικές της ΕΕ • ΕΕ και σχέσεις ασφαλείας <ul style="list-style-type: none"> ο Μετα-Ψυχροπολεμική ευρωπαϊκή αρχιτεκτονική ασφάλειας ο Σχέσεις περιφερειακής ασφάλειας και προκλήσεις (Ρωσία, Βαλκάνια, Τουρκία) ο Διατλαντικές σχέσεις (ΗΠΑ, ΝΑΤΟ) και αμερικανικός προβληματισμός ο Σχέσεις ΕΕ-Κίνας • Σκληρές, μαλακές και ασύμμετρες απειλές για την ΕΕ <ul style="list-style-type: none"> ο Τρομοκρατία ο Ανθρώπινη ασφάλεια και μετανάστευση ο Ταυτότητα και οικονομική ασφάλεια ο Διαδικτυακή ασφάλεια και απειλές • Τα όρια της ΕΕ ως «μαλακή δύναμη» • Οι προοπτικές, τα όρια και οι επιπλοκές που προκύπτουν ως αποτέλεσμα της προοπτικής μιας γερμανικής ηγεμονίας στην Ευρώπη, σε σχέση με τα ζητήματα ασφάλειας • Το μέλλον των ευρωπαϊκών δομών ασφάλειας <ul style="list-style-type: none"> ο Η ΕΕ ως παγκόσμιος δρων: η ανάπτυξη, η διαιώνιση και τα όρια της προαγωγής της ειρήνης
Μεθοδολογία Διδασκαλίας	Διάλεξη, διαδικτυακές συζητήσεις, διάδραση μεταξύ φοιτητών (π.χ. μέσω forums και wikis), ατομική καθοδήγηση

Βιβλιογραφία
Βασική/Υποχρεωτική Βιβλιογραφία:

Τίτλος	Συγγραφείς	Εκδότης	Έτος
The Future of European Gas Markets : Balancing Act Between Decarbonisations and Security of Supply	Hafner, Manfred, Tagliapietra, Simone, Fondazione Eni Enrico Mattei	Deventer: Claeys & Casteels Publishing	2016
Debating European Security and Defense Policy : Understanding the Complexity	Larivé, Maxime H. A.	London: Routledge	2016
European Energy Security : Options & Challenges	Phillips, Radcliff E. Cook, Jamison B.	Hauppauge, N.Y. : Nova Science Publishers	2012
Γαλάζιος Χρυσός: Οι Ρώσο-Ουκρανικές Σχέσεις και η Ευρωπαϊκή Στρατηγική του Φυσικού Αερίου	Θεόδωρος Τσακίρης	EKEM, Παπαζήσης	2011
Ο Ρόλος της Ανατολικής Μεσογείου στην Ενεργειακή Ασφάλεια της Ευρώπης	Κωνσταντίνος Φίλος (επ.)	ΙΔΙΣ	Δ012

Επιπρόσθετα Αναγνώσματα:

Τίτλος	Συγγραφείς	Εκδότης	Έτος
Ζητήματα Ευρωπαϊκού Δικαίου Ενέργειας.	Κωνσταντίνος Ηλιόπουλος	Αντ. Σάκκουλας	2014

	Ευρωπαϊκή Πολιτική Ενέργειας, Δίκαιο Συνθηκών, Ασφάλεια Εφοδιασμού, Διευρωπαϊκά Δίκτυα Ενέργειας, Διεθνείς Συμβάσεις της Ελλάδος			
	Στρατηγικό Αδιέξοδο: Τι σηματοδοτούν για τις Ευρώ-Ρωσικές Ενεργειακές Σχέσεις και την Ελλάδα οι αντιρωσικές κυρώσεις της Ε.Ε. και η Εγκατάλειψη του South Stream	Θεόδωρος Τσακίρης	Foreign Affairs (The Hellenic Edition), (Δεκέμβριος 2015-Ιανουάριος 2016)	2015
	Handbook CSDP: The Common Security and Defence Policy of the EU	European Security and Defense College (ESDC)	ESDC, Vol. 1, 3 rd edition	2017
	Europe's (in)security Challenge	Ashish kumar Sen	Atlantic Council	2016
	<i>EU-China Security relations: Twosomes can work, but can a ménage à trois?</i>	Duke Simon	Friends of Europe	2016
	Bowling Alone: the limits of German power in Europe	Josef Janning	European Leadership Network	2015
	Understanding US retrenchment in Europe	Luis Simon	Survival: Global Politics and Strategy, Vol 57, 2	2015
	The geopolitics of the Atlantic Alliance	James Rogers	www.europeangeostrategy.org	2014

	New Energy, New Geopolitics	Sarah Maren Leed, Molly Walton, Ladislav	Center for Strategic International Studies	2014
	Russia: Playing Hardball or Bidding Farewell to Europe?: Debunking the Myths of Eurasia's New Gas Geopolitics	Morena Skalamera & Andreas Goldthau	Harvard University	2016
	The Geopolitics of Russian Natural Gas	Tatiana Mitrova	Harvard University	2014
	Eurasian Energy Security	Jeffrey Mankoff	Council on Foreign Relations	2009
Αξιολόγηση	Ερευνητική εργασία, διαδικτυακή συζήτηση/διάδραση, τελική εξέταση			
Γλώσσα	Ελληνική/Αγγλική			

Appendix C: e-Learning Pedagogical Support Unit (ePSU)

Restructuring the Teaching and Learning Units of the University of Nicosia
Rector Poyioutas
Council Meeting 12th June 2017
Request for Budget Approval for Hiring Experts in Pedagogy and E-Learning

Preamble:

There are three "independent" Units currently providing teaching and learning support to faculty members:

1. the University of Nicosia Teaching and Learning Institute (UNTLI), currently headed by Dr Ioulia Papageorgi (Assistant Professor of Educational Psychology); the Head of UNTLI currently reports to the Vice Rector for Academic Affairs,
2. the Academic Pedagogy sub-unit of the Distance Learning Department (APDLU), responsible for the e-learning pedagogy currently headed by Professor Charalambos Vrasidas (Professor of Educational Technology and Associate Dean of the DL Unit); the Associate Dean currently "reports" to the Executive Dean of Distance Learning, and
3. the Information Technology for e-learning Unit (ITeU), responsible for advising the University with regards technological advances in teaching and learning, headed by Dr Chris Alexander (Assistant Professor); the Head reports to the Chief Executive Officer.

UNTLI's role is to provide pedagogical support to faculty members, mainly for conventional methods of teaching and learning. However, UNTLI has in the past offered pedagogical training to faculty members with regards technological-based e-learning methods (e.g. flip teaching). Both APDLU and ITeU have been offering seminars to faculty members (mainly those teaching in Distance Learning programmes) with regards e-learning technology in teaching and learning.

Need:

- a) There is a need to better co-ordinate the pedagogical services and training offered to faculty members.
- b) The Quality Assurance and Accreditation for Higher Education recommended the creation of a Pedagogical Unit for e-learning and in a way set this as a pre-condition for accreditation of DL programmes.

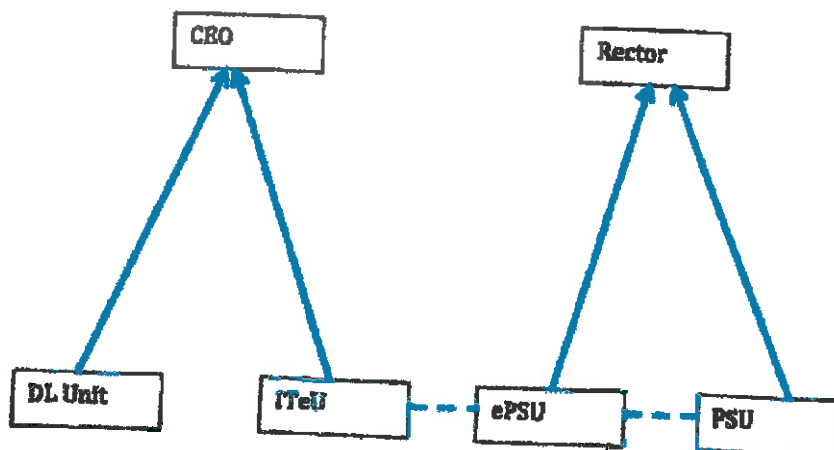
Proposal:

This proposal aims at addressing the need for better co-ordinating and for meeting DQAE's recommendation as per (a) and (b) above.

Structure:

The following Units/structure is proposed:

1. UNTLI is renamed to Pedagogical Support Unit (PSU) and is under the Rectors Office, with its Director reporting to the Rector.
2. APDLU is renamed e-Learning Pedagogical Support Unit (ePSU) and its director reports to the Rector.
3. ITeU provides input with regards state-of-the-art technology for teaching and learning, to ePSU. ITeU's Director reports to the Chief Executive Officer.



Budget:

In order to staff the new structure the following human resources are needed:

1. Director PSU - expert in Pedagogy - internal or external appointment
2. Head of ePSU - expert in e-learning pedagogy - internal or external appointment
3. Instructional Designer - external appointment

Thus there is a need of at two-three new full-time members of staff and some internal changes. The estimated annual budget for salaries for the proposed restructuring is 120,000 Euros.

Director of the e-Learning Pedagogical Support Unit (ePSU) at the University of Nicosia

Job Description

We are looking for a Director for the e-Learning Pedagogical Support Unit at UNIC who will provide leadership and support for the development and implementation of an evolving vision for pedagogy and online learning at UNIC that is aligned with the university's mission strategy and institutional goals.

Responsibilities

The Director will provide leadership, in developing and introducing innovative, advanced online and conventional teaching and learning pedagogical methodologies.

S/He will be responsible for developing and implementing policies relating to the University's Pedagogical and e-Learning Strategy, and creating a sustainable environment that drives continual pedagogical improvement among faculty, and engaging students in innovative learning environments.

The Director will lead and manage pedagogical support activities for academic staff, in the provision of professional development activities for teaching personnel in the Departments and Schools on pedagogical practice and the use of current and emerging instructional technologies, with a final goal to provide relevant and valuable learning experiences for faculty and students.

The Director will identify technology-related educational priorities, projects, and opportunities for staff and faculty on-campus and off-campus. (This may involve completely online courses (MOOCs, or Massive Open Online Courses) as well as SPOCs (Small Private Online Courses), hybrid, face-to-face courses and completely face-to-face courses that integrate online and other technologies, and other modalities incorporating technologies developed in the future.)

The Director will work closely with key stakeholders across the University, including Information Technology Services, administrators, faculty and staff.

S/He is expected to: promote teaching and learning as ongoing and collaborative processes of inquiry, experimentation, and reflection; contribute to the research on pedagogical issues that impact teachers and students in higher education; and promote a university culture that encourages the creation of learning environments in which diverse students can excel, thus advancing UNIC's mission of excellence in teaching and research.

Requirements

Applicants should have a doctoral degree, in the area Pedagogy/e-Learning and have extensive experience in using technology in curriculum design and delivery.

Knowledge of current and emerging technologies, support systems to enhance online education, and experience in developing and scaling online learning programs are desirable. Evidence of active scholarship and leadership in eLearning projects and extensive experience in working in units of a similar nature would be a clear advantage.

The ideal candidate will have successful online teaching experience, as well as an applied understanding of educational psychology in online settings, and experience with evidence-based practices in creating and assessing online materials.

The Director of ePSU will report directly to the Rector.

Application Documents

Curriculum Vitae

Cover Letter

Statement of Research (Optional)

Statement of Teaching (Optional)

2 references required

Reward

We offer a highly competitive rewards and benefits package including private healthcare, vouchers, and an annual gym subsidization.

Deadline for Application

Please submit your CV accompanied by a cover letter by 17/07/2017 at odysseos.m@unic.ac.cy

Instructional Technologist / Designer

Job Description

UNIC seeks a dynamic and enthusiastic Instructional Technologist/Designer to support digital pedagogy and the production of digital learning objects, as well as the academic and professional development needs of UNIC faculty members.

Reporting to the Director of ePSU, the Instructional Technologist/Designer will possess an in-depth understanding of instructional technology issues related to learning in online, hybrid/blended, and traditional courses, as well as experience using a wide range of hardware and software tools to develop multimedia and learning objects.

The Instructional Technologist/Designer will also provide support and supervision to faculty, staff and student assistants. The Instructional Technologist/Designer will join a team that works collaboratively to support the teaching and learning mission of the University.

Responsibilities Include

- Support the design, creation, and revision of interactive online learning and training materials, including multimedia objects that enhance the learning process.
- Assist with the design and delivery of online, hybrid, and face-to-face instructional technology/design training to staff.
- Assist in developing supplemental, blended, and fully online courses adhering to organizational standards.
- Adapt instructional materials created for one format to another format (usually this is adapting materials from face-to-face to e-learning)
- Create media to support learning (e.g., visual aids for face-to-face, various multimedia for e-learning and online)
- Create engaging learning activities and compelling course content that enhances retention and transfer
- Research and evaluate instructional technology resources and their effectiveness.
- Conduct instructional design research and analysis on learners and contexts
- Create supporting material/media (audio, video, simulations, role plays, games, etc)
- Decide on the criteria used to judge learner's performance and develop assessment instruments
- Support the creation and management of course materials, including syllabi and assessment data
- Maintain project documentation and course folders
- Pilot technology-based learning materials

Qualifications

Master degree in instructional design, educational technology or similar. 2-3 years of experience in the field of instructional/educational technology, including designing, developing, and managing technology-based instructional projects and assets.

Requirements

- Proven working experience in instructional design and with instructional technology
- Excellent knowledge of learning theories and instructional design models
- Lesson and curriculum planning skills
- Solid knowledge of course development software and at least one learning management system
- Visual design skills and ability to storyboard
- Ability to write effective copy, instructional text, audio scripts/video scripts
- Gaming technologies knowledge, skills, and/or background
- Expertise in documentation creation and management
- Prior experience with Content Management Systems
- Ability to develop innovative approaches to complex design problems
- Familiarity with various authoring and programming tools, including but not limited to HTML and Flash
- Strong graphic and multimedia design skills.

Special Knowledge and Skills

- The ideal candidate will be a self-motivated, organized, and detail-oriented team player who is capable of participating in collaborative instructional development processes and activities, is able to work independently, and has strong intellectual and analytical skills.
- Position requires the ability to collect data, create reports and prepare written communication with an attention to detail and accuracy.
- Ability to manage multiple projects simultaneously leading and actively collaborating with others on cross-functional teams and meet deadlines
- Highly organized with able to thrive in a fast-paced, deadline-oriented environment
- Excellent communication skills, strong analytical and verbal communication skills, and excellent interpersonal skills
- High degree of flexibility and tolerance for change
- Ability to work collaboratively within an academic community.
- Ability to produce professional digital media assets, including videos, audio, animation, and screencasts, podcasts based on client needs. Experience with the Adobe suite a plus.
- Experience with Learning Management Systems
- Understanding of pedagogical issues related to adult learning

- Experience with training and staff development
- Experience with music-related technologies and software a plus.
- Experience with active learning space design a plus.

Application

- CV
- Cover letter
- 2 references required

Positions: 1-2

Reward

We offer a highly competitive rewards and benefits package including private healthcare, vouchers, and an annual gym subsidization.

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