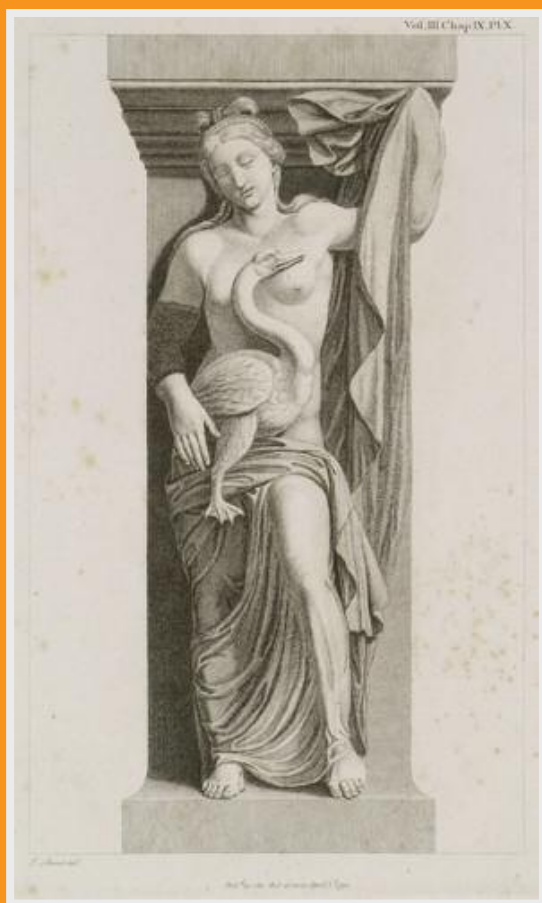


ARISTOTLE UNIVERSITY OF THESSALONIKI / FACULTY OF PHILOSOPHY
SCHOOL OF HISTORY AND ARCHAEOLOGY

Undergraduate and Postgraduate Studies Requirements & Course Catalogue

2022-2023



Editors

S.ALAGKIOZIDOU - Em.GOUNARI - A.ALMATZI

Editor-in-chief

E.CHATZIANTONIOU

THESSALONIKI 2022



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ABBREVIATIONS

GENERAL

| | |
|------|---|
| AUTH | : Aristotle University of Thessaloniki |
| CBR | : Centre for Byzantine Research |
| CPTC | : Certificate for Pedagogical and Teaching Competence |
| h/s | : hours per semester |
| h/w | : hours per week |
| LTS | : Laboratory Teaching Staff |
| O.B. | : Old Building |
| OPUS | : Old Programme of Undergraduate Studies |
| RPUS | : Reformed Programme of Undergraduate Studies |
| STLS | : Specialised Technical and Laboratory Staff |
| s.s. | : spring semester |
| w.s. | : winter semester |

COURSE CODE

| | |
|-----|---|
| ABY | : Byzantine Archaeology |
| ACL | : Classical Archaeology |
| APR | : Prehistoric Archaeology |
| FMA | : Ethnomusicology |
| FSA | : Folklore and Social Anthropology |
| HIA | : History of Art |
| HAN | : Ancient History |
| HAR | : Arab-Islamic History |
| HBA | : Balkan History |
| HBY | : Byzantine History |
| HCG | : History of Contemporary Greece |
| HEH | : History of Asia Minor Hellenism |
| HJP | : History of the Jewish People |
| HME | : Medieval History of Western Europe |
| HMG | : Modern Greek History |
| HMO | : Modern European History |
| HPS | : History of the Peoples of the Steppe |
| HRO | : Roman History |
| HSL | : History of the Slavic Peoples |
| HTP | : History of the Turkish Peoples |
| STI | : Students' Internship |
| THS | : Thessaloniki: History and Archaeology from Prehistoric Times to the Present Day |

COURSE TYPE

- C** : Compulsory course
- FO** : Free option
- CM** : Compulsory course per module
- CMS** : Compulsory seminar per module
- O** : Optional course

INTRODUCTION

The present booklet is intended as a guide for current and prospective Erasmus students at the School of History and Archaeology of the Aristotle University of Thessaloniki (AUTH). It aims at helping them to organise and facilitate their study period at the School. It includes information on the organisation of the University and the School, the catalogue and descriptions of the courses offered by the School in the academic year 2022-2023, as well as on services available to students, diverse research activities undertaken by the School and libraries.

It focuses on academic matters, but more information about the University and the city of Thessaloniki can be found at the University's official webpage (<https://www.auth.gr/en/life>). General information about studies in Greece can be acquired by the official web portal of the Greek state **Study in Greece**, under the auspices of the Greek Ministries of Foreign Affairs and Education and Religious Affairs:

<https://www.studyinggreece.edu.gr/>

PART ONE

General Information

2022-2023



1.

SCHOOL POSTAL ADDRESS

School of History and Archaeology
Faculty of Philosophy
Aristotle University of Thessaloniki
University Campus
54124 Thessaloniki

Website of School: <http://www.hist.auth.gr>

2.

RECTORATE AUTHORITIES

Rector: Nikos Papaioannou

Vice Rector for Academic & Student Affairs: Dimitrios S. Koveos

Vice Rector for Finance, Planning & Development: Haralambos Feidas

Vice Rector for Administrative Affairs: Andreas Giannakoudakis

Vice Rector for Research and Lifelong Education: Efstratios Stylianidis

3.

STRUCTURE OF FACULTY OF PHILOSOPHY

Dean: Konstantinos Bikos, Professor, School of Philosophy and Education

HEADS OF SCHOOLS

| | |
|--|-----------------|
| School of Philology: | I. Karamanou |
| School of History and Archaeology: | E. Manakidou |
| School of Philosophy and Education: | K. Tsioumis |
| School of Psychology: | M. H. Kosmidis |
| School of English Language and Literature: | Z. Detsi |
| School of French Language and Literature: | P. Panagiotidis |
| School of German Language and Literature: | A. Wiedenmayer |
| School of Italian Language and Literature: | E. Leontaridi |

The Faculty of Philosophy was founded in 1925 and opened its doors to 65 students in 1926. It was housed in the Villa “Allatini”, with desks and blackboards, made at the Papafeion Orphanage. However, in October 1927, following the initiative of the Pres

ident of the Rector's Council, Georgios Sotiriadis, it was transferred to the mansion of the Second Military Hospital of Thessaloniki, where the Ottoman School "Idadiye" had been housed until 1912. Today, it houses some of the Departments of the Faculty of Philosophy.

According to its Foundation Act, the Faculty of Philosophy consisted of two Schools: the School of Philology and the School of History and Archaeology and it offered five degrees (Philosophy and Education, Classics, Medieval and Modern Greek Literature, History, Archaeology). Since November 1935 the School has offered two degrees, the Degree in Philology and the Degree in History and Archaeology. In 1952, the course of studies changed with the first three years of studies being made common for all students, while in the fourth year, students select their specialisation in one of the following fields: 1. Classics, 2. Medieval and Modern Greek Literature, 3. Philosophy, 4. History and 5. Archaeology. As of the third academic year, a new division into two Schools followed: The School of Philology and the School of History and Archaeology. The School of English Language and Literature started functioning in the academic year 1951-52, followed by the School of French Language and Literature (1954-1955), as well as the Schools of German and Italian Language and Literature (1960-61). At the end of 1963, the School of Philosophy was divided into four departments in the second academic year (the Department of Philosophy, the Department of Classics, the Department of Archaeology and the Department of Medieval and Modern Greek Studies). In 1971, the School of Philosophy expanded to include seven departments and the division was then transferred to the third year.

As of the academic year of 1982-1983 onwards, law no. 1268 came into effect, some provisions of which were modified according to law no. 1566. The Faculty of Philosophy was established replacing the old School of Philosophy and the four schools of the Institute of Foreign Languages and Philologies became independent (law no. 1268). In 1984-1985, the Faculty of Philosophy was divided into three schools: the School of Philology, the School of History and Archaeology, and the School of Philosophy, Education and Psychology. In 1993, the School of Philosophy, Education and Psychology was further divided into the School of Philosophy and Education and the School of Psychology. Today, the Faculty of Philosophy consists of eight Schools, each of which providing its graduates with its own degree.

The "Centre for Byzantine Research" (<http://www.kbe.auth.gr/>) was founded in 1966 on the initiative of a group of Professors from the Faculty of Letters of the Aristotle University (R.D. 413/1966, FEK 106 T.A). The Centre is a research organisation which promotes the study of the Byzantine history, culture and civilisation. It encompasses five Research Departments (Byzantine History, Literature, Theology, Archaeology and Art, and Byzantine Law). The Centre's mission also includes offering research opportunities to young scholars and specialised researchers from Greek (domestic) or foreign educational institutions.



The entrance of the Old Building of the Faculty of Philosophy

It was built in 1887 by the Italian architect Vitaliano Poselli in order to house the Ottoman School of Public Administration (Idadiye). After the liberation of Thessaloniki (1913) and during the Balkan wars it was used as a military hospital. It was conceded to the University of Thessaloniki in 1927. Reparations and the addition of a third floor partially altered its original form. It still houses part of the Faculty of Philosophy.

4.

STRUCTURE OF SCHOOL OF HISTORY AND ARCHAEOLOGY

The School of History and Archaeology has a long history in the Aristotle University since it was among the first Schools to be established within the Faculty of Philosophy. Many eminent scholars, with marked influence on the intellectual life of the country have taught in this School.

The School is currently organised in four departments:

1. Department of Ancient Greek, Roman, Byzantine and Medieval History
2. Department of Modern and Contemporary History, Folklore and Social Anthropology
3. Department of Archaeology
4. Department of History of Art

Each Department develops independently its research activities, but they collectively implement a coordinated educational policy.

The School offers the following degrees:

- BA in History or Archaeology and History of Art, depending on the selected specialisation
- MA in Historical Research
- MA in Archaeology, Art, Culture
- Ph.D. in History or Archaeology and History of Art (depending on the selected specialisation)

4.1. SCHOOL ADMINISTRATION

Chair of the School of History and Archaeology

Eleni Manakidou, Professor, office 311, tel. 2310 997279

Deputy Chair of the School of History and Archaeology

Iakovos Michailidis, Professor, office 401, tel. 2310 997273

The Registrar's Office

Administration Building "K. Karatheodori", 2nd floor, Offices 208-209

Tel. 2310 99 5221, 5223-26, e-mail: info@hist.auth.gr

The Registrar's Office is responsible for matters related to student registration, academic progress reports, transcripts, annual course registration and for any other administrative matter. It is **open to the public on weekdays between 12.00-13.00.**

Head of Secretariat

Vassiliki Chachopoulou, tel. 2310 998780

Personnel**Administrative - Student Issues**

Ch. Karampalis, Administrative personnel, tel.: 2310 99 5226

I. Giannakidou, Administrative personnel, tel.: 2310 995224

S. Dedos, Administrative personnel, tel. 2310 995225

Postgraduate Studies

I. Kamana, Administrative personnel, tel.: 2310 995223

4.2. DEPARTMENTS ADMINISTRATION**4.2.1. Department of Ancient Greek and Roman, Byzantine and Medieval History**

Head: A. Gkoutzioukostas, Professor, office 405, tel. 231099.7982

Department Secretariat: E. Asimakopoulou, Specialised Technical and Laboratory Staff, office 405, tel. 2310 997218

4.2.2. Department of Modern and Contemporary History, Folklore and Social Anthropology

Head: D. Papastamatiou, Assistant Professor, office 401, tel. 2310 997481

Department Secretariat: M. Zampelaki, Specialised Technical and Laboratory Staff, office 401, tel. 2310 997258

Library of Modern and Contemporary History: M. Tzatzimaki, Librarian, Specialised Technical and Laboratory Staff, office 401, tel. 2310 997183

Library of Folklore and Social Anthropology: A. Tzintziova, Laboratory Teaching Staff, office 104, O.B., tel. 2310 997288

4.2.3. Department of Archaeology

Head: P. Tselekas, Assistant Professor, office 303, tel. 2310 997208

Department Secretariat: Dr. Ph. Sidera, Specialised Technical and Laboratory Staff, office 301, tel. 2310 997278.

Library of Archaeology and History of Art:

M. Dagioukla, Librarian, Library of Archaeology and History of Art, office 301, tel. 2310 997298

Dr. Ph. Sidera, Specialised Technical and Laboratory Staff, office 301, tel. 2310 997278

M. Iatrou, Specialised Technical and Laboratory Staff, Dion Excavation, tel. 23510-53949

K. Vasteli, Laboratory Teaching Staff, office 302 (mezzanine), tel. 2310 997211

4.2.4. Department of History of Art

Head: Iliana Zarra, Professor, office 313, tel. 2310 997271

Department Secretariat: Dr. Ph. Sidera, Specialised Technical and Laboratory Staff, office 301, tel. 2310 997278.

4.3. ADMINISTRATIVE BODIES

The decision-making bodies of the School of History and Archaeology are the following:

- General Assembly of the School
- General Assembly of the School - Special Composition (Faculty members and representatives of other staff members of the School)
- Departmental Assemblies

Chair: E. Manakidou

Deputy Chair: I. Michailidis

Heads of the Departments: A. Gkoutzioukostas, D. Papastamatiou, P. Tselekas

Faculty members: G. Aggelopoulos, P. Androudis, G. Antoniou, E. Chatziantoniou, B. Gounaris, A. Delikari, L. Hassiotis, M. Kantirea, Ph. Kotzageorgis, G. Leveniotis, E. Manta, M. Ntinou, M. Paisidou, P. Papadopoulou, E. Papagianni, A. Pegklidou, N. Poulou, A. Semoglou, A. Sfikas, Il. Sverkos, A. Tantsis, E. Tounta, S. Triantafyllou, S.-M. Valamoti, A.-K. Wassiliou-Seibt, I. Xydopoulos, Il. Zarra

Representative of the Laboratory Teaching Staff: Ordinary: Christina Papakyriakou, Substitute: E. Voulgari

Representative of the Specialised Technical and Laboratory Staff: Not defined

Representative of the postgraduate students: Not defined

Representative of the undergraduate students: Not defined

4.4. ACADEMIC STAFF

4.4.1 Faculty Members

Department of Ancient Greek and Roman, Byzantine and Medieval History

PROFESSORS

| | | |
|--|-----|--------------------------------------|
| 1. Andreas Gkoutzioukostas (Byzantine History - Institutions) | 405 | 231099.7982 agkoutzi@hist.auth.gr |
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1. Chrysoula Veligianni-Terzi (Ancient History)
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3. Yana Katsofska-Maligkoudi (History of the Slavic People)
4. Theodoros Korres (Byzantine History)
5. Vassiliki Nerantzi-Varmazi (Byzantine History)
6. Alkmini Stavridou-Zafraka (Byzantine History)
7. Ioannis Touloumakos (Ancient History)

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| 6. Anastasios Tantsis (Byzantine Archaeology) | 302 | 231099.5488 tassostan@hist.auth.gr |
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1. Ioannis Akamatis (Classical Archaeology)
2. Stylianos Andreou (Prehistoric Archaeology)
3. Stella Drougou (Classical Archaeology)
4. Nikos Efstratiou (Prehistoric Archaeology)
5. Sotirios Kadas (Byzantine Archaeology)
6. Konstantinos Kotsakis (Prehistoric Archaeology)
7. Aristotelis Mentzos (Byzantine Archaeology)
8. Aliko Moustaka (Classical Archaeology)
9. Theocharis Pazaras (Byzantine Archaeology)
10. Aikaterini Papaefthymiou-Papanthimou (Prehistoric Archaeology)
11. Semeli Pingiatoglou (Classical Archaeology)
12. Chrysoula Saatsoglou-Paliadeli (Classical Archaeology)
13. Barbara Schmidt-Douna (Classical Archaeology)
14. Theodosia Stefanidou-Tiveriou (Classical Archaeology)
15. Michalis Tiverios (Classical Archaeology)
16. Georgios Velenis (Byzantine Archaeology)
17. Emmanuel Voutiras (Classical Archaeology)

Department of History of Art

PROFESSORS

- | | | |
|----------------------------------|-----|-------------------------------------|
| 1. Iliana Zarra (History of Art) | 313 | 231099.7271 ilzarra@hist.auth.gr |
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PROFESSORS EMERITI

1. Antonios Kotidis (History of Art)
2. Ilias Mykoniatis (History of Western Medieval and Modern Art)
3. Miltiadis Papanikolaou (History of Art)
4. Alkiviadis Charalampidis (History of Western Medieval and Modern Art)

Department of Modern and Contemporary History, Folklore and Social Anthropology

PROFESSORS

- | | | |
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| 1. Basil Gounaris (Modern History) | 401 | 231099.7470 vkg@hist.auth.gr |
| 2. Iakovos Michailidis (Modern and Contemporary History) | 401 | 231099.7973 iakovos@hist.auth.gr |
| 3. Athanasios Sfikas (International and Greek History of the 20th Century) | 401 | 231099.7517 tdsfikas@hist.auth.gr |

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| 1. Georgios Aggelopoulos (Social Anthropology) | 104 (OB) | 231099.7288 agelop@hist.auth.gr |
| 2. Phokion Kotzageorgis (Modern Greek History) | 401 | 231099.7206 phokion@hist.auth.gr |
| 3. Loukianos Hassiotis (Modern History) | 401 | 231099.7449 loukhass@hist.auth.gr |

ASSISTANT PROFESSORS

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| 1. Georgios Antoniou (Modern and Contemporary History of the Jews in Greece) | 401 | 231099.7219 geoantoniou@hist.auth.gr |
| 2. Eleftheria Manta (Modern Greek History) | 401 | 231099.7500 elefmant@hist.auth.gr |
| 3. Dimitrios Papastamatiou (Modern Greek History) | 401 | 231099.7481 dpapasta@hist.auth.gr |
| 4. Pegklidou Athina (Social Anthropology) | 104 (OB) | 231099.7285 peglidou@hist.auth.gr |
| 5. Dordanas Stratos (Pontic Studies - Hellenism of the East) | 401 | dordanas@hist.auth.gr |

PROFESSORS EMERITI

1. Ioannis Alexandropoulos (Turcic Studies)
2. Ioannis Hassiotis (Medieval and Modern History)
3. Basil Kondis (Modern and Contemporary History)
4. Ioannis Mourellos (Modern History)
5. Artemis Xanthopoulou-Kyriakou (Modern Greek History)

CHAIR OF PONTIC STUDIES¹

(with the support of the Ivan Savvidis Charitable Foundation)

ASSISTANT PROFESSOR

- | | | |
|------------------------------|-----|---|
| 1. Kyriakos Chatzikyriakidis | 402 | 231099.7214 kyriakoschatz@hist.auth.gr |
|------------------------------|-----|---|

¹ Under the supervision of the Dean of Faculty of Philosophy AUTH.

4.4.2. Laboratory Teaching Staff**Department of Ancient Greek and Roman, Byzantine and Medieval History**

- | | | |
|--|-----|------------------------|
| 1. Dr. Alagkiozidou Sofia (Ancient Greek Literature) | 403 | alagsofia@hist.auth.gr |
| 2. Dr. Aikaterini Mandalaki | 403 | mandalaki@hist.auth.gr |
| 3. (Ancient Greek History) | | |

Department of Modern and Contemporary History, Folklore and Social Anthropology

- | | | |
|--|----------|-----------------------------------|
| 1. Dr. Kallinis Georgios (Modern Greek Literature and History of Literature) | 401 | gkall@hist.auth.gr |
| 2. Areti Tzintziová (Folklore) | 104 (OB) | 231099.7288 areti@hist.auth.gr |

Department Of Archaeology

- | | | |
|---|-----------------|--------------------------------------|
| 1. Kyriaki Vastelli (Classical Archaeology) | 302 (mezzanine) | 231099.7211 kvasteli@hist.auth.gr |
|---|-----------------|--------------------------------------|

School of History and Archaeology

- | | | |
|---|--------------|--|
| 1. Dr. Athina Almatzi (Prehistoric Archaeology) | 301A | 231099.7282 aalmatzi@hist.auth.gr |
| 2. Dr. Ioanna Anagnostou (Prehistoric Archaeology) | 301A | 231099.7281 gianna12@hist.auth.gr |
| 3. Dr. Emmanuela Gounari (Classical Archaeology) | 301A | 231099.7442 emma@hist.auth.gr |
| 4. Dr. Chrysanthi Kallini (Classical Archaeology) | 301A | 231099.7282 kallini@hist.auth.gr |
| 5. Dr. Christina Papakyriakou (Byzantine Archaeology) | 301A/ CBR | 231099.2008/99.7442 chpapaky@hist.auth.gr |
| 6. Dr. Anastasia Pliota (Byzantine Archaeology) | 301A/ CBR | 231099.2007/99.7442 apliota@hist.auth.gr |
| 7. Dr. Konstantina Tsonaka (Classical Archaeology) | 301A | 231099.7281 ktsonaka@hist.auth.gr |
| 8. Dr. Ioanna Vasileiadou (Classical Archaeology) | 301A | 231099.7281 ivasil@hist.auth.gr |
| 9. Dr. Evaggelia Voulgari (Prehistoric Archaeology) | 301A | 231099.7282 voulevan@hist.auth.gr |

4.5 ECTS COORDINATOR OF THE SCHOOL OF HISTORY AND ARCHAEOLOGY, AUTH**Sevasti Triantafyllou**

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4.6 STUDENT AFFAIRS COMMITTEE**4.6.1 School Advisor****Elissavet Chatziantoniou**

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4.6.2 Advisor for Students of Sensitive Social Groups**Aggeliki Delikari**

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4.6.3 Department of Ancient Greek and Roman, Byzantine and Medieval History Advisor**Maria Kantirea****Associate Professor**

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4.6.4 Department of Modern and Contemporary History, Folklore and Social Anthropology Advisor**Eleftheria Manta**

Assistant Professor

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4.6.5 Department of Archaeology Advisor**Anastasios Tantsis**

Assistant Professor

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4.6.6 Department of History of Art Advisor**Ilina Zarra**

Professor

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4.7 SABBATICAL LEAVES OF ACADEMIC YEAR 2022-2023**Spring semester:**

Alexandra-Kyriaki Wassiliou-Seibt 15/2/2023-30/6/2023

Eleni Tounta 13/2-2023-13/7/2023

5. ACADEMIC CALENDAR

Semesters

| | From | Until |
|-----------------|------------------|-----------------|
| Winter semester | 3 October 2022 | 13 January 2023 |
| Spring semester | 13 February 2023 | 26 May 2023 |

Exam Periods

| | From | Until |
|-----------------------------|------------------|-------------------|
| September 2022 (Resit Exam) | 1 September 2022 | 30 September 2022 |
| January - February 2023 | 23 January 2023 | 10 February 2023 |
| June 2023 | 6 June 2023 | 23 June 2023 |

Bank Holidays

26 October 2022 (Saint Dimitrios Day - Celebration of the City's Patron Saint. Liberation of Thessaloniki from the Ottoman occupation)

28 October 2022 (National Bank Holiday)

17 November 2022 (Students' uprising in the National Technical University of Athens against the junta in 1973)

24 December 2022 - 7 January 2023 (Christmas Holidays)

30 January 2023 (The Three Patron Saints of Education Day)

23 February - 28 February 2023 (Carnival Holidays)

25 March 2023 (National Anniversary of the Revolution of 1821 against the Turkish Rule)

Elections of student representatives (the exact date will be announced in the spring semester)

10 April - 21 April 2023 (Easter Holidays)

1 May 2023 (Labour Day)

5 June 2023 (Holy Spirit Day)

The University remains closed for three weeks between the end of July and the end of August (exact dates to be announced).

6. ERASMUS AGREEMENTS (2021-2022)

F = first cycle (undergraduate); S = second cycle (postgraduate);

T = third cycle (PhD)

| COUNTRY / UNIVERSITY | CODE | COORDINATOR | DURATION | LEVELS |
|--|---------------|-------------------------|-----------|--------|
| BELGIUM | | | | |
| KU Leuven | B LEUVEN01 | Xydopoulos Ioannis | 2015-2023 | F |
| Université catholique de Louvain (UCL) | B LOUVAIN01 | Triantafyllou Sevasti | 2016-2023 | FST |
| BULGARIA | | | | |
| Bulgarian Academy of Sciences | BG SOFIA30 | Delikari Aggeliki | 2020-2023 | |
| CROATIA | | | | |
| Sveučilište u Rijeci | HR RIJEKA01 | Semoglou Athanasios | 2014-2023 | FS |
| Sveučilište u Zagrebu | HR ZAGREB01 | Triantafyllou Sevasti | 2018-2023 | FST |
| CYPRUS | | | | |
| University of Cyprus | CY NICOSIA01 | Michailidis Iakovos | 2017-2023 | FS |
| CZECH REPUBLIC | | | | |
| Charles University | CZ PRAHA07 | Delikari Aggeliki | 2014-2023 | FS |
| University of Ostrava | CZ OSTRAVA02 | Semoglou Athanasios | 2020-2023 | |
| Charles University | CZ PRAHA07 | Triantafyllou Sevasti | 2014-2023 | ST |
| FRANCE | | | | |
| Ecole Pratique des Hautes Etudes - EPHE | F PARIS054 | Papadopoulou Pagona | 2014-2023 | FS |
| Université Charles de Gaulle - Lille III | F LILLE03 | Poulou Natalia | 2018-2023 | FS |
| Aix-Marseille Université | F MARSEIL84 | Papadopoulou Pagona | 2014-2023 | FST |
| Université de Nantes | F NANTES01 | Tounta Eleni | 2020-2023 | ST |
| Université Paris 1 Panthéon-Sorbonne | F PARIS001 | Valamoti Soultana-Maria | 2014-2023 | |
| Université Paris Ouest Nanterre La Défense | F PARIS010 | Manakidou Eleni | 2019-2023 | FST |
| GERMANY | | | | |
| Ruprecht-Karls-Universität Heidelberg | D HEIDELB01 | Triantafyllou Sevasti | 2014-2023 | FST |
| Christian-Albrechts-Universität zu Kiel | D KIEL01 | Manakidou Eleni | 2015-2023 | |
| Universität Augsburg | D AUGS-BURG01 | Triantafyllou Sevasti | 2014-2023 | FS |

| COUNTRY / UNIVERSITY | CODE | COORDINATOR | DURATION | LEVELS |
|--|-------------|-------------------------------|-----------|--------|
| Freie Universität Berlin | D BERLIN01 | Manakidou Eleni | 2014-2023 | F |
| Humboldt-Universität zu Berlin | D BERLIN13 | Manakidou Eleni | 2015-2023 | FST |
| Albert-Ludwigs-Universität Freiburg im Breisgau | D FREIBUR01 | Manakidou Eleni | 2014-2023 | FST |
| Universität Hamburg | D HAMBURG01 | Manakidou Eleni | 2014-2023 | F |
| Ruprecht-Karls-Universität Heidelberg | D HEIDELB01 | Tounta Eleni | 2015-2023 | FST |
| Friedrich-Schiller-Universität Jena | D JENA01 | Triantafyllou Sevasti | 2017-2023 | FST |
| Universität zu Köln | D KOLN01 | Nigdelis Pantelis | 2014-2023 | F |
| Universität zu Köln | D KOLN01 | Papagianni Eleni | 2014-2023 | F |
| Johannes Gutenberg-Universität Mainz | D MAINZ01 | Manakidou Eleni | 2015-2023 | FST |
| Philipps-Universität Marburg | D MARBURG01 | Papagianni Eleni | 2017-2023 | FST |
| Westfälische Wilhelms-Universität Münster | D MUNSTER01 | Manakidou Eleni | 2019-2023 | |
| Universität Trier | D TRIER01 | Papagianni Eleni | 2014-2023 | F |
| Universität Trier | D TRIER01 | Kalfoglou-Kaloteraki Vasiliki | 2014-2023 | FS |
| Julius-Maximilians-Universität Würzburg | D WURZBUR01 | Manakidou Eleni | 2014-2023 | FST |
| ITALY | | | | |
| Università degli Studi di Salerno | I SALERNO01 | Tselekas Panagiotis | 2015-2023 | |
| Università degli Studi di Bologna 'Alma Mater Studiorum' | I BOLOGNA01 | Poulou Natalia | 2014-2023 | FST |
| Università degli Studi di Cagliari | I CAGLIAR01 | Bakalaki Alexandra | 2014-2023 | F |
| Università degli Studi di Catania | I CATANIA01 | Triantafyllou Sevasti | 2016-2023 | FST |
| Università degli Studi di Firenze | I FIRENZE01 | Tselekas Panagiotis | 2014-2023 | FS |
| Università degli Studi di Genova | I GENOVA01 | Tounta Eleni | 2015-2023 | FS |
| Università degli Studi di Napoli Federico II | I NAPOLI01 | Semoglou Athanasios | 2014-2023 | ST |
| Università degli Studi di Napoli Federico II | I NAPOLI01 | Manakidou Eleni | 2015-2022 | F |
| Università degli Studi di Napoli 'L'Orientale' | I NAPOLI02 | Manakidou Eleni | 2014-2023 | F |
| Università degli Studi di Padova | I PADOVA01 | Kantirea Maria | 2014-2023 | FST |
| Università degli Studi di Perugia | I PERUGIA01 | Manakidou Eleni | 2014-2023 | FST |
| Università degli Studi di Perugia | I PERUGIA01 | Aggelopoulos Georgios | 2014-2023 | F |
| Università degli Studi di Pisa | I PISA01 | Manta Eleftheria | 2014-2023 | FST |
| Università degli Studi della Basilicata | I POTENZA01 | Tselekas Panagiotis | 2014-2023 | FST |
| Università degli Studi Roma Tre | I ROMA16 | Manta Eleftheria | 2014-2023 | F |

| COUNTRY / UNIVERSITY | CODE | COORDINATOR | DURATION | LEVELS |
|---|--------------|------------------------|-----------|--------|
| THE NETHERLANDS | | | | |
| Rijksuniversiteit Groningen | NL GRONING01 | Valamoti Soutana-Maria | 2014-2023 | FS |
| POLAND | | | | |
| Uniwersytet Im. Adama Mickiewicza | PL POZNAN01 | Triantafyllou Sevasti | 2014-2023 | F |
| Cardinal Stefan Wyszyński University in Warsaw | PL WARSZAW07 | Semoglou Athanasios | 2014-2023 | F |
| PORTUGAL | | | | |
| Universidade de Coimbra | P COIMBRA01 | Triantafyllou Sevasti | 2014-2023 | F |
| ROMANIA | | | | |
| Alexandru Ioan Cuza University of Iași | RO IASI02 | Triantafyllou Sevasti | 2014-2023 | FST |
| Universitatea '1 Decembrie 1918' din Alba Iulia | RO ALBAIU01 | Triantafyllou Sevasti | 2017-2023 | FST |
| SLOVENIA | | | | |
| Univerza v Ljubljani | SI LJUBLJA01 | Triantafyllou Sevasti | 2014-2023 | F |
| Univerza v Ljubljani | SI LJUBLJA01 | Aggelopoulos Georgios | 2015-2023 | FST |
| SPAIN | | | | |
| Universidad de Oviedo | E OVIEDO01 | Hassiotis Loukianos | 2014-2023 | F |
| Universidad de Valladolid | EVALLADO01 | Hassiotis Loukianos | 2014-2023 | FS |
| Universidad de Alicante | E ALICANT01 | Tselekas Panagiotis | 2014-2023 | F |
| Universitat Autònoma de Barcelona | E BARCELO02 | Semoglou Athanasios | 2016-2023 | F |
| Universitat Autònoma de Barcelona | E BARCELO02 | Valamoti Soutana-Maria | 2014-2023 | F |
| Universidad de Zaragoza | E ZARAGOZ01 | Hassiotis Loukianos | 2014-2023 | S |
| SWEDEN | | | | |
| Stockholms Universitet | S STOCKHO01 | Triantafyllou Sevasti | 2019-2023 | |
| TURKEY | | | | |
| Ankara Üniversitesi | TR ANKARA01 | Triantafyllou Sevasti | 2018-2023 | FST |
| Uludağ Üniversitesi | TR BURSA01 | Manakidou Eleni | 2014-2022 | FS |
| Trakya Üniversitesi | TR EDIRNE01 | Valamoti Soutana-Maria | 2014-2023 | F |
| Mimar Sinan Güzel Sanatlar Üniversitesi | TR ISTANBU06 | Papadopoulou Pagona | 2018-2023 | T |
| Ege Üniversitesi | TR IZMIR02 | Triantafyllou Sevasti | 2014-2023 | FST |
| Ege Üniversitesi | TR IZMIR02 | Kotzageorgis Phokion | 2014-2023 | FS |
| Üsküdar Üniversitesi | TR ISTANBU46 | Kotzageorgis Phokion | 2020-2023 | |
| Sakarya Üniversitesi | TR SAKARYA01 | Leveniotis Georgios | 2017-2022 | FST |
| Bilkent Üniversitesi | TR ANKARA07 | Triantafyllou Sevasti | 2022-2026 | |

| COUNTRY / UNIVERSITY | CODE | COORDINATOR | DURATION | LEVELS |
|-----------------------------|---------------|-----------------------|-----------|--------|
| UNITED KINGDOM | | | | |
| Cardiff University | UK CARDIFF01 | Triantafyllou Sevasti | 2016-2021 | FST |
| University College London | UK LON-DON029 | Triantafyllou Sevasti | 2019-2021 | FST |
| The University of Sheffield | UK SHEFFIE01 | Triantafyllou Sevasti | 2014-2021 | FST |
| University of Edinburgh | UK EDINBUR01 | Triantafyllou Sevasti | 2014-2022 | FST |

7. REGISTRATION

The Ministry of Education, Research and Religious Affairs announces registration dates for students who have been accepted for admission at <https://eregister.it.minedu.gov.gr>. Access to the site is possible through the online registration system using the same password students used for accessing the online Electronic Application platform.

Through the same online system, those students who have been accepted for admission this year while they have already registered the previous year for a Faculty, School or Introductory Direction in higher education can select the Faculty, School or Introductory Direction for which they are already registered and at the same time request they be deleted so they may register at the new Faculty, School or Introductory Direction.

To create their required AUTH account and gain access to a number of academic and student support services, such as issuance of a student ID, a meal card, registering for courses, applying for textbooks, etc., registered students should:

- Step 1: Enter their details on AUTH's online services platform at <http://register.auth.gr>
- Step 2: Come to the School Registrar's Office with their Police ID Card or passport and a certificate of their social insurance no. (AMKA) or health booklet to complete their registration by having their identity verified.

The process of entering details on AUTH's online services platform/ID verification proceeds once the online registrations on the Ministry of Education system are completed and the lists of registered students are sent to AUTH Schools by the dates set by the Ministry. An announcement will be made regarding these dates on the AUTH website and registered students will be notified via SMS.

8. INTERNAL REGULATION OF AUTH

The Internal Regulation defines the procedures to be followed for the administrative operation and organisation of the institution, the implementation of rules, and the imposition of sanctions on those who violate or do not fully conform to relevant laws.

The present Internal Regulation of the Aristotle University of Thessaloniki was drawn up by the Senate of the Aristotle University during its meeting no. 2718/5-7-2000, and was approved by the decision of the Ministry of Education and Religious Affairs, Culture and Sports (no. 1.231/B1/425/25-8-2000), published in the Government Gazette 1099/5-9-2000 issue B.

The Regulation currently implemented includes the amendments ordered by the ministerial decision 129201/B1, published in the Government Gazette 1562/13-12-2002 issue B', and the ministerial decision 60210/B1, published in the Government Gazette 1517/11-10-2004 issue B.

For more information: <https://www.auth.gr/regulation>

9.

STRUCTURE OF PROGRAMME OF UNDERGRADUATE STUDIES

9.1. STRUCTURE OF PROGRAMME AND ISSUES STUDIES

9.1.1. General Issues

1. The Programme of Undergraduate Studies (PUS) is a 4-year programme and comprises 8 semesters. Once studies have been completed, students receive their degree from the School of History and Archaeology with a specialisation in either History or in Archaeology and History of Art.
2. The academic year begins 1 September and ends 31 August, and is divided into 2 teaching semesters (Winter/Spring). The start and end of each semester is determined by the Deanship of the Faculty of Philosophy and is announced on the School's website. Teaching duties are independently performed by the professors of the School (or with assistance from members of the Laboratory Teaching Staff [LTS]) or by Laboratory Teaching Staff appointed by the School's General Assembly, and are specified as follows: lectures to a large audience, seminars to a limited number of students, project supervision, consultation with students at appointed times (in offices, labs or libraries), participation in excavations, and internships.
3. The in-class teaching period for each semester includes the weeks set by applicable legislation (at least 13 full weeks). The duration of a semester may be extended only in exceptional circumstances to complete the minimum required weekly teaching hours. The extension may not be longer than two weeks and is subject to decision of the Rector, on the recommendation of the Deanship of the Faculty of Philosophy (Greek Law 4009/2011, Article 33(6)). All PUS courses are 3 teaching hours per week. The in-class teaching period is followed by an examination period, the duration of which is a maximum of 3 weeks. A re-sit examination period is held in September of each year, during which all courses of the previous academic year are examined.
4. In accordance with applicable legislation, in order to acquire and retain student status, each student must register through AUTH's Student Information System at sis.auth.gr, on the dates specified by the Ministry of Education and Religious Affairs. Students are also required to register for the courses they will be taking during the semester. Course registration takes place online when courses begin at the time set by the School Registrar's Office. Through this process, students acquire and retain their status until they receive their degree. However, it is noted that, in accordance with applicable legislation, the privileges afforded to those with student status are retained provided students have not exceeded the minimum period of attendance (4 years), plus 2 years.
5. Students are entitled to temporarily or permanently withdraw from their studies by submitting a written request to that effect to the School Registrar's Office for as many semesters as they wish, whether consecutive or otherwise, provided that

their withdrawal from the university does not exceed eight (8) semesters, which is the minimum number of semesters required to complete the degree. These semesters are not considered attendance, and therefore do not count towards the maximum permitted attendance. Student status and all its privileges are temporarily suspended during the withdrawal period, unless the interruption can be proven to be for reasons of health or beyond the student's control, whereby student status is retained. The withdrawal process is initiated by written request submitted by the student to the School Registrar's Office, accompanied by the required supporting documents.

6. The Chair of the School and the Registrar's Office are responsible for overseeing the preparation of the course timetable for each semester by a committee appointed by the School's General Assembly. Courses, syllabi and teaching assignments are approved by the School's General Assembly on the recommendation of the Departments.
7. The School appoints a Student Advisor who is charged with informing students about the organisation and structure of studies and resolving any study-related problems. Specialised academic guidance is provided to students by individual Student Advisors appointed by each Department. A Support Advisor is also appointed to assist students of sensitive social groups. Department Heads are responsible for seeing that office hours for advisors, counsellors and teaching staff are posted on the School website. There must be at least 4 hours available weekly, scheduled at different times of the day to best serve working students.

9.1.2. Codification and Technical Terms

- **Specialisations:** The degree from the School is offered in two specialisations: a) History or b) Archaeology and History of Art. Students select the specialisation they wish to follow and determine their course of study accordingly.
- **Modules:** Modules are the individual academic branches of the School (e.g. Byzantine Archaeology, History of the Balkan Peninsula, History of Modern Art, and others). Each module is encoded with three letters: the first is a general designation (A=Archaeology, H=History), and the other two indicate the specific branch (e.g. APR=Prehistoric Archaeology, HAN=Ancient Greek History).
- **Course:** Each module is made up of a number of courses. Courses are given three-digit course codes. The first digit indicates the level: course codes beginning with 1 are introductory compulsory courses (C); those beginning with 6 are compulsory courses per module (CM) for one of the two-degree modules, including compulsory seminars per module (CMS); those beginning with 5 refer to Thematic Areas of the Reformed Programme of Undergraduate Studies (RPUS), while those beginning with 2, 3 or 4 are optional courses (O).
- **Compulsory seminar per module (CMS):** A special category of courses with a restricted audience, compulsory attendance and mandatory project or paper.
- **Seminar:** A special category of courses with a restricted audience, with or without

compulsory attendance. Courses may be designated as Seminars ad hoc, on the recommendation of the Department and decision by the School's General Assembly when the annual teaching assignments are made.

9.1.3. European Credit Transfer System (ECTS)

ECTS is part of the ERASMUS Programme (European Community Action Scheme for the Mobility of University Students) and its aim is to promote the processes of recognition of study among cooperating institutes in Europe. It was first used in the academic year 1992-93, and it enables students to recognise the part of their studies that was realised in universities abroad.

More specifically, ECTS is a system for the transfer of credits among European Universities. This is achieved through the support of transparency in their study programmes and student achievements. ECTS reflects the content, structure, equivalence and correspondence of academic programmes, which are quality criteria for University Institutes participating in the programme and defined by the latter in such a way as to create appropriate conditions for cooperation agreements.

ECTS credits of each course reflect or correspond to the workload (theory, laboratories, seminars, projects, examinations) required from the student for the successful completion of the course. That is, ECTS is based on the total workload of the student and is not limited to course hours.

The basic ECTS principles are as follows:

1. Credits are distributed to courses in such a way as the workload of one academic year corresponds to 60 credits.
2. 60 ECTS credits equal studies of two semesters (30+30) or three quarters (20+20+20).
3. Universities have to organise a full course programme offered to foreign students, including the number of credits corresponding to each course.
4. Before departure of the outgoing student for a foreign country, the home institution will have to sign a "learning agreement" with the host university and the student. The agreement will clearly describe the student's programme of study abroad and will be accompanied by a Transcript of Records, which will document the academic performance of the student.
5. The host university will provide the student with a Transcript of Records for all courses they attended successfully abroad, which will also record the credits for each course.
6. The home institution will have to recognise the courses and corresponding credits gained by students during their stay at the cooperating foreign institutions, so that these credits replace the credits gained from the home university during an equal period of study.

At the Aristotle University of Thessaloniki, the ECTS is applied to all schools.

For more information: <https://www.auth.gr/en/ects>

9.2. OLD PROGRAMME OF UNDERGRADUATE STUDIES 2006-2019 (OPUS)

9.2.1. Special Issues

1. The OPUS for the School of History and Archaeology has been in effect since the 2006-07 academic year for students admitted for the first time in the 2006-07 academic year and through 2019-20.
2. Compulsory (C) courses and the Compulsory courses per module (CM) must be offered by the respective Department at least every other semester.
3. The number of courses a student may register for per semester when taking the course for the first time must not exceed 30 ECTS (+/- 10% resulting from adding up the credits). Courses which have been taken in a previous semester and are included in registration only for re-sitting the exam are not taken into account when adding up the total ECTS (see transitional provisions).
4. Students in their 7th and 8th semester and above are given priority for registering for Compulsory seminars per module (CMS) and are divided into classes. Before classes begin and on the dates announced by the School Registrar's Office, students firstly register for these courses/classes in writing with the instructors or the Department Secretariat, depending on the decisions/practices of each Department, and then register for them online. Both written and online registration is required.
5. Failing a course requires that the student re-register for that particular course only to resit the exam in a subsequent semester, unless it is an Optional course (O) or a Free Option (FO), where the student may choose the same or another course. Failing a Compulsory seminar per module (CMS) requires re-registering for a class and attending it. To re-register for Compulsory (C) courses or Compulsory courses per module (CM) which have not been completed, see transitional provisions.
6. The procedure for recognising courses through the Erasmus programme is initiated by the student's application, which is reviewed by the ECTS Coordinator for the School with input from the instructors within whose subject area the courses to be recognised fall. Courses from foreign universities which do not have equivalency with those of the School may be credited to the student as Free Options or listed in the Diploma Supplement.

9.2.2. Programme Structure / Course Types of Old Programme of Undergraduate Studies (OPUS)

The Old Programme of Undergraduate Studies is organised on the basis of five categories of courses.

- Compulsory (C). The first category includes 21 general courses (84 ECTS), which are required for all students in the School, and are broken down as follows:
 - 11 introductory courses in: History, Archaeology, History of Art, Folklore and Social Anthropology
 - 8 language courses: 3 from Ancient Greek, 1 from Latin, 1 from Medieval Greek, 3 from Modern Greek Philology
 - 2 courses in Pedagogy

- These compulsory courses of the Old Programme of Undergraduate Studies cover the first 3 semesters of studies, with the exception that students may register for the 2 courses in Pedagogy from the 5th semester onward.
- Failing one or more of the compulsory courses does not prevent students from selecting Compulsory courses per module (CM), including Compulsory seminars per module (CMS), Optional (O) and Free option (FO) courses after completing the first 3 semesters.
- Compulsory courses per module (CM). This second category includes compulsory courses from each specialisation, through which students gain deeper knowledge in either History or Archaeology and History of Art.
 - All courses in the selected specialisation are compulsory.
 - Students who select the History specialisation take 13 CM courses (91 ECTS for those registered before academic year 2011-12 / 78 ECTS for those registered in academic year 2011-12 or 2019-2020).
 - Students who select the Archaeology and History of Art specialisation take 14 CM courses (98 ECTS for those registered before academic year 2011-12 / 84 ECTS for those registered in academic year 2011-12 or later).
- Compulsory seminars per module (CMS). The third category includes compulsory seminars in the area of specialisation.
 - The 3 (24 ECTS) compulsory seminars per module in History are all compulsory.
 - Of the 4 compulsory seminars per module offered in Archaeology and History of Art, students must select 2 CMS courses (16 ECTS for those registered before academic year 2011-12 / 18 ECTS for those registered in academic year 2011-12 or later) from a different subject area.
 - Attendance of CMS courses is compulsory, and only 2 absences are permitted. The number of students admitted to each CMS is limited to a minimum of 10 and a maximum of 20 per instructor.
- Optional courses (O). The fourth category includes courses from all of the School's subject areas and may be taken by any student in the School regardless of their specialisation.
 - From this category, students select 7 courses (35 ECTS for those registered before academic year 2011-12 / 42 ECTS for those registered in academic year 2011-12 or later).
 - Students cannot select more than 2 Optional courses (O) from the same subject area.
 - The "Excavation - Archaeological Drawing" course (AAA 313) is only available as an Optional (O) course to students who are in the Archaeology and History of Art specialisation.

- Free Options (FO). The fifth category includes Free Option (FO) courses. Students may select 2 courses (10 ECTS for those registered before academic year 2011-12 / 12 ECTS for those registered in academic year 2011-12 or later) from the School's PUS (except Compulsory [C] courses), FSA 301: European and Greek Music, from Foreign Languages (English, French, German, Italian), or courses offered by other Schools.
 - Special note: Students (of those admitted in academic years 2006-07 or 2007-08) who had already been examined in a foreign language and earned a passing grade are entitled to incorporate it as a Compulsory course and are only examined in 2 courses of Ancient Greek Language and 2 courses of Modern Greek, instead of 3 as required by the current PUS.
 - Students specialising in History cannot select Compulsory courses per module (CM) in Archaeology and History of Art as Optional (O) courses or Free Option(FO) courses, while students specialising in Archaeology and History of Art cannot select Compulsory courses per module (CM) in History as (O) or (FO)courses.
- Students may only register for Compulsory courses per module (CM), Compulsory seminars per module (CSM), Optional courses (O) and Free Options (FO) in their 4th semester or later.
- Prerequisites for grading of students on their participation in excavations conducted by the Archaeology Department:
 - i. Students must be at least in their 5th semester of studies
 - ii. Students must have earned a passing grade in drawing (AAA 313)
 - iii. Students must take part in an excavation for at least 3 weeks
 - iv. Students must turn in a written report (of up to 2,000 words) to the excavation supervising instructor on the object of the excavation after the end of the excavation period.
 - v. The excavation grade of the course "Excavation - Archaeological Drawing" (AAA 313) is based on the written report turned in by the students and their activity and presence at the excavation site in general
- To complete the degree programme, 46 courses are required. These 46 courses are equivalent to 244 ECTS for the History specialisation and 243 ECTS for the Archaeology and History of Art specialisation for students admitted before academic year 2011-12, and to 240 ECTS for students admitted in academic year 2011-12 or later.

Summary Table of Courses of Old Programme

| COURSE TYPE | NUMBER OF COURSES | ECTS for students entering the School before the academic year 2011-12 | ECTS for students entering the School from the academic year 2011-12 until 2019-20 |
|---|-------------------|--|--|
| Compulsory | 21 | 84 | 84 |
| Compulsory Courses per Module (History) | 13 | 91 | 78 |
| Compulsory Courses per Module (Archaeology and History of Art) | 14 | 98 | 84 |
| Compulsory Seminars per Module (History) | 3 | 24 | 24 |
| Compulsory Seminars per Module (Archaeology and History of Art) | 2 | 16 | 18 |
| Optional Courses | 7 | 35 | 42 |
| Free Options | 2 | 10 | 12 |
| Total | 46 | History: 244 Archaeology and History of Art: 243 | History: 240 Archaeology and History of Art: 243 |

9.2.3. Certificate for Pedagogical and Teaching Competence of OPUS

A degree from the School of History and Archaeology also provides its graduates with a Certificate for Pedagogical and Teaching Competence (CPTC), which is required by law for appointment to teach in the public secondary education system for those admitted to the School in academic year 2015-16 or later.

Obtaining the CPTC is mandatory. The prerequisite for obtaining the CPTC at the same time as the degree is that studies be organised as follows:

- Students must have completed a total of 8 courses from the 5th semester onward.
- Courses are distributed along the following Thematic Areas:

Thematic Area I: Issues in Education

| GROUP A | | | | | GROUP B |
|---------|-----------|--------|--------|--------|---------|
| ISP 100 | SchEI 400 | EP 900 | SE 800 | HP 700 | HRO 302 |
| P 1000 | P 1509 | P 1708 | P 3003 | | |

Group A courses are offered by the AUTH Faculty of Philosophy - School of Philosophy and Education. Students must select 2 courses from Group A and 1 from Group B.

Thematic Area II: Issues in Learning and Teaching

| GROUP A | | | GROUP B | | |
|---------|---------|---------|---------|---------|---------|
| HAN 603 | HBV 603 | HMG 603 | APR 606 | ACL 606 | ABY 606 |
| | | | HIA 606 | | |

Students specialising in History must select all 3 courses in Group A, which coincide with the CMS. Students specialising in Archaeology and History of Art must select 2 of the courses in Group B, which coincide with the CMS.

Thematic Area III: Teaching for Special Purposes and Teaching Practice

| | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|
| APR 303 | APR 312 | HIA 304 | ACL 307 | ABY 312 | AAA 314 | HMG 402 |
|---------|---------|---------|---------|---------|---------|---------|

Students specialising in History must select 2 of the courses in the 3rd Thematic Area. Students specialising in Archaeology and History of Art must select 3 of the courses in the 3rd Thematic Area.

In brief, by specialisation and Thematic Area:

| THEMATIC AREA | SPECIALISATION IN HISTORY Number of courses | SPECIALISATION IN ARCHAEOLOGY & HISTORY OF ART Number of courses |
|--|---|---|
| 1. Issues in Education | 3 | 3 |
| 2. Issues in Learning and Teaching | 3 | 2 |
| 3. Teaching for Special Purposes and Teaching Practice | 2 | 3 |
| Total | 8 | 8 |

9.3. REFORMED PROGRAMME OF UNDERGRADUATE STUDIES 2020-21 ONWARDS

The Reformed Programme of Undergraduate Studies (RPUS) for the School of History and Archaeology (School's General Assembly Decision 421/12.3.2020) has been in effect since the academic year 2020-21. The RPUS follows the basic principles and general guidelines of the OPUS.

9.3.1. Structure / Course Types

The RPUS includes 42 courses in 6 categories:

- Compulsory courses (C). This category includes 10 general core courses equivalent to 50 ECTS, and 2 compulsory courses in Ancient Greek Philology ($2 \times 5 = 10$ ECTS) with an emphasis on language practice. These courses are compulsory for all students and are distributed between the first 2 semesters of studies.
- Compulsory courses per module (CM), 12 courses ($12 \times 6 = 72$ ECTS) per module
- Compulsory seminars per module (CMS), 2 courses ($2 \times 7 = 14$ ECTS) per module
- Compulsory courses per module of Thematic Area (CM), 2 courses ($2 \times 7 = 14$ ECTS) per module
- Optional courses (O), 4 ($4 \times 6 = 24$ ECTS) from the selected specialisation; 2 ($2 \times 6 = 12$ ECTS) from the other specialisation; 4 optional courses from the School of Philology from the available course codes in Latin, Ancient Greek, Medieval and Modern Greek Philology ($4 \times 5 = 20$ ECTS); and 3 optional courses from the Pedagogical and Teaching Competence course pool ($3 \times 6 = 18$ ECTS).
- Free options (FO), 1 (6 ECTS) from either the same School or from other Schools of the Faculty or University.

9.3.2. Description of Courses

1. Introductory courses are divided between the 1st and 2nd semesters of studies. Of these, 8 are indicated as “Introduction to...”. For History, the syllabi of these courses cover the following units: Defining the subject area, presentation of sources, methodology, approach and history of research, contribution of auxiliary sciences, trends and prospects in research, definition of geographical and chronological framework, conceptual tools, distinguishing the separate periods and presenting their key characteristics with emphasis on the political, social and economic sectors. In Archaeology, the introductory courses aim to present the various categories of tangible remnants of cultural periods and the interpretative approaches associated with them. The courses in this category are not available to students from other Schools. There are 2 introductory courses to the science of History (theoretical problems, development of historiography from antiquity through postmodernism), and the science of Archaeology (history of research, theoretical springboards, interpretive approaches, analytical methods), respectively. The 2 courses in Ancient Greek Philology aim at familiarising students with historiographic texts through the necessary language exercises.
2. Courses designated as “Compulsory courses per module” ($12 \times 6 = 72$ ECTS) are selected from respective pools of courses in history or archaeology/art which are developed for the specialisations by the respective Departments. In terms of content, they cover either individual chronological periods within the scientific fields or broader thematic areas or even sub-disciplines of the specialisations. These courses are available to students from other Schools.

3. Compulsory seminars per module (CMS) function as courses for a limited audience (up to 25 persons) and are mandatory. They aim at (a) familiarising students with the sources and methodology of research in the respective fields; (b) presenting scientific approaches to managing special topics (analysis and synthesis) within the individual subject areas, and ultimately at preparing written papers; (c) familiarising students with methods of preparing and presenting an Issue in Learning and Teaching, falling in the category of CPTC courses. The CMS courses scheduling includes student visits to off-campus sites (museums, archives, galleries, libraries, research centres, excavations and others). CMS may be led by Laboratory Teaching Staff, under an instructor's supervision as part of legal teaching obligations. A paper written to particular specifications for each specialisation is mandatory. Students select 2 CMS courses: for History specialisation, 1 from each Department, and for Archaeology and History of Art specialisation, 2 with a different subject area code. Students who fail a CMS course must register and take it again.
4. The Thematic Areas include courses with broader syllabi (bibliography) and are selected from 1 of 2 pools (History or Archaeology and History of Art) which the Departments draw up by year. These courses correspond to the subject categories of the Departments in each specialisation. These courses are not mandatory. Depending on the size of the audience, the instructor may assign obligatory papers for extra credit of 30%. This extra credit assumes that a passing grade was earned on an oral or written examination. These courses are not available to students from other Schools.
5. Optional courses (O) are drawn from pools of courses offered each year by the Departments. Such courses are topical approaches to the individual subject areas divided into the following categories: 1) Courses which are part of the student's specialisation; 2) Courses which belong to the other specialisation; 3) Courses offered within the School; 4) Courses linked to obtaining a **Certificate for Pedagogical and Teaching Competence (CPTC)**. The latter are common to both specialisations and are selected from the "Issues in Education" pool (2 courses) and "Teaching for Special Purposes and Teaching Practice" (1 course).

Note: Optional specialisation courses which, due to the way they are taught, are intended to follow a seminar format are held with a specified number of students of no more than 25. The courses include, amongst others, either student practice in the study of the material or external visits.
6. Free options (FO) are courses that students select based on their own personal preferences from other Schools of the same Faculty or other Faculties of the University.

Summary Table of Courses of Reformed Programme

| COURSE TYPE | NUMBER OF COURSES | ECTS |
|--|---|----------------------|
| Compulsory course | 10 +e 2 courses of Ancient Greek Language (Exercises) | 50 10 |
| Compulsory course per module | 12 | 72 |
| Compulsory seminar per module | 2 | 14 |
| Compulsory course per module of Thematic Area | 2 | 14 |
| Optional course | 4 courses from the selected specialisation 2 courses from the other specialisation 4 courses offered by the School of Philology 3 CPTC courses | 24 12 20 18 |
| Free option | 1 | 6 |
| Total | 42 | 240 |

9.3.3. Sign-off Procedure

- Course registration takes place at the start of each semester on the dates posted on the School website. Registration takes place online through the **AUTH eUniversity Services**. Students who miss the registration deadline for the courses they wish to take will not be able to sit exams for those courses.
- For each semester under the Reformed PUS, students register for new courses to take, upto an equivalent of 30 ECTS.

The procedure to register for courses is as follows:

- 1st semester students are automatically registered for 1st semester core courses with their post-admission registration.
- 2nd semester students register for all core courses in the respective semester.
- 3rd semester students select their specialisation before registering for courses. They then register for the compulsory courses offered in the semester of studies of their chosen specialisation.
- 4th semester students register for all compulsory courses per module offered in the respective semester.
- 5th semester students register for 1 compulsory course per module (CM), 1 compulsory seminar per module (CMS), 1 CPTC course (from the Issues in Learning and Teaching category), 1 CPTC course (from the Teaching for Special Purposes and Teaching Practice category) and 1 course from the School of Philology.
- 6th semester students register for 1 compulsory course per module (CM), 1 compulsory seminar per module (CMS), one optional course (O), 1 CPTC course (from the Issues in Learning and Teaching category) and 1 course from the School of Philology.
- 7th semester students register for 1 Thematic Area, 1 optional course (O), 1

- optional course (O) or compulsory course per module (CM) from the other specialisation, 1 course from the School of Philology and 1 free option course from any other School they choose.
- 8th semester students register for 1 Thematic Area, 2 optional courses (O), 1 optional course (O) or compulsory course per module (CM) from the other specialisation, 1 course from the School of Philology.
3. As there is a maximum number of 25 students who can take part in CMS and Seminars, students should register for these courses in writing, firstly with the instructor or the Department Secretariats and then online. Both registrations are required.
 4. Students may be exempted from CPTC courses which are common to both specialisations only by submitting a reasoned request. **An exemption means the student will not receive a CPTC.** Students whose requests are approved will cover these courses (except CMS) with optional courses (O) from their selected specialisation.
 5. A free option (FO) from other Schools may be substituted with an optional course (O) from the same or the other specialisation with an equivalent ECTS weighting or a course from the School of Philology.
 6. With regard to incomplete courses from previous semesters, note the following: Students must register for courses from previous semesters in the semester during which they are taught, if they wish to sit the examinations for those courses. The number of incomplete courses from previous semesters that students may register for is determined as follows:
 - 3rd semester students - all incomplete courses from the 1st semester,
 - 4th semester students - all incomplete courses from the 2nd semester,
 - 5th semester students - up to 6 incomplete courses from only the 1st and 3rd semester,
 - 6th semester students - up to 6 incomplete courses from only the 2nd and 4th semester,
 - 7th semester students - up to 6 incomplete courses from the 1st, 3rd and 5th semester,
 - 8th semester students - up to 10 incomplete courses from the 2nd, 4th and 6th semester.
 7. Students in their 9th semester and onward who have completed the minimum number of semesters required to receive the degree, in accordance with the indicative programme of studies, may sit exams during either the winter or spring examination period of each academic year in all courses they must still complete to receive the degree, regardless of whether these courses are taught in winter or spring semester.
 8. The total number of ECTS credits required to graduate under the RPUS is 240. The degree may include up to 2 courses in excess of 240 ECTS.
 9. A change in specialisation is possible upon request submitted at the start of the

3rd or 4th semester of studies.

9.3.4. Certificate for Pedagogical and Teaching Competence of RPUS

A degree from the School of History and Archaeology provides its graduates with a **Certificate for Pedagogical and Teaching Competence (CPTC)**, which is required by law for appointment to teach in the Greek public secondary education system for those admitted to the School in academic year 2015-16 or later.

The CPTC is acquired automatically and at the same time as the degree, provided studies are organised as follows:

- Students must have completed a total of 5 courses from the 5th semester onward.
- Courses are distributed along the following Thematic Areas:

THEMATIC AREA I: Issues in Education

In accordance with their Programme of Studies, students are required to take **2 freely chosen internal courses** from the 1st Thematic Area.

| COURSE CODE | COURSE TITLE | SEMESTER | COURSE TYPE | TEACHING HOURS | ECTS |
|-------------|--|----------|-------------|---------------------------|------|
| | GROUP A | | | | |
| | Optional Pedagogic Course* | V-VI | CPTC 1 | 3 h/w × 13 weeks = 39 h/s | 6 |
| HAN 261 | Culture and Education in the Ancient World | V-VI | O | 3 h/w × 13 weeks = 39 h/s | 6 |
| HBV 254 | Learning and Education in Byzantium | V-VI | O | 3 h/w × 13 weeks = 39 h/s | 6 |

* Students may select courses within the 1st Thematic Area which are offered by the AUTH Faculty of Philosophy - School of Philosophy and Education, based on the ad hoc/annual decisions of their School's General Assembly.

The remaining courses are offered by instructors in the School of History and Archaeology.

THEMATIC AREA II: Issues in Learning and Teaching

In accordance with their Programme of Studies, students are required to take **2 courses** from the 2nd Thematic Area.

| | COURSE TITLE | SEMESTER | COURSE TYPE | TEACHING HOURS | ECTS |
|---|---|----------|-------------|---------------------------|------|
| | GROUP A | | | | |
| 1 | Compulsory Seminar per module History | V-VI | CMS | 3 h/w × 13 weeks = 39 h/s | 6 |
| 2 | Compulsory Seminar per module History | V-VI | CMS | 3 h/w × 13 weeks = 39 h/s | 6 |
| | GROUP B | | | | |
| 1 | Compulsory Seminar per module Archaeology/Art | V-VI | CMS | 3 h/w × 13 weeks = 39 h/s | 6 |
| 2 | Compulsory Seminar per module Archaeology/Art | V-VI | CMS | 3 h/w × 13 weeks = 39 h/s | 6 |

THEMATIC AREA III: Teaching for Special Purposes and Teaching Practice

In accordance with their Programme of Studies, students are required to take **1 freely chosen internal course** from the 3rd Thematic Area.

| COURSE CODE | COURSE TITLE | COURSE TYPE | TEACHING HOURS | ECTS |
|---------------------|---|-------------|---------------------------|------|
| HIST 461 | Didactics of History | O | 3 h/w × 13 weeks = 39 h/s | 6 |
| ARCH 352 | Interpretation of the Archaeological Record. Museum and Education. Seminar | O | 3 h/w × 13 weeks = 39 h/s | 6 |
| ABY / ACL / APR 351 | Practice in Archaeological Sites and Museums. Seminar* | O | 3 h/w × 13 weeks = 39 h/s | 6 |
| ARCH 351 | Introduction to Museum Studies (Seminar) | O | 3 h/w × 13 weeks = 39 h/s | 6 |
| ARCH 353 | Museumpaedagogics. Seminar | O | 3 h/w × 13 weeks = 39 h/s | 6 |
| HIA 262 | Teaching Humanities through Art Historical Material: A Teacher Training Seminar | O | 3 h/w × 13 weeks = 39 h/s | 6 |

* This course may be offered under 3 different codes (ABY, ACL, APR).

In brief:

| THEMATIC AREA | NUMBER OF COURSES | ECTS |
|--|-------------------|-----------|
| I. Issues in Education | 2 | 12 |
| II. Issues in Learning and Teaching | 2 | 12 |
| III. Teaching for Special Purposes and Teaching Practice | 1 | 6 |
| Total | 5 | 30 |

9.4. TRANSITIONAL PROVISIONS

1. The Reformed Programme (RPUS) goes into effect with the start of the 2020-21 academic year and replaces all prior Programmes of Undergraduate Studies. It applies to students who register with the School for the first time in this year (2020-21) and does not affect those who registered for the first time before 2020-21. Students registered prior to 2020-21 shall complete their studies in accordance with the Old Programme (OPUS), which was in effect the year they first registered with the School.
2. To facilitate the smooth transition from the Old to the Reformed Programme and to avoid problems with large numbers of students in courses or an overly heavy teaching load on instructors, the School has decided to organise its instructional programme as follows:

- For the 2022-23 academic year, i.e. the 3rd year of the RPUS being in effect:
 - Teaching of all courses of the 1st, 2nd and 3rd year under the RPUS.
 - Teaching of all courses under the OPUS, except the compulsory courses (C) that students registered for in their 1st year of studies.
- For the 2023-24 academic year, i.e. the fourth year of the RPUS being in effect:
 - Teaching of all courses under the OPUS for all years.

There is additional provision that:

3. Students under the OPUS who will not have completed their studies by the 2023-24 academic year will be able to sit exams for OPUS courses until they complete their studies, in accordance with legislation in force each time.
4. Those students under the OPUS who wish to sit exams for incomplete courses from previous semesters, i.e. those they registered for and attended, will be able to register such courses using a separate online registration form at the start of each semester, in addition to the 30 ECTS of new courses they have not yet attended, as follows:
 - students in their 3rd-7th semester, up to 6 incomplete courses from all previous semesters (winter or spring), provided they are being taught during the semester of registration.
 - students in their 8th semester, up to 10 incomplete courses from all previous semesters (winter or spring), provided they are being taught during the semester of registration.
5. Students in their 9th semester and onward who have completed the minimum number of semesters required to receive the degree, in accordance with the indicative programme of studies, may sit exams during either the winter or spring examination period of each academic year in all courses they must still complete to receive the degree, regardless of whether these courses are taught in winter or spring semester.

9.5. FURTHER PROVISIONS APPLYING TO ALL STUDENTS

9.5.1. Students' Internship (Partnership Agreement)

1. The School's Internship is linked to FO AAA 312 of the OPUS (6 ECTS) and STI 151 of the RPUS (8 ECTS). The Internship Regulation is available at the School's website. Under the OPUS, the Internship is graded, while under the RPUS it is marked "pass" or "fail". It aims to familiarise students with the production process and their practical experience in real-world working conditions. The Internship is undertaken in the 4th year of studies or by the 10th semester at the latest. The duration of the Internship for each student is two full, consecutive months. The work at the host organisation is full-time, paid and insured, if it is arranged by the Internship Programme through a Partnership Agreement.
2. The criteria for selecting the students are determined by the School's General Assembly and are available at the School website. According to these criteria, students are eligible to participate if they have completed the 7th semester of studies and the total duration of their studies has not exceeded the 10th semester. The School's criteria for selecting students to take up Internships through the NSRF are: 1) The total number of courses they have successfully passed, which is a key prerequisite for their preparedness to work since they are so close to graduating. 2) In cases where the total number of courses is the same for several students, their grade average is taken into account. 3) If the grade average is also the same for some students, the marks they earned in their compulsory courses (C) are taken into account. Those with the same scores and students next in line are included on a list of runners-up strictly in order of priority.
3. In the RPUS, the NSRF Internship is selected in addition to the 42 courses (5th to 10th semester); it is recorded in the student's transcripts and in the Diploma Supplement, but is not taken into account for the final diploma grade. It is only indicated whether the course was "pass" or "fail".

9.5.2. Excavation

Participation in university excavations falls under the Department of Archaeology and aims to engage students in the work of excavations. It is open to students who are at least in their 5th semester of studies and who have completed the "Excavation-Archaeological Drawing" AAA 313 (OPUS) or ARCH 251 (RPUS) course. The criteria for evaluating students participating in excavations are: i) completion of at least 3 weeks of participation in the excavation; ii) Writing and submitting a written report to the university excavation supervisor - after completion of the excavation period- in relation to the object of the excavation (up to 2,000 words). The final evaluation of students during the excavation is based on both their contribution during the exploration and on their written report, and counts towards their grade in AAA 313/ARCH 251.

9.5.3. Erasmus Courses

1. Students who are planning to travel abroad as part of the European Erasmus Programme should register for incomplete courses from previous semesters, in accordance with provisions 3.4, 4.4 and 4.5 of this Regulation on registering for classes, provided that the codes listed in the final learning agreement with the foreign university do not coincide with the courses registered at the home institution. Course registration at AUTH is submitted in about the middle of the semester, after the deadline for amended learning agreements, to prevent a double examination for the same course code. The registration dates specifically for outgoing Erasmus students will be posted in the School Registrar's announcements.
2. The process for recognition of courses through the Erasmus programme is initiated by application of the student which is reviewed by the School's or institution's Erasmus Advisor (ECTS Coordinator) with input from the instructors within whose subject area the courses to be recognised fall. Courses from foreign universities which do not have equivalency with those of the School may be credited to the student as Free Options (FO) or listed on their Diploma Supplement.

9.5.4. Coursebooks/Textbooks

1. Students are entitled to select 1 textbook for each course and it is provided free of charge. The selection is made through the Eudoxus IT system which students can access with their AUTH account credentials.
2. The list of course textbooks for students in the School includes at least 1 recommended text per compulsory or optional course and is found on the list of textbooks on the Eudoxus Central IT system.
3. Applications for textbooks are submitted each semester on dates scheduled by the Eudoxus system. Students request textbooks for the courses included in their class registration for each semester.
4. Approved textbooks are available in printed form in sufficient copies in the School Library and are available to students who need them.
5. Students are not entitled to more textbooks than the number of courses required to complete their degree.

9.5.5. Recognition of Courses

1. Students admitted to the School of History and Archaeology either by transcription or by advanced qualifying exams may have courses recognised (Law 4115/2013, Article 35). Courses which the students have been taught and in which they have been examined successfully in their originating School are eligible for recognition.
2. In the event students are admitted to the School through the advanced qualifying exam system, the semester of their registration is determined by decision of the School's General Assembly. The possibility of having courses recognised is contingent upon the student having earned a passing grade in all three courses included in the advanced qualifying exam system. Students must submit a

written request for course recognition listing all courses for which recognition is desired. Such requests are reviewed by instructors in the comparable or related subject areas under which these courses may fall. Course recognition is approved by the School's General Assembly.

3. In accordance with the formal opinion (number 2028/2019) of the Legal Committee of the Aristotle University of Thessaloniki, the graduates of our Department cannot participate in the advanced qualifying exams with the aim of obtaining the other specialization.

9.5.6. Student Assessment

1. Courses for which students register for the first time at the start of the winter semester are examined during the January and September examinations periods of the same academic year. Courses for which students register at the start of the spring semester are examined during the June and September examination periods of the same academic year.
2. The manner in which student performance is assessed is determined by the instructor (Law 4009/2011 Article 33(9)) and includes written or oral examination or submission of a paper or project or a combination of the above with parallel use of new technologies and tools. Special arrangements are available for persons with disabilities. With regard to Compulsory courses (C) and Compulsory courses per module (CM), except Compulsory seminars per module (CMS), the optional completion of projects by the students does not exempt them from examination but is counted in their final grade. The submission of a project or paper in CMS courses is mandatory.
3. Course examinations are held exclusively within specified examination periods, in accordance with the timetable drawn up by the competent committee, appointed by the School's General Assembly.
4. Exams, either written or oral, are held for all examinees only once during the examination period. To ensure impartiality, at least 2 students or instructors take part in oral examinations, with the option of another staff member of the School standing in for an instructor. The time allowed for written examination of each course is at least 2½ hours from the time the exam questions are read out and the instructor has answered any questions by the examinees. Examinees may not leave the exam room for the first 30 minutes from the time the questions are read out.
5. Students should arrive at the exam venue at the precise time stated on the Examination Timetable; delays will deprive them of the right to take part. Students should have with them their student IDs or Study Booklet or, in case of loss, any type of proof of identity (Decision 11508/14-6-1989, Meeting of the Senate 2562/7-6-1989).
6. The use of books or other aids or electronic means of communication is prohibited during examinations, unless the instructor uses a different form of examination (open book). In order to ensure the integrity of the examination process, in the

event the above regulation is violated, the exam paper will be given a Zero mark. Written projects or papers submitted to a CMS or other course will also receive a Zero mark in the event of plagiarism.

7. Students are assessed according to a grading system of Zero (0) to Ten (10), with Five (5) being the minimum passing grade.
8. Exam results are announced by the instructor within 30 days of the date the exam was held. The results of oral examinations are not announced individually but cumulatively for all exam takers. Any hard copy posting of results includes, in addition to the course title, the student's special registration number and grade, without listing the student's name, in accordance with regulations governing the protection of personal data.
9. Every student is entitled to see their written exam and to request clarification on their assessment within 15 days from the time grades are announced and during their instructor's office hours.
10. The entry of a student's incorrect grade is rectified by the instructor following a written request to the School Registrar's Office and approval by the School's General Assembly. No other type of grade revision is possible.
11. Students failing a course more than 3 times may apply for approval by the School's Assembly to be examined by a 3-member committee of School instructors from the same or related subject area who are appointed by the same Assembly (Law 4009/2011 Article 33(10)). The instructor responsible for the examination is exempted from the committee. In the event of a failing grade, the student's ability to continue with studies is determined by the terms and conditions established by the AUTH Internal Regulation.
12. A failing grade in a compulsory core or compulsory module course does not mean the student must re-register to attend the course again. If it is an Optional (O) course or Free Option (FO) course, the student may choose to take another course in the same category.
14. Student grades are not transferable from one examination period to another.

9.5.7. Credit Accumulation and Graduation

1. Students must complete 240 ECTS credits (30 ECTS credits per semester) for the Reformed Programme of Undergraduate Studies 2020-21 onward, and 240/244 ECTS credits for the Old Programmes of Undergraduate Studies to complete their degree (See p. 35).
2. According to the decision by the AUTH Senate (meeting no. 2888/28-5-2014 and 2887/9-5-2014), the method of calculating the final grade of the degrees awarded by AUTH Schools has been adapted to the provisions of Ministerial Decision Φ5/89656/B3/2007 (Government Gazette 1466/B/2007) "Implementation of System for Transfer and Accumulation of Credits" and the degree grade ranking is added to the Diploma Supplement. This applies to students registering in 2020 onward under the RPUS.

As a result, to calculate the degree grade (Ministerial Decision Φ141/B3/2166, GovGaz 308/B/ 18-6-1987), the grade received in each course (including for Internships *only* for students under the OPUS) is multiplied by a weighting factor

for the course and the sum of each product is divided by the sum of the weighting factors for all courses (including Internships *only* for students under the OPUS).

The course weighting factors are the same as the corresponding ECTS. **Grade for Course 1 × ECTS for Course 1 + Course Grade for Course 2 × ECTS for Course 2 + ...**

Total Number of Degree ECTS for a particular graduate

3. For students under all previous programmes of studies, the weighting factor is 1.
4. Students who have been graded in more courses (up to the 2 provided for) than the minimum required number of courses and ECTS to be awarded the degree may request that grades earned on Free Option (FO) courses or Optional (O) courses not be taken into account in calculating the degree grade. This applies only in the event that the number of courses and ECTS remaining are at least equal to the number required for the degree award, while also fulfilling the requirement for 30 ECTS per semester (Ministerial Decision Φ14.1/B3/2166, GovGaz 308/18-6-1987).
5. The copy of the Degree is accompanied by the Diploma Supplement, which is an explanatory document describing the nature, level, context, content and status of the studies that were pursued and successfully completed by the graduate. It also provides grade distribution guidance, grade classification and the qualification classification.

9.5.8. Teaching Assessment and Evaluation by Students

1. The process of conducting student evaluations of courses and instructors is well established and takes place within a specified time frame at the end of each semester. It is conducted online through the Quality Assurance Unit (MODIP) and the confidentiality and integrity of the online system is assured. The aim of the evaluation process is to improve the educational work provided by the School of History and Archaeology to its students. The process, in which students are asked to answer questions on an online questionnaire, is in the students' interest. At the same time, it is the only way in which their views can be expressed, collectively and cumulatively, so that aside from corrective measures instructors may undertake as part of self-improvement efforts and improving their courses, additional measures may be taken where necessary. Graduating students are also asked to complete a questionnaire through MODIP for an overall assessment of their studies.
2. The School's Internal Assessment Team is charged with making an annual presentation of the evaluation results from semester courses and an overall evaluation of the PUS to the School's General Assembly. These reports are notified to students by posting them on the School's website or in whatever manner is deemed appropriate.

9.5.9. Disciplinary Offences

With regard to disciplinary offences of any sort, the School applies the provisions of the old AUTH Internal Regulation, which will be adapted to those in the new AUTH Regulation still being drafted (2020).

9.6. IMPLEMENTATION AND REVISION OF THE REGULATION

1. The violation of the provisions of this Regulation is subject to the provisions of AUTH's regulations.
2. According to the provisions of current law, this Regulation can be supplemented, amended or revised by decision of the School's General Assembly.
3. The provisions of this Regulation will be amended/adapted to the anticipated (2020) Internal Regulation of the AUTH and the specific provisions it sets out on matters related to undergraduate studies.

PART TWO

Programme and
Course Descriptions

2022-2023



1.

AIMS AND LEARNING OUTCOMES

The Undergraduate Curriculum of the History and Archaeology Department aims to provide historians, archaeologists and art historians with the knowledge and skills to acquire an in-depth understanding of human societies and cultures from the origins of the human species to the present. The Department will also provide graduates with the knowledge, understanding and experience of research methods and practices in history, archaeology and the history of art as well as familiarity with the application of these disciplines vis a vis contemporary society. The course aims to enhance the graduates' opportunities for employment in education, conservation, presentation of monuments, and Cultural Heritage Management.

Graduates will acquire the following skills according to their area of interest in specialisation and their chosen practice: a) History teaching in secondary education, b) preservation, study and presentation of archaeological monuments, c) scientific research skills in the history and culture from the Paleolithic to the modern times, d) scientific research skills in various scientific facilities and Institutes in Greece and internationally, e) organising and participating in the outreach of historical, archaeological, art-historical and anthropological knowledge in museums and various training courses to do with public history, archaeology, history of art and anthropology, f) providing expertise on issues of bioarchaeology, extensive techniques of archaeological resources, culture, theory of archaeology, theory of art as well as specific issues (numismatic, epigraphical, paleographical), g) providing expertise on issues of filing and archive organisation and collections on a local, national and international footing, h) performing archaeological excavations, conducting archaeological survey (surface research) and art-historical, ethnographic, folklore and historical field research, i) providing documentation of cultural artifacts and j) providing expertise to civil service commissions. Graduates of the History and Archaeology Department also acquire the skills to: l) apply their knowledge of the fields of history, archaeology and history of art, 2) communicate in a second language, 3) work in groups of international mix, 4) work in an interdisciplinary environment, 5) develop and carry out research plans, 6) coordinate team work for the highest possible degree of productivity, 7) understand and respect cultural diversity, 8) show consideration for cultural and gender diversity, 9) respect the importance of preserving cultural and environmental heritage observing professional, social and moral responsibility and 10) promote free thinking in the fields of history, archaeology and history of art.

2. REFORMED PROGRAMME OF UNDERGRADUATE STUDIES (2020/21 academic year onwards)

PROGRAMME OF COURSES

FIRST SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|-----------------------------|-------------|--|------|---|
| HAN 151 | C | Introduction to Ancient Greek History | 5 | I. Sverkos |
| HIST 151 | C | Introduction to Historical Studies | 5 | A. Sfikas |
| ARCH 151 | C | Introduction to Archaeological Studies | 5 | E. Manakidou, P. Papadopoulou, S. Triantafyllou |
| APR 151 | C | Introduction to Prehistoric Culture | 5 | S.-M. Valamoti, S. Triantafyllou, M. Ntinou |
| ACL 151 | C | Introduction to Classical Archaeology | 5 | A. Kyriakou E. Papagianni |
| ANCIENT GREEK (AGP/ ASK151) | C | Exercises on Historiographic Texts | 5 | S. Alagkiozidou, G. Kallinis, Aik. Mandalaki |

SECOND SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|-----------------------------|-------------|---|------|---|
| HBV 151 | C | Introduction to Byzantine History | 5 | A. Gkoutzioukostas |
| HMO 151 | C | Introduction to History of Modern and Contemporary Europe | 5 | L. Hassiotis |
| FSA 151 | C | Introduction to Social Anthropology | 5 | A. Pegklidou Teaching assistance: A. Tzintziova |
| ABV 151 | C | Introduction to Byzantine Archaeology | 5 | P. Androudis |
| HIA 151 | C | Theory and History of Art | 5 | I. Zarra |
| ANCIENT GREEK (AGP/ ASK152) | C | Exercises on Historiographic Texts | 5 | S. Alagkiozidou, G. Kallinis, Aik. Mandalaki |

SPECIALISATION IN HISTORY**THIRD SEMESTER**

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|-------------|-------------|------------------------------------|------|------------------|
| HAN 651 | CM | Ancient Greek History | 6 | I. Xydopoulos |
| HRO 651 | CM | Roman History | 6 | M. Kantirea |
| HME 651 | CM | History of Medieval Western Europe | 6 | E. Tounta |
| HBY 651 | CM | Byzantine History I | 6 | G. Leveniotis |
| HTP 651 | CM | History of the Ottoman Empire | 6 | Ph. Kotzageorgis |

FOURTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|-------------|-------------|---------------------------------------|------|-------------------|
| HBY 652 | CM | Byzantine History II | 6 | E. Chatziantoniou |
| HMO 651 | CM | Modern European and World History | 6 | I. Michailidis |
| HMG 651 | CM | Modern Greek History | 6 | E. Manta |
| HSL 651 | CM | Medieval History of the Slavic People | 6 | A. Delikari |
| HCG 651 | CM | Contemporary Greek History | 6 | G. Antoniou |

FIFTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|-------------------------|-------------|---|------|---|
| HAN/HRO/HBY/HSL/HMO 901 | CMS | Seminar (CPTC) | 7 | I.Xydopoulos M.Kantirea A.Gkoutzioukostas A. Delikari B. Gounaris I.Michailidis D.Papastamatiou |
| HMO 652 | CM | Contemporary European and World History | 6 | Ath. Sfikas |
| | O | Philology course | 5 | |
| | O | Course for CPTC (Issues in Learning and Teaching) | 6 | |
| | O | Course for CPTC (Teaching for Special Purposes and Teaching Practice) | 6 | |

SIXTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|-----------------------------|-------------|--|------|--|
| HAN/HRO/HBY/HMG/HMO/HTP 901 | CMS | Seminar (CPTC) | 7 | I.Xydopoulos M.Kantirea K.Takirtakoglou B. Gounaris El. Manta Ph.Kotzageorgis |
| HBA 651 | CM | Modern and Contemporary Balkan History | 6 | S. Dordanas |
| | O | Philology course | 5 | |
| | O | Optional course of specialisation in History-Same specialisation | 6 | |
| | O | CPTC course (Issues in Learning and Teaching) | 6 | |

SEVENTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|---|-------------|--|------|-----------|
| HAN 501/ 502/ 503, HRO 501/ 502 HBY 501/ 502/ 503/ 504 HME 501/502, HSL 501/502 HMG 501, HMO 501, HBA 501 HTP 501, FSA 501, HJP 501 | CM | Thematic Area course | 7 | |
| | O | Optional course of specialisation in History-Same specialisation | 6 | |
| | CM/O | Optional course of specialisation in Archaeology | 6 | |
| | O | Philology course | 5 | |
| | FO | Free option | 6 | |

EIGHTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|---|-------------|--|------|-----------|
| HAN 501/ 502/ 503, HRO 501/ 502 HBY 501/ 502/ 503/ 504 HME 501/502, HSL 501/502 HMG 501, HMO 501, HBA 501 HTP 501, FSA 501, HJP 501 | CM | Thematic Area course | 7 | |
| | O | Optional Course of specialisation in History | 6 | |
| | O | Optional Course of specialisation in History | 6 | |
| | FO | Free Option | 6 | |
| | O | Philology course | 5 | |

SPECIALISATION IN ARCHAEOLOGY AND HISTORY OF ART**THIRD SEMESTER**

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|-------------|-------------|--|------|------------------|
| APR 652 | CM | Prehistoric Archaeology: Societies of the Aegean and the Balkans in the Neolithic Period | 6 | S. Valamoti |
| APR 653 | CM | Prehistoric Archaeology: Societies of the Aegean and the Eastern Mediterranean in the Bronze Age | 6 | S. Triantafyllou |
| ACL 651 | CM | Classical Archaeology: Architecture and Town Planning | 6 | P. Tselekas |
| ACL 652 | CM | Classical Archaeology: Sculpture | 6 | A. Kyriakou |
| ABY 651 | CM | Byzantine Architecture | 6 | N. Poulou |

FOURTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|-------------|-------------|--|------|-----------------|
| APR 651 | CM | Prehistoric Archaeology: Theory and Method | 6 | S.-M. Valamoti |
| ACL 653 | CM | Classical Archaeology: Pottery | 6 | E. Manakidou |
| ABY 652 | CM | Byzantine Painting | 6 | M. Paisidou |
| ABY 653 | CM | Byzantine Sculpture and Miniature Art | 6 | P. Papadopoulou |
| HIA 651 | CM | The Art of Renaissance | 6 | I. Zarra |

FIFTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|---------------------|-------------|--|------|--|
| APR/ACL/ ABY 901 | CM | Seminar (CPTC 2) | 7 | 1.S.Triantafyllou 2.E.Manakidou Teaching Assistance: Konstantina Tsonaka 3.P.Androutis Teaching Assistance: Ch.Papakyriakou 4.N.Poulou Teaching Assistance: Ch.Papakyriakou |
| HIA 652 | CM | European Art from Renaissance to the Present | 6 | I.Zarra |

SCHOOL OF HISTORY AND ARCHAEOLOGY AUTH

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| | | | | |
|--|---|---|---|--|
| | O | Philology course | 5 | |
| | O | CPTC course (Issues in Learning and Teaching) | 6 | |
| | O | CPTC course (Teaching for Special Purposes and Teaching Practice) | 6 | |

SIXTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|-------------------------|-------------|---|------|--|
| APR/ACL/ ABY/HIA 901 | CMS | Seminar (CPTC 2) | 7 | 1.S.Valamoti Teaching Assistance: Evaggelia Voulgari 2.P.Tselekas Teaching Assistance: Ch.Kallini 3.P.Papado- poulou Teaching Assistance: A.Plota 4.Ath.Semo- glou Teaching Assistance: Photini Sidera |
| HIA 653 | CM | Modern and Contemporary Greek Art | 6 | A.Kotidis |
| | O | Philology course | 5 | |
| | O | CPTC course (Issues in Learning and Teaching) | 6 | |
| | O | Optional course of specialisation in Archaeology and History of Art | 6 | |

SEVENTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|---|-------------|---|------|-----------|
| APR 501/502, ACL 501/502, ABY 501/502, HIA 501/502 | CM | Thematic Area Course | 7 | |
| | O | Optional course of specialisation in Archaeology and History of Art | 6 | |
| | CM/O | Optional course of specialisation in History | 6 | |
| | FO | Free Option course | 6 | |
| | O | Philology course | 5 | |

EIGHTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|---|-------------|---|------|-----------|
| APR 501/502, ACL 501/502, ABY 501/502, HIA 501/502 | CM | Thematic Area Course | 7 | |
| | O | Optional course of specialisation in Archaeology and History of Art | 6 | |
| | CM/O | Optional Course of specialisation in History | 6 | |
| | FO | Free option course | 6 | |
| | O | Philology course | 5 | |

THEMATIC AREAS OF HISTORY

| COURSE CODE | Department of Ancient Greek, Roman, Byzantine and Medieval History | ECTS | COURSE TYPE |
|-------------|--|------|-------------|
| HME 501 | Social and Economic History of Medieval Europe | 7 | O |
| HME 502 | Medieval Historiography | 7 | O |
| HSL 501 | Medieval History of the South Slavic Peoples: Economy and Trade | 7 | O |
| HSL 501 | Medieval History of the Slavic Peoples: Ideology and Politics | 7 | O |
| HBV 501 | Byzantine History: Central and Provincial Administration | 7 | O |
| HBV 502 | Byzantine History: Society and Economy | 7 | O |
| HBV 503 | Byzantine History: Politics, Defence and Diplomacy | 7 | O |
| HBV 504 | Byzantine History: Political System, Court Hierarchy, Church and Administration of Justice | 7 | O |
| HAN 501 | Ancient Greek History I: Political Institutions - Political Theory and Ideology | 7 | O |
| HAN 502 | Ancient Greek History II: Topics in Social and Economic History | 7 | O |
| HAN 503 | Late Antiquity | 7 | O |
| HRO 501 | Roman History I: Political Institutions - Political Ideology | 7 | O |
| HRO 502 | Roman History II: Topics in Social and Economic History | 7 | O |

| COURSE CODE | Department of Modern and Contemporary History, Folklore and Social Anthropology | ECTS | COURSE TYPE |
|-------------|---|------|-------------|
| HMG 501 | Greek History: Politics, Diplomacy, Society, Economy, Ideology | 7 | O |
| HMO 501 | European and World History: Diplomacy, Society, Economy, Ideology | 7 | O |
| HBA 501 | Balkan History: Diplomacy and Politics (20th century) | 7 | O |
| HTP 50 | Ottoman History: Institutions, Society and Economy | 7 | O |
| FSA 501 | Selected topics in Social Anthropology and Folklore Studies | 7 | O |
| HJP 501 | History of the Jews in Greece | 7 | O |

THEMATIC AREAS OF ARCHAEOLOGY AND HISTORY OF ART

| COURSE CODE | Departments of Archaeology and History of Art | ECTS | COURSE TYPE |
|-------------|--|------|-------------|
| APR 501 | Prehistoric Archaeology: Neolithic Period | 7 | O |
| APR 502 | Prehistoric Archaeology: Bronze Age | 7 | O |
| ACL 501 | Classical Archaeology: Geometric - Classical Period | 7 | O |
| ACL 502 | Classical Archaeology: Hellenistic - Roman Period | 7 | O |
| ABY 501 | Byzantine Archaeology: Aspects of Material Culture in Byzantium | 7 | O |
| ABY 502 | Byzantine Archaeology: Monuments and Monumental Space in Byzantium | 7 | O |
| HIA 501 | History of Art I | 7 | O |
| HIA 502 | History of Art II | 7 | O |

OPTIONAL COURSES PER MODULE (O)

| COURSE CODE | HISTORY | ECTS | COURSE TYPE |
|-------------|--|------|-------------|
| HAN 251 | Political Organisation and Social Structure of the Mycenaean States | 6 | O |
| HAN 252 | Topics in History of the Archaic Period | 6 | O |
| HAN 253 | Athenian Democracy | 6 | O |
| HAN 254 | Greek City-states in the Classical Period: Political and Social History (Athens/Sparta) | 6 | O |
| HAN 255 | Alexander the Great and the Eastward Expansion | 6 | O |
| HAN 256 | Topics in the History of the Hellenistic World | 6 | O |
| HAN 257 | Greek city- states in the Hellenistic Period and the Roman Empire: Political and Social History. | 6 | O |
| HAN 258 | Leagues (Federal States) and <i>Koina</i> in the Hellenistic Period. | 6 | O |
| HAN 259 | Slavery in the Ancient World | 6 | O |
| HAN 260 | The Status and Position of Women in the Ancient World | 6 | O |
| HAN 261 | Culture and Education in the Ancient World | 6 | O |
| HAN 281 | Epigraphy (Greek/Latin) | 6 | O |
| HRO 271 | Roman Imperialism | 6 | O |
| HRO 272 | The Provinces of the Roman State | 6 | O |
| HRO 273 | The Roman Principate as an Institution | 6 | O |
| HRO 274 | Greek <i>Koina</i> in the Roman Empire | 6 | O |
| HRO 275 | Late Antiquity | 6 | O |
| HRO 276 | Christianity and the Roman State | 6 | O |
| HME 251 | History of the Medieval Political Thought | 6 | O |
| HME 252 | The Institution of Slavery in the West and among the Slavic people | 6 | O |
| HME 351 | Social and Economic History of the Medieval cities | 6 | O |
| HME 352 | Gender History in Medieval Europe | 6 | O |
| HME 353 | Christians, Jews and Muslims in Medieval Europe | 6 | O |
| HME 354 | Society and Culture in the Italian Renaissance (1300-1600) | 6 | O |
| HME 451 | Social and Cultural History of the Medieval Kingdoms | 6 | O |
| HME 452 | Latin Principalities in Greece (13th-15th cent.) | 6 | O |
| HME 453 | Crusades (11th-15th cent.) | 6 | O |
| HSL 452 | Russian History (882-1613) | 6 | O |
| HSL 451 | Slavs and the Greek World | 6 | O |
| HBV 251 | Prosopography and Social Networks in the Byzantium | 6 | O |
| HBV 252 | Aspects of the Byzantine Society | 6 | O |
| HBV 253 | Byzantium and the Other: Policies of Integration in the Byzantine Society | 6 | O |
| HBV 254 | Learning and Education in Byzantium | 6 | O |

| COURSE CODE | HISTORY | ECTS | COURSE TYPE |
|-------------|---|------|-------------|
| HBY 255 | Political, Religious and Social Conflicts in Byzantium | 6 | O |
| HBY 256 | Topics in Economic History of Byzantium | 6 | O |
| HBY 351 | Political Theory and Ideology of the Byzantine Empire | 6 | O |
| HBY 352 | Administrative Institutions in Byzantium | 6 | O |
| HBY 353 | Military Organisation and Wars in Byzantium | 6 | O |
| HBY 354 | Church and Society in Byzantium | 6 | O |
| HBY 355 | Byzantium as Space. Topics in Historical Geography | 6 | O |
| HBY 356 | Byzantine Diplomacy | 6 | O |
| HBY 357 | Sino-Byzantine Relations | 6 | O |
| HBY 451 | Byzantine Sigillography | 6 | O |
| HBY 452 | Byzantine Diplomatics | 6 | O |
| HBY 453 | Byzantine Epigraphy | 6 | O |
| HBY 454 | Special Topics in History of the Early Byzantine Period | 6 | O |
| HBY 455 | Special Topics in History of the Middle Byzantine Period | 6 | O |
| HBY 456 | Special Topics in History of the Late Byzantine Period | 6 | O |
| HBY 457 | Byzantium in the Digital Era | 6 | O |
| HAR 251 | Medieval History of the Arab-Islamic World | 6 | O |
| HAR 252 | The Arab-Islamic State: Administration, Society and Economy | 6 | O |
| HAR 253 | Arab World and Byzantine Influences: Society and Culture | | O |
| HAR 351 | Arab-Byzantine relations (5th-11th century): Politics and Diplomacy | 6 | O |
| HAR 451 | Arab-Islamic Historiography and Byzantine Influences | 6 | O |
| HPC 251 | Medieval History of the Peoples of the Caucasus | 6 | O |
| HPC 252 | History of the Armenian Kingdom of Cilicia | 6 | O |
| HPC 351 | The Caucasus Region between Byzantium and the Arabs | 6 | O |
| HPC 352 | Relations between the Peoples of the Caucasus and Byzantium | 6 | O |
| HPS 251 | Medieval History of the Steppe Peoples | 6 | O |
| HPS 351 | Relations between the Peoples of the Steppe and Byzantium | 6 | O |
| HPS 352 | The Turks between Byzantium and China: Politics, Diplomacy, Strategy | 6 | O |
| THS 151 | Thessaloniki: History and Archaeology from Prehistoric Times to the Present Day | 6 | O |
| HIST 451 | Demographic History | 6 | O |
| HIST 452 | Spatial and Urban History | 6 | O |
| HIST 453 | Modern and Contemporary Environmental History | 6 | O |
| HIST 454 | Quantitative History: Methods and analytical tools | 6 | O |
| HIST 455 | History, Cinema and Documentary | 6 | O |
| HIST 456 | Public History | 6 | O |
| HIST 457 | Trauma, Memory and Oral History of the Wars | 6 | O |

| COURSE CODE | HISTORY | ECTS | COURSE TYPE |
|-------------|---|------|-------------|
| HIST 458 | Oral History | 6 | O |
| HIST 459 | Digital History | 6 | O |
| HIST 460 | Archival Science | 6 | O |
| HIST 461 | Didactics of History | 6 | O |
| HIST 462 | Issues of Economic History | 6 | O |
| HIST 463 | History and Historiography: Theory and Methods | 6 | O |
| HIST 464 | Research Issues in Contemporary Historiography | 6 | O |
| HMG 251 | The Greeks in the Ottoman Empire | 6 | O |
| HMG 252 | Modern Greek Enlightenment | 6 | O |
| HMG 253 | The Greek War of Independence | 6 | O |
| HMG 351 | Institutions and Ideology in Modern Greek History | 6 | O |
| HMG 352 | Social and Economic Modern Greek History | 6 | O |
| HMG 353 | Hellenic Diaspora | 6 | O |
| HMG 354 | The Refugee Issue in Greece (19 th -20 th c.) | 6 | O |
| HMG 451 | The Cyprus Issue | 6 | O |
| HMO 253 | History of Imperialism and Colonialism | 6 | O |
| HMO 254 | Fascism and Extreme Right in Modern and Contemporary History | 6 | O |
| HMO 255 | History of the Iberian Peninsula/Latin America | 6 | O |
| HMO 351 | European History: Ideology, Society, Economy | 6 | O |
| HMO 352 | Nation and Nation State in Modern Era | 6 | O |
| HMO 353 | Modern and Contemporary International History | 6 | O |
| HMO 354 | Global History: Ideology, Society, Economy | 6 | O |
| HMO 355 | Political Institutions in Modern Europe | 6 | O |
| HMO 356 | Cultural History of Modern Europe | 6 | O |
| HMO 357 | Revolutions and Social Issues in Modern and Contemporary Times | 6 | O |
| HMO 358 | Pirates and Privateers in Modern Times | 6 | O |
| HMO 451 | History of the Eastern Question | 6 | O |
| HMO 452 | WWII and its Legacy | 6 | O |
| HMO 453 | Genocide and Ethnic Cleansing in SE Europe | 6 | O |
| HMO 454 | European and World History: Hot and Cold Wars | 6 | O |
| HMO 455 | History of the United States of America | 6 | O |
| HJP 451 | Holocaust and Memory in Greece and Europe | 6 | O |
| HJP 452 | History of the Greek Jewish Communities | 6 | O |
| HBA 351 | National Questions and Minorities in the Balkans | 6 | O |
| HBA 352 | SE Europe in the Era of Imperialism (1878- 1918) | 6 | O |
| HBA 353 | Balkans from Orientalism to Balkanisation | 6 | O |
| HBA 354 | Economic History of the Balkan States | 6 | O |
| HBA 355 | Population Movements in the Balkan Peninsula | 6 | O |

| COURSE CODE | HISTORY | ECTS | COURSE TYPE |
|-------------|--|------|-------------|
| HBA 451 | The Macedonian Question (1870-1991) | 6 | O |
| HTP 252 | The Ottoman Provinces | 6 | O |
| HTP 253 | Everyday Life and Material Culture in the Ottoman World | 6 | O |
| HTP 254 | The Turks before the Ottomans | 6 | O |
| HTP 255 | History of the Turkey | 6 | O |
| HTP 351 | Non-Muslims in the Ottoman Empire | 6 | O |
| HTP 352 | Ottoman Elites | 6 | O |
| HTP 451 | Ottoman Political Thought | 6 | O |
| HTP 453 | Identities in the Ottoman Empire | 6 | O |
| HTP 452 | Rebellion, Protest and Disobedience in the Ottoman Empire | 6 | O |
| HTP 454 | Ottoman Legal Pluralism: Institutions, Legal Systems, Exemplary Approaches | 6 | O |
| HEH 251 | Hellenism of Anatolia in Modern Times | 6 | O |
| HEH 252 | Hellenism of the Black Sea in Modern and Contemporary History | 6 | O |
| HEH 253 | Hellenism of the Tsarist Russia and the ex-USSR | 6 | O |
| FSA 271 | Historical Anthropology | 6 | O |
| FSA 281 | Digital Anthropology | 6 | O |
| FSA 351 | Material Culture: Anthropological Perspectives | 6 | O |
| FSA 352 | Anthropology and the study of Migrants and Refugees | 6 | O |
| FSA 353 | Gender, Kinship and Sexuality | 6 | O |
| FSA 372 | Political Anthropology | 6 | O |
| FSA 452 | Economic Anthropology | 6 | O |
| FSA 464 | Symbolic Systems: Anthropological Perspectives | 6 | O |
| STI 151 | Students' Internship | 8 | FO |

| COURSE CODE | ARCHAEOLOGY | ECTS | COURSE TYPE |
|-------------|--|------|-------------|
| APR 251 | The Paleolithic Period | 6 | O |
| APR 252 | The Beginning of the Neolithic in the Near East and the Balkans | 6 | O |
| APR 253 | Pre-Neolithic and Neolithic Societies in the Aegean | 6 | O |
| APR 254 | Economy in the Neolithic Aegean | 6 | O |
| APR 255 | Ideology in the Neolithic Aegean | 6 | O |
| APR 256 | Societies in the Early Bronze Age (3rd mill. BCE) Aegean | 6 | O |
| APR 257 | Economy in the Early Bronze Age (3rd mill. BCE) Aegean | 6 | O |
| APR 258 | Topics of Ideology in the Early Bronze Age (3rd mill. BCE) Aegean | 6 | O |
| APR 259 | Societies in the Middle and Late Bronze Age (2nd mill. BCE) Aegean | 6 | O |
| APR 260 | Economy in the Middle and Late Bronze Age (2nd mill. BCE) the Aegean | 6 | O |

| COURSE CODE | ARCHAEOLOGY | ECTS | COURSE TYPE |
|-------------|---|------|-------------|
| APR 261 | Topics of Ideology in the Middle and Late Bronze Age (2nd mill. BCE) Aegean | 6 | O |
| APR 262 | Prehistoric Europe | 6 | O |
| APR 263 | Balkan Prehistory | 6 | O |
| APR 264 | The Prehistory of the Mediterranean | 6 | O |
| APR 265 | Prehistoric Cyprus - The Early Phases | 6 | O |
| APR 266 | Cultures of the Eastern Mediterranean in the 3rd and 2nd millennia BC | 6 | O |
| APR 267 | Ancient Egypt (3rd and 2nd mill. BC) | 6 | O |
| APR 268 | Bioarchaeology - Palaeoenvironment | 6 | O |
| APR 269 | Archaeobotany and Prehistoric Societies | 6 | O |
| APR 270 | Prehistoric Diet | 6 | O |
| APR 271 | Prehistoric Technologies | 6 | O |
| APR 272 | Everyday Life during Prehistoric Times | 6 | O |
| APR 351 | Practice in Archaeological Sites and Museums. Seminar | 6 | O |
| APR 352 | Topics of Prehistoric Archaeology. Seminar | 6 | O |
| APR 353 | Topics of Theory and Methodology. Seminar | 6 | O |
| APR 354 | Interpretation of the Archaeological Record. Seminar | 6 | O |
| APR 355 | Interdisciplinary Approaches in Prehistoric Archaeology. Seminar | 6 | O |
| APR 356 | Analytical Methods and Archaeological Science. Seminar | 6 | O |
| APR 357 | Digital Technologies in Archaeology. Seminar | 6 | O |
| APR 358 | Ethnoarchaeology - Experimental Archaeology. Seminar | 6 | O |
| APR 359 | Bioarchaeology. Seminar | 6 | O |
| APR 360 | Osteoarchaeology. Seminar | 6 | O |
| APR 361 | Archaeobotany. Seminar | 6 | O |
| APR 362 | Palaeoenvironment. Seminar | 6 | O |
| APR 363 | Topics of Technology in Prehistory. Seminar | 6 | O |
| APR 364 | Lithic Technology. Seminar | 6 | O |
| APR 365 | Ceramics and Technology. Seminar | 6 | O |
| APR 366 | Archaeometallurgy. Seminar | 6 | O |
| ACL 251 | Topography of the Ancient World | 6 | O |
| ACL 252 | Monumental Topography: Panhellenic Sanctuaries | 6 | O |
| ACL 253 | Monumental Topography of Attica | 6 | O |
| ACL 254 | Monumental Topography of Peloponnese | 6 | O |
| ACL 255 | Monumental Topography of Macedonia | 6 | O |
| ACL 256 | Athens and its Monuments | 6 | O |
| ACL 257 | Rome and its Monuments | 6 | O |
| ACL 258 | Colonies in Northern Greece | 6 | O |

| COURSE CODE | ARCHAEOLOGY | ECTS | COURSE TYPE |
|-------------|---|------|-------------|
| ACL 259 | Cities in the Hellenistic Kingdoms | 6 | O |
| ACL 260 | Cities of Greece during the Roman Period | 6 | O |
| ACL 261 | Architecture and Town Planning: Geometric - Archaic Period | 6 | O |
| ACL 262 | Architecture and Town Planning: Classical Period | 6 | O |
| ACL 263 | Architecture and Town Planning: Hellenistic Period | 6 | O |
| ACL 264 | Architecture and Town Planning: Roman Period | 6 | O |
| ACL 265 | Sculpture: Geometric - Classical Period | 6 | O |
| ACL 266 | Sculpture: Hellenistic - Roman Period | 6 | O |
| ACL 267 | Pottery: Geometric - Classical Period | 6 | O |
| ACL 268 | Pottery: Hellenistic - Roman Period | 6 | O |
| ACL 269 | Painting - Mosaics | 6 | O |
| ACL 270 | Inscribed Monuments | 6 | O |
| ACL 271 | Coinage and Economy in the Ancient Greek World | 6 | O |
| ACL 272 | Coinage and Economy in the Roman World | 6 | O |
| ACL 273 | Coinage and Ideology in the Ancient World | 6 | O |
| ACL 274 | Private and Public Life in Ancient Greece | 6 | O |
| ACL 275 | Funerary Monuments and Burial Practices | 6 | O |
| ACL 276 | Ancient Greek Religion | 6 | O |
| ACL 277 | Ancient Greek Mythology | 6 | O |
| ACL 278 | Arts and Technology with the Use of Excavation Finds / Artefacts | 6 | O |
| ACL 279 | Topics of Classical Archaeology | 6 | O |
| ACL 351 | Practice in Archaeological Sites and Museums. Seminar | 6 | O |
| ACL 352 | Topography. Seminar | 6 | O |
| ACL 353 | Architecture and Town Planning. Seminar | 6 | O |
| ACL 354 | Sculpture. Seminar | 6 | O |
| ACL 355 | Pottery. Seminar | 6 | O |
| ACL 356 | Epigraphy. Seminar | 6 | O |
| ACL 357 | Numismatics. Seminar | 6 | O |
| ACL 358 | Aspects of Private and Public Life in Ancient Greece. Seminar | 6 | O |
| ACL 359 | Funerary Monuments. Seminar | 6 | O |
| ACL 360 | Religion. Seminar | 6 | O |
| ACL 361 | Mythology - Hermeneutics. Seminar | 6 | O |
| ACL 362 | Gender Approaches of the Material Culture in Ancient Greece and Rome. Seminar | 6 | O |
| ACL 363 | Ancient Technology. Seminar | 6 | O |
| ABY 251 | Monumental Topography of Constantinople | 6 | O |
| ABY 252 | Monumental Topography of Thessalonica | 6 | O |
| ABY 253 | Monumental Topography of Thrace | 6 | O |

| COURSE CODE | ARCHAEOLOGY | ECTS | COURSE TYPE |
|-------------|---|------|-------------|
| ABY 254 | Monumental Topography of Macedonia | 6 | O |
| ABY 255 | Monumental Topography of Thessaly | 6 | O |
| ABY 256 | Monumental Topography of Epirus | 6 | O |
| ABY 257 | Monumental Topography of Attica | 6 | O |
| ABY 258 | Monumental Topography of the Peloponnese | 6 | O |
| ABY 259 | Monumental Topography of Crete | 6 | O |
| ABY 260 | Monumental Topography of Cyprus | 6 | O |
| ABY 261 | Archaeology and Art in the Byzantine East | 6 | O |
| ABY 262 | Christian Art in Africa | 6 | O |
| ABY 263 | The Archaeology of Byzantium's Transitional Period | 6 | O |
| ABY 264 | Byzantium and Medieval Europe: Archaeology and Art | 6 | O |
| ABY 265 | Byzantium and the Islamic World: Archaeology and Art | 6 | O |
| ABY 266 | The Slavic World and Byzantine Art | 6 | O |
| ABY 267 | Secular Architecture in Byzantium | 6 | O |
| ABY 268 | Byzantine Church Building. | 6 | O |
| ABY 269 | Byzantine Monumental Painting. | 6 | O |
| ABY 270 | Byzantine Icons | 6 | O |
| ABY 271 | Byzantine Illuminated Manuscripts | 6 | O |
| ABY 272 | Byzantine Sculpture | 6 | O |
| ABY 273 | Byzantine Minor Arts | 6 | O |
| ABY 274 | Byzantine Epigraphy | 6 | O |
| ABY 275 | Byzantine and Medieval Numismatics | 6 | O |
| ABY 276 | Coinage and Economy in the Byzantine World | 6 | O |
| ABY 277 | Coinage and Ideology in the Eastern Mediterranean | 6 | O |
| ABY 278 | The Archaeology of Everyday Life in Byzantium Everyday Life in Byzantium through the Archaeological Evidence | 6 | O |
| ABY 279 | Trade, Economy and Communications in Byzantium. | 6 | O |
| ABY 280 | Post-Byzantine Painting: Monumental Painting and Icons | 6 | O |
| ABY 281 | Post-Byzantine and Ottoman Art and Archaeology | 6 | O |
| ABY 282 | Selected Topics of Byzantine Archaeology | 6 | O |
| ABY 351 | Practice in Archaeological Sites and Museums. Seminar. | 6 | O |
| ABY 352 | Aspects of Everyday Life in Byzantium. Seminar. | 6 | O |
| ABY 353 | Pilgrimage Art and Archaeology. Seminar. | 6 | O |
| ABY 354 | Archaeology and Art of the Crusader States of the Eastern Mediterranean. Seminar. | 6 | O |
| ABY 355 | Material Culture in Byzantium: Theories and Methods. Seminar. | 6 | O |
| ABY 356 | Gender Approaches to Byzantium's Material Culture. Seminar. | 6 | O |

| COURSE CODE | ARCHAEOLOGY | ECTS | COURSE TYPE |
|-------------|---|------|-------------|
| ABY 357 | Text, Object, Image in Byzantium's Material Culture and Art. Seminar. | 6 | O |
| ABY 358 | Art and Ideology in Byzantium. Seminar | 6 | O |
| ABY 359 | Selected Topics of Byzantine Architecture. Seminar. | 6 | O |
| ABY 360 | Selected Topics of Byzantine Painting. Seminar | 6 | O |
| ABY 361 | Byzantine Iconography. Seminar | 6 | O |
| ABY 362 | Selected Topics of Byzantine Sculpture | 6 | O |
| ABY 363 | Selected Topics of Byzantine Minor Arts. Seminar | 6 | O |
| ABY 364 | Selected Topics of Byzantine and Medieval Numismatics. Seminar. | 6 | O |
| ABY 365 | Byzantine Ceramics. Seminar. | 6 | O |
| ABY 366 | Technology in Byzantium. Seminar | 6 | O |
| ARCH 251 | Excavation - Drawing | 6 | O |
| ARCH 252 | Excavation Methodology: Theory and Practice | 6 | O |
| ARCH 253 | Archaeological Research and Digital Technologies. | 6 | O |
| ARCH 254 | Interdisciplinary Approaches in Archaeology | 6 | O |
| ARCH 255 | Public Archaeology | 6 | O |
| ARCH 351 | Introduction to Museum Studies. Seminar | 6 | O |
| ARCH 352 | Interpretation of the Archaeological Record. Museum and Education. Seminar | 6 | O |
| ARCH 353 | Museum pedagogy. Seminar | 6 | O |
| ARCH 354 | Archaeological Legislation. Seminar. | 6 | O |
| HIA 251 | Medieval Art (Early Medieval-Romanesque-Gothic) | 6 | O |
| HIA 252 | Early Renaissance Art | 6 | O |
| HIA 253 | High Renaissance - Mannerism | 6 | O |
| HIA 254 | Baroque - Rococo | 6 | O |
| HIA 255 | Neoclassicism - Romanticism | 6 | O |
| HIA 256 | Realism - Impressionism - Post-Impressionism | 6 | O |
| HIA 257 | European Art from 1870 to World War I | 6 | O |
| HIA 258 | Art from World War I to the Present | 6 | O |
| HIA 259 | 19th Century Greek Art | 6 | O |
| HIA 260 | 20th Century Greek Art | 6 | O |
| HIA 261 | Art of Non-European Cultures | 6 | O |
| HIA 262 | Teaching Humanities through Art Historical Material: A Teacher Training Seminar | 6 | O |
| STI 151 | Students' Internship | 8 | FO |

3.

COURSE DESCRIPTIONS & LEARNING OUTCOMES

REFORMED PROGRAMME OF STUDIES

2022-2023

FIRST SEMESTER

Athanasios SFIKAS

HIST 151 Introduction to Historical Studies

The course is intended as an introduction to the theoretical debates that have shaped historical inquiry from the 19th century to the present date. The aim is to enable students to understand the interdependency between historical thinking and writing, on the one hand, and the cultural context in which it occurs and its relationship with other disciplines, on the other hand. It also aims at acquainting students with contemporary historiographical schools and trends. The introductory part of the course examines the evolution of historical thinking from antiquity to the 18th century. Following the discussion of key historical concepts (historical time, historical consciousness, historical memory, past and present, historical narratives) and the evolution of premodern historiography, the course will examine the main historiographical schools and trends from the 19th century to the present in their appropriate cultural contexts. The study of schools and trends aims to acquaint students with the causes of each school's emergence; with the manner whereby each school grasps the relationship between the past and the present and the purpose(s) of historical studies and writing; and the particular research methodology promoted by each school.

Upon completion of the course, students are expected to be familiar with the key concepts and methods of historical research, grasp the interdependency between the study of the past and the cultural context in which it occurs, comprehend the evolution of historical inquiry and writing from antiquity to the present, possess the necessary background knowledge to recognise and study the key historiographical schools and trends from the 19th century to the present.

Ilias SVERKOS

HAN 151 Introduction to Ancient Greek History

The aim of this course is to give an overview of Ancient Greek History from the Mycenaean to the end of the Hellenistic period (ca. 1600 - 30 B.C.) by focusing on the civic institutions, the social and economic structures, as well as on aspects of the cultural, religious and intellectual life following the main chronological periods. The following main topics will be addressed: The political and social organisation of the

Mycenean states, the Greek colonisation and the consequences of those migrant movements, the emergence of the city-state (*polis*), the aristocratic ideology and culture of the Archaic period, the institution of tyranny, the formation of the Spartan constitution, the birth of the Athenian democracy, the Persian wars, the rise and fall of the Athenian empire, the Peloponnesian war, the Spartan and Theban hegemonies, the rise of Macedonia, Alexander the Great and the conquest of the East, the creation of the Hellenistic world, the character of the Hellenistic monarchy and the administrative system of the Hellenistic kingdoms, the Roman expansion to the East and the end of the Hellenistic world.

**Co-teaching Eleni MANAKIDOU,
Pagona PAPADOPOULOU, Sevasti TRIANTAFYLLOU**

ARCH 151 Introduction to Archaeological Studies

This course offers an introduction to a broad diachronical range of current thematics, in which contemporary archaeology engages. Issues which will be unfolded to the 1st year students involve primarily an overall review of the history of archaeological research; the effect of contemporary historical and social agencies in the formation of archaeological theory; the connection of archaeology with current aspects, such as experimental archaeology, ethnoarchaeology, war archaeology, industrial archaeology etc. Also, various issues concerning the archaeological methodology will be overviewed as for example, surface survey (methods and techniques), excavation (methods and techniques), digital archaeology (e.g. GIS, photogrammetry, databases), aerial photography, geophysical prospecting survey, marine archaeology, conservation-restoration etc. In connection to the archaeological method, the high value of the systematic collection, documentation and study of artefacts and bioarchaeological remains will be pointed out so that critical archaeological questions regarding the reconstruction of ancient communities and the human environment can be approached. In addition, the management of cultural heritage will be extensively discussed - among other things illegal excavations and illicit trade of antiquities, archaeological laws and claim for stolen antiquities, ancient art trade, destruction and looting of monuments' and archaeological sites (e.g. the Elgin marbles, the Pergamon altar etc.), archaeology and war (e.g. Iraq, Syria), vandalism (e.g. the monuments of occupied Northern Cyprus), protection of sites and monuments (UNESCO, ICOMOS). Current issues which relate archeology to politics as well as to national and religious identities will be touched upon, while contemporary modes of dissemination of knowledge to the broader public (public archaeology) will be extensively discussed: educational programmes, museology, digitalisation, virtual reconstruction, social media and web, etc.

The students are expected to understand the basic characteristics of the field, to become familiar with the time frames, turning-points and sub-periods of the field and understand the related scholarly debates over the pertinent issues, to get acquainted with the methodology and terminology of the field, to acknowledge the scholars who developed the field and shaped its evolution as well as the auxiliary disciplines that serve the field.

**Co-teaching Sevasti TRIANTAFYLLOU,
Maria NTINOI, Sultana-Maria VALAMOTI**

APR 151 Introduction to Prehistoric Culture

The course introduces students to the prehistoric civilizations around the world since the earliest appearance of men. It focuses on some phenomena of the prehistoric age with particular significance, such as the beginnings of the Neolithic and the first appearance of cities as well as on particular regions such as the eastern Mediterranean, Mesopotamia, the Aegean and the Balkans. The course has the form of independent lectures which are taught and examined by the four lecturers. 1. Introduction. The beginnings and development of the study of World Prehistory. 2. The archaeology of the appearance and development of early humans until the end of the Pleistocene. The Lower, Middle and Upper Palaeolithic: palaeoanthropology, cultural features, habitation, lithics, early art. 3. The Neolithic in the Near East and Central Asia. The beginnings of agriculture and animal husbandry. 4. The Neolithic in the Aegean and Europe. 5. World in the Bronze Age. The early cities, Mesopotamia and Egypt. The Aegean during the 2nd millennium: Minoan and Mycenaean civilizations. The 2nd and early 1st millennium in Europe. 6. The Iron Age Europe. 7. The prehistory of Africa and 8. The prehistory of the New World. The students will be able to recognise the time span and periodization of world prehistory, to familiarise with the general characteristics of the prehistoric period in the different continents, to describe the different stages of cultural change and the archaeological evidence which document them and to exercise with the ways archaeological data are collected and interpreted in the different continents.

Co-teaching Athanasia KYRIAKOU, Eleni PAPAGIANNI

ACL 151 Introduction to Classical Archaeology

The course aims to an introductory presentation of the broad discipline of Classical Archaeology which studies the material remains from the 10th century BC to the 4th century AD. The examination offers a brief overview that covers the Ancient Greek and Roman Period, which forms an unbreakable cultural unit. The principal aspects

of Greek and Roman city planning, architecture, sculpture, pottery, painting and small-scale art along with the conditions that shaped their development will be presented through the examination of important monuments and artefacts of the ancient Greek and Roman civilization dating from the Proto-Geometric to the Late Roman period. Students who attend the course are expected to understand the basic fields of research and methodology of Classical Archaeology and to become familiar with the time frames, turning-points and sub-periods of it.

**Co-teaching Sofia ALAGKIOZIDOU, Georgios
KALLINIS, Aikaterini MANDALAKI**

ASK 151 Exercises on Historiographic Texts

The aim of this course is the familiarisation with the distinctive elements of Ancient Greek language so that Ancient Greek texts function as historical sources not only through their content but also through their form. In this regard, we will revisit, explore, and understand the function of names and verbs in grammar and syntax, their formative power, and their implications for the meaning. We will discover the amazing creativity of Ancient Greek language. We will study the complexity of periodic syntax and the challenges this syntax arises as far as the translation of Ancient Greek language into any contemporary language. All these aspects of Ancient Greek language will be thoroughly investigated in selected extracts from Ancient Greek literature and especially historiography. The main objective of the course is to be realized that the linguistic form is the primary means of interpretation of Ancient Greek way of thinking and understanding the human nature and the world.

SECOND SEMESTER

Andreas GKOUTZIOUKOSTAS**HBY 151 Introduction to Byzantine History**

The course examines the transition from the Ancient to the Medieval period, the gradual configuration of a new empire with Constantinople as its centre, the basic features, the evolution and the decline of the Byzantine Empire (324-1453). Upon successful completion of the course students are expected to understand the basic characteristics of the field/period, become familiar with the time frames, turning points and sub-periods of the field and understand the related scholarly debates over the pertinent issues, become familiar with the terminology of the field, know the scholars who developed the field and shaped its evolution, know the auxiliary disciplines that serve the field.

Loukianos HASSIOTIS**HMO 151 Introduction to Modern and Contemporary History**

The course offers an introduction of modern and contemporary history, with an emphasis on European history. It covers the period from the end of the Middle Ages till the end of the Cold War. The course aims to provide students with an understanding of the main characteristics of the period, its breaks and continuities, allowing students to acquaint themselves with important developments in the areas of politics, society, economy and culture.

Upon successful completion of the course students are expected to understand the basic characteristics of the field/period, become familiar with the time frames, turning points and sub-periods of the field and understand the related scholarly debates over the pertinent issues, become familiar with the terminology of the field, know the scholars who developed the field and shaped its evolution, know the auxiliary disciplines that serve the field.

Athina PEGKLIDOU**Teaching Assistance: Areti TZINTZIOVA****FSA 151 Introduction to Social Anthropology**

Anthropology has been developed above all on the basis of a curiosity about otherness and different forms of life, a privilege that until a certain historical moment belonged exclusively to the West. Cultural difference is therefore its epistemological pillar. In this way, as a scientific discipline it has been part of the *modus operandi* of colonialism and its disastrous consequences since the 16th century

consequences since the 16th century and beyond, while its contribution to the definition of identity/otherness remained controversial and uncertain. Anthropology studies the multiplicity of human societies through ethnography with the aim of cross-cultural comparison of discourses, relationships, practices and experiences. The course will discuss the anthropological tradition in its socio-political conditions from the 19th to the present, through its main theoretical currents: evolutionism, functionalism, diffusion theory, structuralism, Marxism, gender studies, the reflexive turn and through methodological shifts, from emblematic participant observation to multi-sited and multi-modal ethnography. We will also explore how it has been developed in the Greek context as folklore studies (*Laographia*) and science of the popular culture on the basis of its uses in the formation of the Greek national imagery and of its late institutionalization after 1980 as social anthropology. We will also address major research areas such as kinship and family relationships, marriage and sexuality, social organization, the relationship between the symbolic and the material, health, illness, pain and medicine, the body, the orality, the senses, folk culture, tradition and ritual practices but also sub-fields concerning forms of social stratification based on gender, race, social class, locality, vulnerability. Finally, anthropology was characterized by different ways of narrating and writing which we will highlight through specific examples. And more than other social sciences, its inherent voyeurism hiving in its emphasis on observation of everyday experience, made photography and more broadly audiovisual media a privileged advocate in its research methodology and communication. Therefore, we will focus on the sensuous and aesthetics of anthropology.

Paschalis ANDROUDIS

ABY 151 Introduction to Byzantine Archaeology

The course is a sketch of the evolution of Byzantine culture with emphasis on the fields of Byzantine art and architecture, covering the period from the beginning of the 4th century AD, with the wide spread of Christianity, until the fall of Constantinople by the Ottomans in 1453.

The material is divided into sub-periods, during which spatially and temporally representative architectural ensembles are examined, indicative issues of topography and evolution of cities, characteristic examples of mosaic decoration and frescoes, portable icons and sculpture with emphasis on the large productive centers of the territory in the East and the West. At the same time, the historical parameters that led to the crystallization of the general

characteristics of each period are also examined.

Students are expected to understand the basic characteristics of the scientific field of Byzantine archaeology, to become familiar with the time limits, the turning points and periods that make up it and will understand the relevant scientific reflection on these issues.

Ilina ZARRA

HIA 151 History and Theory of Art

The content of the course concerns the definition of the subject of Art History, the presentation of materials and techniques of artworks, the emergence of ways of documenting them, the analysis of the factors shaping and evolving the style, as well as the presentation of the main methods analysis of the work of art as they were formulated during the 20th century (Morphological methods, Iconological method, Social history of Art - Aesthetics of Admission - Psychoanalytic approach, Feminist History of Art). The aim of the course is for the student to get acquainted with the subject of the cognitive field of Art History and to become familiar with the main methods of analysis and interpretation of works of art.

Learning results:

- Introduction of the student to the methodology of approaching works of art
 - Introduction of the student to the basic theories of Art History, especially those that appeared in the 20th century, in order to be able to interpret and understand contemporary works of art.
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Co-teaching Sofia ALAGKIOZIDOU, Georgios KALLINIS,

Aikaterini MANDALAKI

ASK 152 Exercises on Historiographic Texts

The writing of history is a linguistic construction. Historiographers primarily use three genres to verbally reconstruct the past: narration of facts, description of persons and places that played an important role in formatting the past and explanation of causes and effects of historical events and human actions. How though is a narration, a description and an explanation being constructed? Which linguistic manners does the Ancient Greek language use over time to narrate, describe and explain the past? We will follow the evolution of these linguistic manners from classical antiquity up to the 19th century, in Ancient Greek, Medieval Greek, and Atticist Modern Greek (pure) language. We will draw our material from selected historiographical texts, and we will explore the linguistic means used to

achieve the narrative, descriptive and explanatory purposes confirming the amazing sustainability of this language in time.

SPECIALISATION IN HISTORY

THIRD SEMESTER

Ioannis XYDOPOULOS

HAN 651 Ancient Greek History. The Archaic and Classical periods.

General survey of ancient Greek history from the 8th to the 4th century BC. This will be preceded by a mapping of recent bibliography on the period, with the aim of identifying new trends in research. The main object of the course will be the study of the basic developments in the Greek world during the above-mentioned period, with the help of the relevant sources (literary, epigraphic, numismatic).

The aim of the course is to familiarize students with the characteristic phenomena that constitute the transformation of the Archaic world and the transition to the Classical Period, to lead them to understand the creation of the city-state and the evolution of political thought, to understand the introduction of institutions and the formation of consciousness and identity of the citizen body. In addition, students should be able to understand the historical profile of the two periods and be able to critically process historical sources.

Maria KANTIREA

HRO 651 Roman History

History of Ancient Rome and of the Roman Empire. Foundation myths and the kings. *Res publica* with emphasis on the political institutions, the social organization, the economy, and the military changes. Wars and the extension of the Empire in the western and eastern Mediterranean. Civil wars and the foundation of the Principate by Augustus, institutional reforms, provinces. The role of the emperor and ways of communication with the subjects, the world of the cities. Political, economic, and military crisis of the 3rd c. AD. Tetrarchy and Constantine the Great. The courses are organized according to a double educational method. 1) Narration of the most important events of the Roman history (853 BC - AD 330). 2) Study of selected written sources, of the numismatic evidence and of the archeological material. The students are expected to understand historical phenomena in the *longue durée* and to learn methods and tools of the analysis and of the synthesis of the data.

Georgios LEVENIOTIS**HBV 651 Byzantine History I**

The course focuses primarily on an in-depth analysis of the main political, military and social developments that took place during the 4th to 11th centuries A.D. in the interior and the periphery of the Byzantine Empire and the Eastern Mediterranean world (mainly in the geographical areas of Italy, Middle East, Asia Minor and Balkan Peninsula).

Students who attend the course are expected to understand the reasons that led to the gradual transformation of the so-called Later Roman to the Byzantine Empire of medieval times (officially and broadly known then as “Romania” or “Rhomaion politeia”); moreover, they will assimilate the main differences between the Eastern Roman state and society and its neighboring areas of the Late Antiquity (late 3rd - early 7th c. A.D.) and subsequent Middle Ages (mid. 7th c. onwards); finally, through a methodological approach and analysis of the most important historical works of the same eras, they will become familiar with approaching the written sources and other instruments of studying the early and middle Byzantine historical periods.

Eleni TOUNTA**HME 651 History of Medieval Western Europe**

This course is an introduction to the medieval history of Western Europe from the 5th to the 15th century. Because of the wide, temporal as well as geographic extent of the subject, the survey focuses on the formation and development of political systems (kingdoms and city-states) and of the social and economic relations from the fall of the western part of the Roman Empire until the end of the 15th century. The course will also deal with cultural issues, such as the shaping of mental horizons, the construction of identities and otherness, the religious culture and the Italian Renaissance.

Students are expected: a. to possess specialised knowledge on the formation and evolution of medieval political entities, b. to possess specialised knowledge on social and economic organization of medieval communities, c. to possess specialised knowledge on medieval mental horizons and the religious culture, d. to be able to analyse and assess comparatively the different forms that medieval institutions took in different cultural contexts; e. to be able to correlate the birth of early capitalism and of the absolute monarchy, as well as the construction of modern historical consciousness with the cultural context of Late Middle Ages; f. to be able to answer specialised questions within the specific topic, which involve both critical thinking and empirical knowledge.

Phokion KOTZAGEORGIS**HTP 651 History of the Ottoman Empire**

The purpose of this course is to give a general and at the same time a complete picture of the history of the Ottoman Empire from state's foundation until its dissolution. The history of the study of the Ottoman Empire and the various theories as regards its formation are discussed. The main political events of its history are given and then the institutions, society, economy, ideology and culture developed within this empire are analysed. Students should be familiar with (a) the main stations of Ottoman military-political history, (b) the main terminology, (c) the interpretation of complex historical developments of the period, and (d) the ability to interpret historical phenomena through the knowledge of geography.

Students are expected to: a) possess specialised knowledge on the history of the Ottoman Empire, b) possess specialised knowledge on the political history, c) possess specialised knowledge on the Ottoman institutions, society, economy and culture, d) be able to analyse and assess comparatively political events with developments in the society and economy, e) be able to correlate the evolution in institutions with change in culture, g) be able to answer specialised questions within the specific topic, which involve both critical thinking and empirical knowledge.

FOURTH SEMESTER**Elissavet CHATZIANTONIOU****HBY 652 Byzantine History II**

The course focuses on the political history of the later byzantine period, the administrative system and the socio-economic structures and mentalities. Emphasis is given on the presentation of the relevant primary sources and the secondary bibliography as well as on methodological approach and analysis of relevant excerpts from the sources. The objective of the course is the knowledge, understanding and critical evaluation of the political-military situation, the socio-economic reality and the factors which led progressively to the decline of the Byzantine Empire.

Upon successful completion of the course the students are expected to: (a) possess specialised knowledge on the political, military, religious, economic and social realities during the transitional period of the 11th-12th centuries and the late Byzantine period (1081-1453), (b) be able to analyse and critically evaluate historical phenomena, to correlate historical facts, (c) to be basically able to identify and collect historical evidence through methodological approach of relevant sources, and include this evidence in the historical context and assess its importance for the historical knowledge and research, (d) to be able to answer

specialised questions within the specific topic, which involve both critical thinking and specialised knowledge.

Aggeliki DELIKARI

HSL 651 Medieval History of the Slavic People

The course is a general overview of the medieval history of the Slavic people from the 6th to the 15th century. It examines first of all the political and ecclesiastical history of Great Moravia, Bulgaria and Serbia, the evolution of their national identity and the creation of Slavic states. Special attention will be paid to the important role of the Byzantine Empire on their political and cultural life. In every unit special issues will be also discussed (for example the Cyrillic script, the geographical term Macedonia in the Slavic sources, the state of tsar Samuel, the Hesychasmus and the Slavs etc.).

Upon successful completion of the course students are expected to learn about the Proto-Slavic homeland and the Slavic settlements in South, Central and Eastern Europe in the 6th and 7th centuries, learn about the missionary work of Cyril and Methodius in Great Moravia and the spread of their legacy first in Bulgaria (also Ohrid area) and later all over the Slavic world as well as the medieval history of Bulgaria and Serbia, compare the social and cultural patterns of Byzantium with those of the medieval Slavic states, become sensitive to methodological and practical issues related to their field of study, understand the Byzantine and Latin sources, concerning Byzantine-Slavic relations, practice their skills to present their ideas and arguments orally and in written.

Eleftheria MANTA

HMG 651 Modern Greek History

The course analyses the main political, economic, social, and ideological parameters of Modern Greek History. Teaching units refer to the institutions of the Greek state (kingdom, statutes, army), the territorial expansion, the economic and social developments, and to important historical phenomena and events such as emigration, the labor movement, etc.

Upon successful completion of the course students are expected to a) possess specialised knowledge on Modern Greek History, b) be able to analyse and assess comparatively the most important factors that affected Greek state's past, c) be able to correlate the Greek, European and global history of that same period, and d) be able to answer specialised questions within the specific topic, which involve both critical thinking and empirical knowledge.

Iakovos MICHAILIDIS**HMO 651 Modern European and World History**

The course focuses on aspects of European and world history in the modern times, from the mid-15th to the 19th century. Issues such as the aspects of modernity in Europe and the emergence of nation-states are analysed. Upon successful completion of the course students should be able to think synthetically combining the various political, ideological, social, economic aspects of the period. They should also be acquainted with different kinds of historical sources of the modern period.

Athanasios SFIKAS**HMG 601 Contemporary Greek History, 1924-1967**

The course examines the evolution of Greece's political, social and economic history in the period 1924-1967. The focus is (a) on political ideologies; (b) the formation and function of political parties; and (c) the conduct, outcome and political consequences of electoral contests.

Upon completing the course, students should be able to:

- (1) grasp the main stages in contemporary Greece's political, economic and social development
- (2) think synthetically, bringing together political, ideological, social, economic and cultural facets of contemporary Greece's historical development.
- (3) comprehend concepts and phenomena such as political parties and their function, the ideological formation and grouping of political and social spaces, and the multiple functions of electoral contests.
- (4) appreciate continuities and discontinuities in contemporary Greece's historical development.

FIFTH SEMESTER**Athanasios SFIKAS****HMO 652 Contemporary European and World History**

The course surveys the history of the 20th century through its ideological conflicts and with particular emphasis on the ideological, political, economic, social and military clash between the superpowers and their alliances. Conventionally called 'The Cold War', the clash will be set chronologically in the period from 1917 to 1991, while its geographic coverage extends to Europe, North America and the 'Third World'.

Upon completing the course, students should be able to:

- (1) think synthetically, bringing meaningfully together the various political, ideological, social and economic strands of the history of the 20th century.
 - (2) demonstrate they have acquired a sound understanding of the importance of ideological conflicts and their contribution to the making of 20th-century history.
 - (3) identify continuities and discontinuities in different patterns and different periods of historical development.
 - (4) appreciate the importance of the rise of the 'Third World' in the making of contemporary history.
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Ioannis XYDOPOULOS

HAN 901 Seminar on Ancient Greek History I: Specialist Training Course

The Specialization course aims at familiarizing students with: the sources and the methodology of research in the field of Ancient Greek History; the scientific approach to special topics and the production of written discourse; and, thirdly, with the preparation and presentation of a topic. For these reasons, exercises on literary sources of ancient Greek literature will be given, in order for students to become familiar with the treatment of the sources. The programme of the tutorial also includes visits of the students to places of practice (museums, research centres).

Maria KANTIREA

HRO 901 Seminar on Roman History I: History of Ancient Cyprus: Documents and Monuments

History of ancient Cyprus from the end of the Bronze Age (c. 1200 BC) to the Late Antiquity (7th century AD). Urban centres, kingdoms, political relations of the local kings with the Eastern empires (Assyria, Egypt, Persia), Phoenicians, Athenian influence, Euagoras, king of Salamis, and his wars against the Persians, the successors of Alexander the Great and the end of the local kingship, Cyprus under the Ptolemies and then under the Romans, the creation of the *provincia Cypri*, Christianisation of the island. The course aims at familiarizing the students with the literary and epigraphical sources, the numismatic evidence, and the monuments of the island, further with the different languages and the written systems in Ancient Cyprus, as well as with the social and cultural interaction of the Greek world with the populations of

the Near and the Middle East.

Andreas GKOUTZIOUKOSTAS

HBY 901 Seminar on Byzantine History I

The objective of the seminar is to familiarise the students with the Byzantine sources and the methods of the historical research as well as with the methods of preparation and presentation of a scientific paper. The course focuses on the analysis of rebel movements and conspiracies in the palace against the imperial power and includes the study of the relevant primary sources. The students will write papers on the above topic and will present the results of their research. Upon successful completion of the seminar students are expected to have understood the basic principles of historical science and be acquainted to modern historiographical trends, be able to critically and methodologically approach the sources, be able to prepare a scientific paper, be familiar with the basic bibliography on Byzantium and on the special topic of the course. At the same time, they will be able to identify and use historical sources for teaching in secondary level of education and to organise individual or group projects as part of their lesson.

Aggeliki DELIKARI

HSL901 Seminar on History I: Seminar on Medieval History of the Slavic People

The objective of the seminar is to familiarize the students with the sources of the Medieval History of the Slavic People and the methods of the historical research. The course focuses on the analysis of the Byzantine and Slavic (translated in Greek) sources about the political and ecclesiastical History of the Slavic people. and includes the study of the relevant primary sources. The students will write papers, using modern bibliography, on the byzantine-slavic relations, prosopography of Slavic rulers, Slavic influences on Greece etc. The students will present the results of their research.

Upon successful completion of the seminar, students are expected to have understood the basic principles of historical science and be acquainted to modern historiographical trends, be able to critically and methodologically approach the sources, be able to prepare a scientific pa-

per, based on the sources and secondary bibliography. The seminar includes student visits to off-campus sites (museums, libraries, churches research centres, and others).

Basil GOUNARIS, Iakovos MICHAELIDIS, Dimitrios PAPASTAMATIOU

HMO 901 Seminar on History I

The seminar aims at familiarizing students with the aims and methods of the discipline of History. The issues to be presented include: the methodology, ethics and general strategy of historical research; tracing, analyzing and evaluation documents and bibliography; exercise in paleography; the structure and presentation of historical essays. Upon completion of the courses and two visits to Archives students are expected to:

- Be familiar with the basic principles of the history science and of historical methodology;
 - Trace, recognize and utilize historical sources (written, oral, figurative material, etc.) for writing essays on historical topics and for the teaching of history in High School education.
 - be familiar with the technique of writing and presenting academic essays as part of the teaching of History in High School Education;
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Contractor to be defined

HAN 261 Culture and Education in the Ancient World

This course is a study of the role and importance of literacy and education in general in the political and social life of the Roman Empire, from the Republican period to late Antiquity. In this context -using selected texts- the project examines issues related to the character of the culture of the ancient Greeks and Romans, such as orality, literacy and the limits of illiteracy, and others concerning the perceptions of the theorists of the period (Greeks and Romans) on the importance of education and literacy as elements of the identity of the upper social strata, the participation of women in education, the intellectual centers of the period (Rome, Athens, Alexandria, Antiocheia, Pergamum, etc.). Emphasis is given on the education of young people in the cities of the eastern part of the Roman Empire, and on the study of the institution of the gymnasium.

Contractor to be defined**HBY 254 Learning and Education in Byzantium**

The module will focus on education in Byzantium. First, introductory information will be provided regarding secular and ecclesiastical education in Byzantium, the relevant primary sources and the trends and state of current research in the field. In addition, the module will examine the historical context of every period, the different levels of education, the educational policy of Byzantine emperors as well as the most important educational institutions. Special attention will be paid to the most prominent scholars who left their mark on Byzantine education and society.

Students attending the course are expected to: i) comprehend the historical context of the Early, Middle and Late Byzantine Period, ii) acquire knowledge about education in Byzantium in particular, iii) understand the contrast and compromise between Christianity and the Classical tradition, iv) recognise the close relationship between Byzantine and Classical literature v) comprehend the practical and moralising end of Byzantine education at all its levels, vi) perceive the place that Byzantine education holds in Byzantine society and how the latter was influenced by education, vii) grasp how Byzantine education contributed to the edification of Byzantine emperors and members of the military and civil aristocracy, viii) acquire knowledge and skills which will allow them to offer their services in the field of education (teaching History in secondary education), ix) practise in the written and oral presentation of ideas and arguments.

Eleftheria MANTA**HIST 461 Teaching History**

The course aims to present modern aspects and perspectives about teaching history to secondary education by analysing the historical textbooks and by using primary sources and new technologies as a means to cultivate historical thinking.

Upon successful completion of the course students are expected to a) know in detail the general and specific objectives of teaching History in secondary education according to modern standards, b) become familiar with the methodology of teaching History in secondary education utilizing

ICT and focusing on promoting experiential learning and organizing a detailed curriculum, c) know the technique of organising individual or group History projects, d) utilise the sources of History (written, pictures, videos, etc.), and e) know the ways and the criteria of evaluation.

SIXTH SEMESTER

Stratos DORDANAS

HBA 651 Modern and Contemporary Balkan History

Ioannis XYDOPOULOS

HAN 901 Seminar on History II: Specialist Training Course

The Specialization course aims at familiarizing students with: the sources and the methodology of research in the field of Ancient Greek History; the scientific approach to special topics and the production of written discourse; and, thirdly, with the preparation and presentation of a topic. For these reasons, exercises on literary sources of ancient Greek literature will be given, in order for students to become familiar with the treatment of the sources. The programme of the tutorial also includes visits of the students to places of practice (museums, research centres).

Maria KANTIREA

HRO 901 Seminar on History II: History of Ancient Cyprus: Documents and Monuments

History of ancient Cyprus from the end of the Bronze Age (c. 1200 BC) to the Late Antiquity (7th century AD). Urban centres, kingdoms, political relations of the local kings with the Eastern empires (Assyria, Egypt, Persia), Phoenicians, Athenian influence, Euagoras, king of Salamis, and his wars against the Persians, the successors of Alexander the Great and the end of the local kingship, Cyprus under the Ptolemies and then under the Romans, the creation of the *provincia Cypri*, Christianisation of the island. The course aims at familiarizing the students with the literary and epigraphical sources, the numismatic evidence, and the monuments of the island, further with the different languages and the written systems in Ancient Cyprus, as well as with the social and cultural interaction of the Greek world with the populations of the Near and the Middle East.

Konstantinos TAKIRTAKOGLU**HBY 901 Seminar on Byzantine History II: Byzantine Relations with the Peoples of the East (9th-12th c.).**

The present workshop aims to examine the relations between the Byzantine empire and the peoples of the East from the ninth to the twelfth century. Lessons will revolve around the political and military relations between the Byzantines and the Eastern powers, and Byzantine policies will be presented and discussed. Students will become acquainted with the interpretation of the relevant literary sources and will utilize the results of contemporary research to prepare assignments on Byzantine - Eastern relations.

Basil Gounaris**HMO 901 Seminar on History II**

The seminar aims at familiarizing students with the aims and methods of the discipline of History. The issues to be presented include: the methodology, ethics and general strategy of historical research; tracing, analyzing and evaluation documents and bibliography; exercise in paleography; the structure and presentation of historical essays. Upon completion of the courses and two visits to Archives students are expected to:

- Be familiar with the basic principles of the history science and of historical methodology;
 - Trace, recognize and utilize historical sources (written, oral, figurative material, etc.) for writing essays on historical topics and for the teaching of history in High School education.
 - be familiar with the technique of writing and presenting academic essays as part of the teaching of History in High School Education;
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Eleftheria MANTA**HMG 901 Seminar on History II**

The seminar aims at familiarising students with, and stimulating debate about, the aims and methods of the discipline of History. The issues to be debated include: the History of History; Sources and technical skills for their analysis; Historical interpretation; The nature of historical knowledge; Causality and determinism; Societies and individuals; Objectivity and its

limits; Researching and Writing History essays and papers.

Upon successful completion of the course students are expected to a) be familiar with the basic principles of the history science and of historical methodology, b) be familiar with the technique of writing academic essays, c) recognise and utilise historical sources (written, figurative material, etc.) for writing essays on historical topics.

Phokion KOTZAGEORGIS

HTP 901: Seminar on History II

The purpose of the course is (a) to familiarize the student with the various historiographical schools, (b) to assimilate the basic methodological principles of historical science, (c) to apply these principles in practice through exercises and, in particular, through the writing of a historical essay on a particular subject of modern history. Upon completion of the courses students are expected to: a) be familiar with the basic principles of the history science and of historical methodology; b) be familiar with the technique of writing academic essays and of organizing individual or group projects; c) recognize and utilize historical sources (written, figurative material, etc.) for writing essays on historical topics.

Contractor to be defined

HAN 261 Culture and Education in the Ancient World

This course is a study of the role and importance of literacy and education in general in the political and social life of the Roman Empire, from the Republican period to late Antiquity. In this context -using selected texts- the project examines issues related to the character of the culture of the ancient Greeks and Romans, such as orality, literacy and the limits of illiteracy, and others concerning the perceptions of the theorists of the period (Greeks and Romans) on the importance of education and literacy as elements of the identity of the upper social strata, the participation of women in education, the intellectual centers of the period (Rome, Athens, Alexandria, Antiocheia, Pergamum, etc.). Emphasis is given on the education of young people in the cities of the eastern part of the Roman Empire, and on the study of the institution of the gymnasium.

Contractor to be defined**HBY 254 Learning and Education in Byzantium**

The module will focus on education in Byzantium. First, introductory information will be provided regarding secular and ecclesiastical education in Byzantium, the relevant primary sources and the trends and state of current research in the field. In addition, the module will examine the historical context of every period, the different levels of education, the educational policy of Byzantine emperors as well as the most important educational institutions. Special attention will be paid to the most prominent scholars who left their mark on Byzantine education and society.

Students attending the course are expected to: i) comprehend the historical context of the Early, Middle and Late Byzantine Period, ii) acquire knowledge about education in Byzantium in particular, iii) understand the contrast and compromise between Christianity and the Classical tradition, iv) recognise the close relationship between Byzantine and Classical literature v) comprehend the practical and moralising end of Byzantine education at all its levels, vi) perceive the place that Byzantine education holds in Byzantine society and how the latter was influenced by education, vii) grasp how Byzantine education contributed to the edification of Byzantine emperors and members of the military and civil aristocracy, viii) acquire knowledge and skills which will allow them to offer their services in the field of education (teaching History in secondary education), ix) practise in the written and oral presentation of ideas and arguments.

Contractor to be defined**HBY 255 Political, Religious and Social Conflicts in Byzantium**

Stephanos KORDOSIS**HBY 357 Sino-Byzantine Relations**

Konstantinos TAKIRTAOGLOU**HPC 351 The Caucasus between Byzantium and the Arabs**

The present course discusses the competition between the Byzantine empire and the Arab Caliphate for control over the Caucasus, a region of crucial strategic significance for the two great powers of the Eastern Mediterranean. The course will examine aspects of both powers' foreign policy and their relations with the peoples of the Caucasus (Armenians, Iberians/Georgians, Caucasian Albanians, Khazars, etc.).

Upon successful completion of the course, students will have understood and become acquainted with the historical and geographical borders of the peoples of the Caucasus, the development of the political entities established by the Caucasians in the period under examination, and the political decisions made by the Byzantines and Arabs when expanding their influence in the region.

Co-teaching Georgios ANTONIOU, Loukianos HASSIOTIS**HIST 457 Trauma, Memory and Oral History of Wars: History, Memory and Representation**

The course introduces students to the topic of historical memory, monuments and past representations in the public sphere. It first focuses to theoretical concepts as the relation between Nationalism and the Past, the memory studies concept and the theory about monuments. It then examines, on a case-study basis (Macedonian issue, Civil Wars, Holocaust and Genocides), how the traumatic past influences contemporary societies. An integral part of the course is historical walks in urban environment and an excursion in Western Macedonia. Final exams are with the form of a term paper and presentation. The course is offered jointly with the Department of Architecture.

Upon successfully completing the course students will be able to:

- Provide theoretical knowledge about memory and representation in social and cultural forms.
 - Think of troubled pasts as transnational phenomena that share common theoretical and practical connotations.
 - Focus to memory agents, interest groups, activists and public sphere memory entrepreneurs.
 - Highlight the relevance of past memories into the shaping of current gender, democratic, civil society identities and subjectivities.
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Contractor to be defined**HMG 252 Modern Greek Enlightenment**

The course aims to introduce students to the Modern Greek Enlightenment, the ideological, philological, linguistic and philosophical movement among 18th century Greeks that introduced the ideas and values of European Enlightenment into the Greek world.

Most important political and social ideas and values of the movement will be presented and analysed, along with the historical developments and situations that gave impetus to the development of the Greek national consciousness.

Georgios AGGELOPOULOS**FSA 452 Economic Anthropology**

Athina PEGKLIDOU**FSA 353 Gender, kinship, sexuality**

"Patriarchy kills" is one of the recent slogans in the context of reactions and mobilizations for the institutional silencing of femicide. How patriarchy is defined in the anthropology of kinship and gender and why does it configure relations of inequality, subjugation and violence? The study of kinship has been emerged with the scientific constitution of social anthropology and the study of "primitive" and "traditional" societies and was the focus of anthropological research from the end of the 19th century until the 1970s when holistic approaches to kinship have been challenged. The symbolic approach to kinship, feminist analysis to gender, sexuality and reproduction and ethnographic studies of Western conceptions of kinship and family relations have contributed to the critical revision of kinship. As analytical categories, kinship and gender organize social relations, and their conceptualizations evoke naturalistic assumptions, on what is of "nature" and "biology." In recent anthropological approach the cultural meanings of kinship and gender are thought and embodied conjointly and the analysis of one presupposes the analysis of the other. For example, notions of gender, kinship and sexuality intersect in the realm of reproduction but also politics, religion,

race, body, subjectivity. In addition to the analysis of culturally diverse ways of understanding kinship, family and marriage, theory of unilineal descent groups and theory of intermarriage which define kinship as an overall mode of social organization will be discussed. We will focus on understanding concepts through examples such as kinship system, descent, affinity, prohibition of incest, endogamy/exogamy, household group, naming and property/land inheritance, dowry, femininity and masculinity, motherhood and fatherhood, fictive kinship, blood, milk, spiritual kinship, adoption, relatedness. Our objective is also to enable students to familiarize and to develop genealogical family tree and use data sharing platforms such as the Kinsources (www.kinsources.net). Finally, we will dissect how gender and kinship inform intimacy and relations of care, romance, love, inequality, hierarchy, ambivalence, violence.

SPECIALISATION IN ARCHAEOLOGY AND HISTORY OF ART**THIRD SEMESTER****Soultana-Maria VALAMOTI****APR 652 Prehistoric Archaeology: Societies of the Aegean and the Balkans in the Neolithic Period**

This course includes a general but comprehensive presentation of the prehistory of Southeastern Europe (Balkans and Greece) until the end of the Neolithic (4th millennium BC). The aim of the course is to understand the cultural processes that led from the hunting-gathering to food production and the emergence of permanent settlements. Material culture is examined in the specific geographical area during the following periods: Palaeolithic, Mesolithic and Neolithic. Reference is made to geographical areas, cultural circles, but also to important archeological sites and excavations. An important part is dedicated to the presentation of the geographical area of Greece and the research problems that characterise it. The aim of the course is to synthesise archaeological data from the wider Balkans and the Aegean and to describe the theoretical and methodological problems that the archaeological research faces in this endeavor.

Upon successful completion of the course students will have familiarised themselves with the chrono-cultural sequence from the Palaeolithic to the Neolithic in southeastern Europe, with the specific cultural and environmental characteristics of each period, with research questions and problems related to the transition from hunting-gathering to food production and sedentism, with some of the most significant Palaeolithic, Mesolithic and Neolithic sites in Greece.

Sevasti TRIANTAPHYLLOU**APR 653 Prehistoric Archaeology: Societies of the Aegean and the Eastern Mediterranean in the Bronze Age**

This course examines the development of the prehistoric societies in the Aegean in the 3rd and 2nd millennium BC and their influence in the cultural systems of the broader eastern Mediterranean. In particular, issues related to the habitation and settlement patterns, the land use and subsistence strategies, the material culture, the trade and exchange systems, the ideology and burial practices, the administration and social organization of the case study societies will be approached through careful examination of the results of archaeological and excavation research and in association with their historical and social context. The course will cover a broad range of thematic topics from the Bronze Age Aegean such as: the organization of the space in the Early Bronze Age settlements of the Greek mainland, the “international spirit” of the Early Bronze Age Cyclades, the influence

of the Early Bronze Age societies of Troia and the coastline of the Asia Minor to the islands and the mainland, the emphasis to the management of death in the prepalatial Crete, the emergence of the old and new palaces in the Middle and early Late Bronze Age in Crete as well as the discussion concerning the concept of the palatial system and the development of administration associated with a well-organised network of symbols and rituals in Crete, the role of trading systems and exchange networks in the eastern Mediterranean as well as the interpretative approaches to “Minoan thalassocracy”, the development and social organisation of the Middle Helladic societies of the mainland and their role in the emergence of the “shaft grave phenomenon” at Mycenae, the formation of local leaderships in the early Late Bronze Age and their transformation to elite groups in association with the well-organised palatial centers at the end of the period, the predominance of the Mycenaean culture in Crete and the broader Mediterranean, the occurrence of cultural Mycenaean features in “marginal” areas of the mainland and the end of the palatial systems in the Aegean. Evaluation will be based on written exams and optional short essays. The students are expected to obtain a good knowledge and thorough comprehension of the socio-political and ideological developments taken place in the Aegean during the 3rd and 2nd millennium BC. Also, they will be able to approach in a critical way particular aspects of material culture in association with special issues related to technology, architecture and spatial organisation, exchange networks and trading systems, administration, scripts and writing systems, death management, conspicuous consumption and feasting, iconography etc.

Panagiotis TSELEKAS

ACL 651 Classical Archaeology: Architecture and Spatial Planning

Architectural remains constitute one of the most impressive categories of archaeological material reflecting the range of activities in ancient societies to shape the environment. The course presents the basic terms and concepts of ancient Greek architecture and examines the space planning, the architectural creations and the function of various types of buildings during the Archaic and Classical periods. With references to characteristic monuments, the lectures will concentrate on the organisation of space in the ancient Greek city, planning and completion of building projects, materials and types of masonry, decoration of buildings, evolution of the architectural orders, basic building typologies (such as temples, altars, propyla, stoas, theatres, bouleuteria, stadia, gymnasia, fortifications, houses, funerary structures, etc.) and their function in the public and private life of ancient Greeks.

Following the successful completion of the course, students will become familiar with the main characteristics of ancient Greek architecture, possess specialised knowledge on the most important buildings of the Archaic and Classical

periods, be able to use and assess the relevant bibliography, and be capable of answering specialised questions within the specific topic involving both the acquisition of knowledge and critical thinking.

Co-teaching Athanasia KYRIAKOU, Eleni PAPAGIANNI

ACL 652 Classical Archaeology: Sculpture

This course examines the evolution of monumental sculpture of classical antiquity. In this frame the most significant categories of ancient Greek and Roman sculpture, such as idealistic and portrait statues, architectural sculptures and free-standing reliefs will be presented through representative examples. All the above will be examined thoroughly according to their chronological order and their style.

Upon successful completion of the course students are expected to obtain specialised knowledge on ancient Greek Sculpture, to understand the typological and technical features of the works of sculpture and to be able assess them comparatively.

Natalia POULOU

ABY 651 Byzantine Architecture

The course aims to offer an introduction to Byzantium's architectural production. It is organised in chronologically ordered lectures that present issues of urban development and the construction of ecclesiastic and secular buildings and complexes. The approach focuses on methodology concerning the historic interpretation of architectural creation and relevant problems in recent bibliography. Certain thematic units will be presented separately (Monastic Architecture, Buildings that change). Analyses will be ordered around buildings and complexes as points of departure for discussing about architecture and interpretation of the influence of social phenomena. The course will present textual evidence regarding the ways architectural creation was perceived by its audience. Moreover, there will be two separate on-site visits to the Byzantine Monuments in Thessaloniki.

FOURTH SEMESTER

Maria NTINO

APR 651 Prehistoric Archaeology: Theory and Method

The principal directions in theoretical archaeological thought of the 20th century are discussed in the first part of these lectures. Culture history, processual and post

processual archaeology are discussed, as well as their contemporary synthesis. In the second part, will be devoted to the methods and techniques that support contemporary archaeology, excavation and field work, landscape archaeology, archaeometry and bioarchaeology. The course includes a series of laboratory courses that take place in the LIRA lab (Laboratory for Interdisciplinary Research in Archaeology) of the School.

Upon successful completion of the course, students are expected to be familiar with practical aspects of applying various analytical methods to archaeological material.

Eleni MANAKIDOU

ACL 653 Classical Archaeology: Pottery

The course focuses on the examination of the numerous categories of ancient Greek painted pottery. By way of introduction, various issues related to the organization and the conditions of production in ancient ceramic workshops will be examined, based on the surviving material remains, the evidence of ancient sources and the vessels themselves. Then, the techniques of decoration and the most characteristic shapes of vases during the Geometric, Archaic and Classical periods will be presented, with emphasis on the products of the Corinthian and Attic workshops (Protogeometric and Geometric, Protocorinthian and Protoattic, black- and red-figure, black-glaze vases) and of other regions. Special reference will be made to the most important representatives of the workshops of Corinth and Athens (potters and potters), the dissemination of the painted vases and their influence on other ceramic centers. Some iconographic issues will also be examined, as well as questions of dating, places of discovery, handling and evaluation of ancient ceramics.

The aim of the course is to provide a comprehensive and documented knowledge of pottery production from the Early Iron Age to the Classical period, with emphasis on some of the most important workshops in Greece, and to highlight their major contribution to the development of ceramic technology and iconography. Also, to demonstrate the importance of ceramic finds in many areas of archaeological research (dating, trade - economy, cult, burial customs, etc.). At the same time, the aim is to familiarize students with the different categories of pottery from various Greek workshops, many of which they encounter in excavations and museum collections during their practical training.

Melina PAISIDOU**ABY 652 Byzantine Painting**

The course constitutes a study of the development of the byzantine monumental painting from the early Christian centuries until the end of the late byzantine period (beginning of the 3rd c. - 1453). It is examined the formation of the iconography and of the artistic currents and tendencies, mainly through the wall paintings and mosaics and secondarily from the portable icons and the manuscripts' illuminations. The artistic phenomena are approached in correlation to the historical, social, theological and political parameters of each period. The course is supported by a didactic book from EUDOXOS and by open electronic presentations on the e-learning.

Paschalis ANDROUDIS**ABY 653 Byzantine Sculpture and Miniature Art**

The course focuses on two different aspects of Byzantine material culture, sculpture and the minor arts. With regard to sculpture, we will examine mainly the ever-dwindling production of secular sculpture - for the most part statues of emperors and state officials - and the production of religious figural reliefs (marble icons). Special attention will be paid to the reasons that led the Byzantine society away from the tradition of figural sculpture, to the production centres, the information provided by the written sources on works of art that no longer survive, as well as to the few cases of revival of the art of full relief sculpture in the middle and late Byzantine period. With regard to the minor arts, in which the Byzantines excelled, they will be studied on the basis of select examples from all time periods and areas of the Byzantine empire and beyond, i.e. from areas under Byzantine artistic influence. We will consider works of art and artefacts made from different materials - metalworks (silver, gold etc.), enamels, ivories, objects from steatite and semi-precious stones, wood-carvings, embroideries - and for different uses: imperial insignia, amulets, jewels, liturgical objects, household equipment etc. Particular emphasis will be given on the materials, the production techniques, on the problem of their production centre/s, on their use as means of expressing gender identity, on their inscriptions and the information they offer on the role of these artefacts in Byzantine society. Moreover, select cases of relevant works of art known only from the written sources will also be discussed. The learning goals of the course are the familiarization with the methods of studying and dating these objects, on the recognition of these artefacts as sources of information regarding the Byzantine society, and on the realisation of the contribution of written sources to archaeological research.

Iliana ZARRA

HIA 651 The Art of Renaissance

The course presents the work of the artists that led the way to the great achievements of Renaissance. Emphasis is on the definition of the rules of mathematical perspective for the representation of space, which re-define the artistic representation of time and space in that era. The course concludes with the analysis of the work of the leading painters and sculptors of the High Renaissance.

The aim of the course is to examine the artworks within their historic, political, economic and intellectual context of the given period, in order to understand the characteristics of their composition and style.

Content of the course:

- I. Introduction: Manierabyzantina (Cimabue): Italy's close relations with the East explain the prevalence of manierabyzantina throughout the Middle Ages in Italy.
- II. 14th century (Trecento): Giotto, Duccio and the 14th century Siena School
- III. Early Renaissance: 15th century (Quattrocento)
- IV. The conquest of the mathematical perspective on space performance and the knowledge of human anatomy redefine representation of space and time at this time.
- V. Florence: the gathering of artists in Florence around 1420 led to the production of works, whose influence on the course of modern art was decisive. Works of art (painting, sculpture, architecture) are part of the historical, political, economic context, factors that determine their field and mode of operation. Their technical and stylistic qualities are analysed.
- VI. Classical Renaissance: 1500-1527 (Cinquecento). Completion and departure from the conquests of the early phase: interest is now focused on the search for harmony and symmetry of compositions while theoretical principles allow much greater freedom of personal expression.
- VII. Florence and Milan: presentation of the life and work of the great artists and analysis of the way in which their pictorial and stylistic forms are related to the cultural and political developments of the time.

Learning results:

Introduction of the student to the art of the Italian Renaissance through the study of works and artists that form a new artistic reality that was the greatest event of modern European culture. In this context, extensive reference will be made to various art forms, such as architecture, painting, and sculpture.

FIFTH SEMESTER**Ilianna ZARRA****HIA 652 European Art from 1880 until the First World War**

The principles of the mimetic reproduction of the material environment of the compositions of academic art will be called into question by the work of the artists of Modernism. The Impressionist movement is the starting point of the lesson. The aim of the course is to show the artistic movements and currents that emerge through the political, social conditions as well as the scientific conditions for the evolution of art especially during the last quarter of the 19th and the first decades of the 20th century.

In more detail, the presentations are organised as follows:

Introduction

Characteristics of Modernism in the visual arts

1st section: Impressionism

Post-Impressionism

Expressionism: The Bridge

Fauvism Henri Matisse

Blue Rider 1863 (1881-1973)

Abstraction

Wassily Kandinsky (1866-1944)

Kazimir Malevich (1878-1936): Suprematism

Learning results:

Introduction of students to the art of modernism through the teaching of the work of the great teachers of the 19th century, who formed conditions for the prevalence of modernism.

Familiarity with the art of artistic movements from the end of the 19th century until the beginning of the 20th.

Sevasti TRIANTAFYLLOU**Teaching Assistance: Evaggelia VOULGARI****APR 901 Seminar on Archaeology and Art I: Seminar on Prehistoric Archaeology: Osteoarchaeology**

This seminar will cover primarily aspects of the treatment of the deceased in archaeological populations but also information on demography, the health and oral status as well as on dietary patterns which can be provided from the systematic study of the human skeletal remains. Practical work will include training in human skeletal anatomy, macroscopic techniques for ageing and sexing, recording of metric and non-metric traits as well as of pathological lesions affecting the human bones. Practical training will be accompanied by the demonstration of case studies which offer a thorough understanding of the application of methodological tools to the analysis of skeletal populations. Evaluation will be based on a written essay related to the topics discussed in the seminar but also on a written exam on practical work undertaken in the semester. The students are expected to obtain a good knowledge of hot topics regarding osteoarchaeology along with the methodological tools applied for the study of the human skeletal remains and to be able to excavate, collect and handle at a preliminary level human skeletal assemblages.

Eleni MANAKIDOU**Teaching Assistance: Konstantina TSONAKA****ACL 901 Seminar on Archaeology and Art I: Seminar on Pottery: Iconography of women in vase-painting and pictorial art of the Geometric, Archaic and Classical periods**

The first part of the course will present the framework that has been developed in the research of "gender studies" in Classical Archaeology and in particular with regard to the iconography of women in ancient Greek pottery and art, with references both to the world of female figures in Greek mythology (goddesses, heroines, groups of deities) and to the "anonymous" women who appear in various scenes in black and red-figure vases and other forms of visual arts (reliefs, statues, figurines). Our interest will focus on important events in daily and cultic life, where women play a key role, such as in wedding ceremonies, in the preparation and laying out of the dead, in religious festivals, in domestic and other tasks, in the scenes of the "women's room". Emphasis will be placed on the relationship and respective performances of women with husbands, child-

ren and other family members, and of women with each other. As a special category, hetairai (courtesans) and their role in ancient society will also be examined, always in relation to their representations on vases.

Assignments in oral and written form as well as exercises of various kinds (identification and description of representations, matching of terms, dating and identification of monuments, summary of archaeological texts) in relation to the above-mentioned topics aim at consolidating and understanding the basic iconographic themes and the role of women in ancient Greece. As part of the tutorial, visits to the Casts Museum and the Archaeological Museum with discussion on individual exhibits will take place.

Paschalis ANDROUDIS

Teaching Assistance: Christina PAPAKYRIAKOU

**ABY 901 Seminar on Archaeology & Art I. Byzantine Archaeology:
Secular architecture in Byzantium (4th -15th c.)**

The course examines creations of secular architecture in Byzantium (4th-15th century), as well as in the century that followed (early post-Byzantine period). For the first time, palaces, mansions, infrastructure works, public buildings, performance buildings, as well as fortifications in all the historical periods of Byzantium, both in the capital Constantinople and in the provinces, will be presented together. The aim of the course is to present all these little studied monuments of secular Byzantine architecture, which should be studied equally with those of religious architecture. For the best presentation of this rich material, a special book has been written by the tutor. Upon successful completion of the course, students will have acquired knowledge in Byzantine secular architecture, secular sculpture, palaces, their decoration, fortifications and the infrastructure and buildings of spectacles (e.g. Hippodrome), as well as their bibliography, but also with the concerns of archaeological research and art history. In addition, students practice the technique of bibliographic research as well as the synthesis and presentation of a scientific paper, orally and in writing, as well as in the development of critical thinking through the dialogue conducted in the context of the tutorial.

Natalia POULOU**Teaching Assistance: Christina PAPAKYRIAKOU****ABY 901 Seminar on Archaeology and Art I: Seminar on Byzantine Archaeology**

This course examines the analytic approach of the main groups of the pottery from the 4th to the 6th c. A. D., the crucial changes which were brought during the 7th and 8th c. and their influence in the shaping of the special character of the middle Byzantine pottery. Then, we proceed to the analytic examination of the pottery (glazed ware, common pottery) of the middle Byzantine (mid 9th - beginnings 13th c.) as well as the late Byzantine period (13th - 15th c.).

Evaggelia VOULGARI**APR 351 Practice in Archaeological Sites and Museums. Seminar**

This course is organized along four axes. The first focuses on the presentation of prehistoric settlements and archaeological sites in Macedonia. The second axis concerns prehistoric collections and exhibitions in museums in Greece. The third examines issues of Public Archaeology and mainly the presentation of the prehistoric past to the public via popular and news media, display strategies and new technologies. The fourth axis is about the interpretation of the prehistoric past and the dissemination of archaeological issues to the wider public in relation to the historical context of the research and the principal directions of the theoretical archaeological thought during the 20th century. The course can be attended by a limited number of students. Evaluation will be based on a written essay, its oral presentation as well as the overall participation of the students in the group discussions and the discussions will arise during the presentation of the other essays. The course aims at familiarizing the students: a) with different approaches as regards the presentation of cultural remains of the prehistoric period, b) with various practices in managing prehistoric finds and issues regarding cultural heritage management. Furthermore, the course will provide students with valuable skills to organize educational visits of schools to museums and archaeological sites.

Co-teaching Ioanna VASILEIADOU, Chrysanthi KALLINI**AKL 351 Exercises in Archaeological Sites and Museums:
THESSALONIKI: from its foundation to Late Antiquity**

Thessaloniki was founded in 316/5 BC by King Cassander by settling the existing settlements of the region and is named after his wife, daughter of Philip II and half-sister of Alexander III. The new city is considered to be the most important port of ancient Macedonia. From 148 BC it became the capital of the Province of Macedonia and one of the most important centers in the Eastern part of the Roman Empire.

The objective of the seminar is to reveal the monumental character of the city through its architectural remains, both private and public, as well as its cemeteries.

In the frame of the seminar, students will deliver papers on the most characteristic monuments of the period, such as the ancient Agora, the fortification, the Galerius complex, the Stadium, the Hippodrome, the quarters of the ancient city, the streets with the famous porticos, such as the gallery of the idols (Incantadas), the burial monuments, the sanctuaries, such as the archaic Ionic temple, the Serapeion, etc, in order to understand the role that Thessaloniki played as the metropolis of ancient Macedonia from its foundation until Late Antiquity. Emphasis will also be given on the private and everyday life of the ancient inhabitants of Thessaloniki, as documented through the archaeological finds exhibited in the Archaeological Museum of Thessaloniki and the Museum of the Ancient Agora, as well as through the study of the exhibits in the Cast Museum of the Faculty of Philosophy. The work will be presented on site, as well as in the relevant museums of the city.

Upon successful completion of the seminar, students will have deepened and enriched their knowledge of the monumental topography of ancient Thessaloniki, the most important city of ancient Macedonia. At the same time, they will have practiced the search for literature in combination with the use of digital and interactive applications, such as the digital representations of well-known monuments of Thessaloniki (e.g. the Hippodrome and the Galerius complex), but also the composition and presentation, and finally the writing of a scientific paper.

Anastasia PLIOTA**ABY 351 Exercises on Archaeological Sites and Museums**

As starting point for the lesson will function select byzantine monuments of Thessaloniki and exhibits of the Museum of Byzantine Culture of the city.

The lesson aims on the one hand to bring the students in direct contact with representative, in terms of date and function, monumental and material remains of Thessaloniki, dated between the 4th and the 15th century AD; on the other hand the main stress will be given to familiarizing the class with the proper use of archaeological terminology as well as of scientific principles of writing. A parallel educational objective is to help the students understand that either oral or written transmission of the archaeological information should be adapted to the needs of any given target group (schoolchildren, wide public or experts).

The lesson includes lectures and exercises in the class, as well as visits to the byzantine monuments selected and to the Museum of Byzantine Culture of Thessaloniki. In the course of the lessons students are expected to make a brief but comprehensive presentation of the subjects assigned to them. By the end of the semester they should also deliver a short corresponding essay, which will be assessed mainly on the basis of accordance to the rules of scientific writing, and take a written exam on archaeological terminology.

Anastasios TANTSIS**ARCH 351 Introduction to Museum Studies. Seminar**

The course is a seminar and can be attended by a limited number of students. Its first part consists of a brief introduction in Museum Studies both as theory and practice. The introductory lectures present a quick review of the History of the Museum as an institution and the development of Museology as the interdisciplinary approach regarding its identity and functioning. Following this, students will attend an in-depth presentation and analysis of the general idea and the layout and presentation of the permanent exhibitions comprising the main collection of the Museum of Byzantine Culture in Thessaloniki.

Students will undertake the writing of a paper in the form of a proposal for the restructuring and enrichment of one of the Museum's thematic exhibitions. The paper will be presented in class and aims at familiarizing students with issues of organisation and planning of museum exhibitions both in theory and in practice.

Contractor (to be defined)**HIA 262 Teaching humanities through Art Historical Material: a Teacher Training Seminar [w.s.]**

The subject of the course is the didactics of the philologist's courses in Secondary Education (SE) and in particular the applications of the Art History material in the teaching of the ME courses.

Regarding the methodology, the course was divided into specific issues related to the relationship of the Art History course, with narrow and wideconcept and applications in Educational Practice. Issues such as the History of Art as a subject, the "image" as a literary presumption, the relationship between the visual arts and literature and philosophy, issues of Visual Communication of Art and the role of Museum Pedagogy and Museum Teaching in Secondary Education will be analysed.

The evaluation of students will be carried out with assignments.

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

- Understand the concept of interdisciplinarity of Art
- Understand the meaning of Art History as a Scientific Subject
- Define the role of Art History in the teaching of the philological courses of SE.
- To practice in Visual Thinking and Visual Communication of works of art.

SIXTH SEMESTER**Antonios KOTIDIS****HIA 653 20th Century Greek Art**

The Greek version of modernism in painting, sculpture and architecture from the early decades to the postwar and contemporary developments in Greek art within the pale of conventional media and through the appropriation of space. The two dominant trends of Modernism and "Tradition" arise from the reception of Western art in the light of ideological outlooks to do with issues of identity. The focus is in investigating the relationship of Greek art to the priorities of Greek society (cultural, social, economic, political) within the historical horizon of prevalent worldviews that define Greek cultural identity.

Soultana Maria VALAMOTI
Teaching Assistance: Evaggelia VOULGARI

APR901 Seminar on Prehistoric Archaeology: Themes on Neolithic Society and Economy in Prehistoric Greece

The seminar focuses on social and economic organization during the Neolithic of Greece (7th-4th millennium BC) with a special emphasis on Thessaly and Macedonia, exploring the relevant bibliography on these thematic units. The wider themes of the seminar concern the processes through which the first neolithic communities of Greece emerge and the particular characteristics of these first farming communities of Europe throughout the Neolithic period in the study area. The seminar examines in particular the relationship between settlements and the landscape, intra and inter-spatial organization of settlements as inferred from architectural remains and the spatial distribution of artefacts and ecofacts, the various economic activities of neolithic societies and social organization as well changes over space and time during the Neolithic of Greece. Aspects of socioeconomic relationships between the Neolithic communities and their members in Greece include (a) agricultural practices, (b) raw materials and their transformation into structures, tools, vessels and special objects, (c) food ingredients and their transformation into meals, (d) the context of consumption and (e) contact networks in Neolithic Greece as inferred from the archaeological record.

Students will develop skills in critical thinking and are expected to discuss specialized publications, in Greek and other languages. At the same time students will familiarize themselves with the study of archaeological finds, artefacts and ecofacts at the Laboratory for Interdisciplinary Research in Archaeology (LIRA) of the Department of Archaeology and the Archaeological Museum of Thessaloniki. In the context of the seminar an excursion will take place to archaeological sites and museums. Evaluation will be based on the overall performance on the various requirements of the course: overview of the bibliography, laboratory exercises, methodology in the organization and synthetic presentation of bibliography on a specialized topic, development of argumentation and critical thinking, oral presentation and written essay of the specialized topic that will be assigned to the students. The students attending the course are expected to develop critical thinking, skills in synthesis, the processes of scientific research through familiarization with the methodological tools and theoretical approaches in Archaeology with the ultimate deliverable the successful presentation/teaching of the selected, specialized topic.

Panagiotis TSELEKAS**Teaching Assistance: Chrysanthi KALLINI****ACL 901 Seminar on Classical Archaeology and History of the Art II:
Coinage and Economy in the Ancient Greek World**

Coins comprise an essential tool for archaeologists and historians in interpreting the past. Officially produced by various authorities in large quantities, they have been the main form of money in many societies for more than twenty-five centuries. The images and inscriptions on their surfaces are particularly enlightening to the history, ideology, religion and art of the societies that issued and handled them. The metals used for their manufacture, their weight and size as well as their provenance, provide a wealth of information on the study of economies about which there is few or no written evidence. The course focuses on the history and development of coinage and its role in the ancient Greek world through the examination of various issues on coin production, iconography and circulation during the Archaic and Classical periods.

Following the successful completion of the course, students will understand the impact of coinage in the economies and societies of the ancient Greek world, be able to use coins as a source of information for the study and interpretation of economy, society, ideology, religion and art of their time, learn to compose and verify written assignments, and practise their skills to present orally their ideas and arguments.

Pagona PAPADOPOULOU**Teaching Assistance: Anastasia PLIOTA****ABY 901 Seminar on Byzantine Archaeology****The 'Asia Minor Catastrophe' and Byzantine civilization: a
century later (1922-2022)**

The subject matter of this seminar commemorates the completion of a century since the Asia Minor Catastrophe. The Asia Minor campaign, the catastrophe, and the compulsory population exchange along with the refugee wave it entailed, had important consequences on the field of Byzantine and Post-Byzantine Archaeology. The seminar will focus on different aspects of this phenomenon, such as the fortunes of the Byzantine monuments in Asia Minor, the organization and activities of the Archaeological Service in the Greek Administration of Asia Minor in 1919-1922, the transfer of relics (mainly ecclesiastical objects of the Post-Byzantine period) by refugees from Asia Minor

and Eastern Thrace and their fate in the Greek state. Besides issues regarding these artefacts (origins, materials, dating, techniques, workshops, inscriptions etc.), particular emphasis will be given on the choices made by the refugees and the reasons that led to them, on their importance for refugee populations, and on the distribution by the Greek State of some of these objects among the Byzantine and Christian Museum, the Benaki Museum and the Museum of Folk Art. In this framework, besides the evidence of the artefacts, will be considered written sources but also oral testimonies of the refugees themselves. Moreover, provided that the circumstances will allow it, students will visit museums and churches that house such relics, as well as the Historical Archive of Refugee Hellenism. Students are required to select a relevant topic that they will present orally in class and develop in a written essay. The learning goals of the seminar include the acquaintance of students with a relatively unknown, yet significant aspect of the ‘Asia Minor Catastrophe’ and the population exchange, their familiarization with Byzantine and Post-Byzantine artefacts and icons that formed the (sacred) heritage of the Greek Orthodox communities of Asia Minor, Pontus and Eastern Thrace, their confrontation with problems related to issues of cultural heritage management, especially of a religious character, in times of war and compulsory migration and the familiarization of students with the oral presentation of their essays in the form of teaching.

Athanasios SEMOGLOU

Teaching Assistance: Photini SIDERA

HIA 901 Seminar on Classical Archaeology and History of the Art II

Co-teaching Maria VALAMOTI,

Georgios SYRIDIS, Evaggelia TSOUKALA

APR 268 Bioarchaeology – Palaeoenvironment

The course approaches the remains of living organisms that connect prehistoric societies with their natural and anthropogenic environment and reveal aspects of human activity in the past. These ‘bioarchaeological’ remains became incorporated primarily in archaeological but also natural deposits as the result of human activity. The course examines a range of bioarchaeological remains such as insects, terrestrial and marine animals, plant micro- and macro- remains that became incorporated in archaeological deposits and thus reveals interesting aspects

about past daily lives. Archaeobotanical and archaeozoological remains offer a range of information as regards past economies and societies and allow for the observation of socioeconomic variability and change. Topics discussed in the course concern the emergence of agriculture, food production, processing and consumption, land-use, natural resources, prehistoric mobility etc. The case studies presented concern primarily Greek prehistoric sites as well as certain examples from Europe and Asia. In addition to lectures the course involves laboratory sessions at the facilities of LIRA at the Department of Archaeology as well as laboratory facilities of the School of Geology. Students are evaluated by a short-written essay and oral or written exams.

Contractor to be defined

APR 259 Societies in the Middle and Late Bronze Age (2nd mill. BCE) Aegean

The course reviews the plan and architecture of settlements during the 3rd and 2nd millennia in mainland Greece through the evidence of regional survey and excavation. Following a brief discussion of the meanings of household, and community and of the methodological aspects of the topic, the course will focus on the analysis of settlements from different phases of the Bronze Age in different regions of mainland Greece in order to present and compare the social, political, economic and symbolic aspects of habitation. A special effort will be given to examine the variety of forms of living in the Bronze Age mainland from the mounds of Macedonia to the Early Helladic corridor house settlements and the citadels and palatial sites of the Mycenaean era. On successful conclusion of the course the students should have a view of the data and an understanding of the main discussions concerning the plan and architecture of settlements during the 3rd and 2nd millennia in mainland Greece through the evidence of regional survey and excavation. A special effort will be given to examine the variety of forms of living in the Bronze Age mainland ranging from the tells (tumba) of Macedonia to the Early Helladic corridor house settlements and the citadels and palatial sites of the Mycenaean era.

Contractor to be defined

APR 261 Topics of Ideology in the Middle and Late Bronze Age (2nd mill. BCE)

This course will discuss different aspects of social practices, ritual performances and other mechanisms which participate in the formation of ideology and perce-

ptions of the Aegean prehistoric communities. Various issues with regard to the material culture, the organization of the private and public space as well as the landscape underline the significant relationship of humans with symbols, artefacts and ideologies which would contribute eventually to the formation of cult, ideas, symbolic systems, myths and cosmological perceptions. Communal consumption of food and drink, feasting and celebration events, ritual performances, bodily experiences and acts requesting the involvement of the senses and the body as well as iconographic representations of the landscape and the humans (figurines, golden signets, frescoes etc) contribute to a fluid picture of continuous negotiations of identities, roles and ideas within the Aegean prehistoric communities. The primary aim of the course will be the reconstruction of the social and ritual practices, the definition of the character and intensity as well as the extent of their effect to the formation of social organization and complexity in the prehistoric Aegean. The students are expected to obtain a good knowledge and thorough comprehension of the ideological developments taken place in the Aegean during the 3rd and 2nd millennia BC and to be able to approach in a critical way issues related to the ideology, the burial practices and funerary rituals, the cultic and religious performances, the symbols and iconographic reconstructions derived from archaeological evidence of the 3rd and 2nd millennia BC occurring in the Aegean islands and Crete.

Eleni PAPAGIANNI

ACL 266 Sculpture: Hellenistic – Roman Period/ Sculpture of the Roman Period

The course examines Late Hellenistic and Roman sculptures of Thessaloniki. The lectures focus on the examination of the various categories of sculptures through representative examples of the great number that has been found in the city of Thessaloniki and neighbouring regions. Parallel to that, several issues relating to the study of Roman sculpture will be discussed, such as iconography, relations between prototypes and copies, workshops, characteristics of local workshops. Special emphasis is placed on links between the sculptures themselves and the location where they were found in order to comprehend their function as well as the topography of Roman Thessaloniki.

Vasiliki VLACHOU**ACL 276 Ancient Greek religion and cult. The religious festivals of the ancient Greek cities**

Religious festivals were the main expression of the religious life and ritual practice of the Greek cities, and formed a central part of the way people honoured their gods. This course examines religious festivals primarily through archaeological finds and monuments in a period spanning from the Early Iron Age to the Classical period. Other evidence, such as texts of ancient writers and inscriptions will contribute to the approach and understanding of religious festivals of Greek cities, Olympian and chthonic ceremonies, and festivals of local and Panhellenic character. Through the analysis of selected religious festivals, and by incorporating recent archaeological data from sites in mainland Greece and the islands, the aim of the course is to highlight common features and subtle differences that regulated the religious expression of ancient Greek cities.

After the successful completion of the course the students are expected to become familiar with the scientific terms and the main bibliography of this field of research, both through the reference works and through new approaches, interpretations and archaeological data.

Anastasios TANTSIS**ABY 252 Monuments of Thessaloniki**

This is an optional course. Its aim is to acquaint students with the monuments and the archaeology of Byzantine Thessaloniki (ca. 4th - 15th centuries). Students will start learning the bibliography related to the city's history and space. The course will consist mainly of visits to monuments and archeological sites, in and around the city. Participants should be prepared for the visits by reading relevant scientific articles and publications and comment on them during the visits. The exam at the end of the semester will be in the form of a written test.

Upon completion of the course, students will be able to present, discuss, locate the literature, and formulate the basic questions that relate to the study of the monuments and archeological sites of Byzantine Thessaloniki. The city's constantly redefined identity and space has inspired many scholars, who have dealt with various aspects of its Byzantine history, in an effort to narrate it better. The aim of the course is the participation of students in the ongoing dialogue.

Athanasios SEMOGLOU

ABY 269 Byzantine monumental Painting

Anastasia PLIOTA

ABY 351 Exercices in archaeological sites and museums

As starting point for the lesson will function select byzantine monuments of Thessaloniki and exhibits of the Museum of Byzantine Culture of the city.

The lesson aims on the one hand to bring the students in direct contact with representative, in terms of date and function, monumental and material remains of Thessaloniki, dated between the 4th and the 15th century AD; on the other hand the main stress will be given to familiarizing the class with the proper use of archaeological terminology as well as of scientific principles of writing. A parallel educational objective is to help the students understand that either oral or written transmission of the archaeological information should be adapted to the needs of any given target group (schoolchildren, wide public or experts).

The lesson includes lectures and exercises in the class, as well as visits to the byzantine monuments selected and to the Museum of Byzantine Culture of Thessaloniki. In the course of the lessons students are expected to make a brief but comprehensive presentation of the subjects assigned to them. By the end of the semester they should also deliver a short corresponding essay, which will be assessed mainly on the basis of accordance to the rules of scientific writing, and take a written exam on archaeological terminology.

**Co-teaching Anastasios TANTSIS, Maria NTINOU,
Sevasti TRIANTAFYLLOU, Eleni PAPAGIANNI,
Melina PAISIDOU, Pagona PAPADOPOULOU**

ARCH 251 Excavation – Archaeological Drawing

The course is organised in two cycles, the first consists of lectures in the classroom and the second is the students' participation in the University Excavations. The first cycle of theoretical lessons is divided in two parts the first of which is of six lectures and is an introduction to archaeological drawing.

Upon successful completion of the course, students are expected to be familiar with techniques of drawing both built structures and artifacts in archaeological research as well the use of methods and techniques of topographical and archi-

tectural survey of stratigraphy and finds. The course consists of a series of applications explained during classes that the students turn in at the end of the semester.

Contractor to be defined

HIA 255 Neoclassicism-Romanticism

Europe during the 19th century was undergoing rapid changes in the fields of politics, science and technology. Initially, the legacy of the Enlightenment radically affected the intellectual life of the peoples of Europe, while the impact of the French Revolution on society and on the relations between the state and the church was enormous. Simultaneously with the great historical events, the 19th century is characterized by great moments of human thought in the fields of literature, culture, and science. While the consequences of the industrial revolution affected both people's daily lives and the image of urban cities.

In this context, the movements of Neoclassicism covering the period 1784-1820 (acme 1810-20) and Romanticism covering the period 1810-1850 are examined, while the works of Francisco de Goya y Lucientes (1746-1828), Johan Heinrich Füssli (1741-1825), William Blake (1757-1827), Jacques Louis David (1748-1825), Jean-Louis-Théodore Gericault (1791 - 1824) and Eugène Delacroix (1798-1863) mark the new era. The teaching concerns painting, sculpture and architecture of the two artistic styles, with references to european history, literature and science.

Learning results:

The aim of the course is the scientific acquaintance and knowledge of the student with the artistic currents of Neoclassicism and Romanticism integrated in the political, historical, scientific and intellectual context of the late 18th and 19th century. Also, the acquisition of knowledge about the critical period of European culture and the development of a critical mood in relation to the interactions of the visual arts from country to country.

Contractor to be defined

HIA 259 19th Century Greek Art

The aim of the course is the Provision of Knowledge for the evolution of the visual forms in the Greek art of the 19th century as they were developed in the specific historical time deeply influenced by the historical and political events of the period (Greek Revolution, Philhellenism). The Greek artistic production of the 19th century

is examined, a period when Greek Art began to accept the influences of Western style and techniques, until the beginning of the 20th century. It is examined the passage from post-Byzantine art to modern and the artistic activity in the pre-war Greece. Foreign artists in Greece. Art in the Ottoman period. The Munich School. New style and symbolism. Painting and sculpture.

Learning results:

The aim of the course is the scientific acquaintance and knowledge of the student with the Greek art of the 19th of a critical historical period and the relations that are inaugurated with the European art. Special point of reference is the Munich School.

4. OLD PROGRAMME OF STUDIES (2006-2019)

WINTER SEMESTER

DEPARTMENT OF ANCIENT GREEK AND ROMAN, BYZANTINE AND MEDIEVAL HISTORY

| COURSE CODE | COURSE TYPE | H/ECTS | COURSE TITLE | SEMESTER | TAUGHT BY |
|---|-------------|--------|---|----------|--------------------------|
| HRO 601/HRO 101 (previous programme) | C | 4 | Introduction to the History of Roman State | | M. Kantirea |
| HAN 601 | CM | 6 | Archaic and Classical Periods | | I. Xydopoulos |
| HAN 602 | CM | 6 | Hellenistic and Roman Imperial Periods | | M. Kantirea |
| HAN 603 | CMS | 8 | Seminar on Ancient Greek History | | 1. I. Sverkos |
| | | | | | 2. K. Mandalaki |
| HBY 601 | CM | 6 | Byzantine History I (324-1081) | | G. Leveniotis |
| HBY 602 | CM | 6 | Byzantine History II (1081-1453) | | E. Chatziantoniou |
| HBY 603 | CMS | 8 | Seminar on Byzantine History | | 1. A.-K. Wassiliou-Seibt |
| | | | | | 2. G. Leveniotis |
| | | | | | 3. El. Chatziantoniou |
| | | | | | 4.K. Takirtakoglou |
| HME 101 | O | 6 | History of Medieval Western Europe | | E. Tounta |
| HRO 302 | O | 6 | Administration, Society and Economy of the Roman Empire | | Contractor to be defined |
| HBY 202 | O | 6 | Issues in the Middle Byzantine Period: The Caucasus between Byzantium and the Arabs | | K. Takirtakoglou |
| HBY 305 | O | 6 | Economy and Commerce in the Middle Byzantine Period | | E. Chatziantoniou |
| HBY 309 | O | 6 | Army and Military Organization of Byzantium | | A. Gkoutzioukostas |
| HME 201 | O | 6 | Institutions in Medieval Europe | | E. Tounta |
| HSL 402 | O | 6 | Russian History (882-1613) | | A. Delikari |

DEPARTMENT OF MODERN AND CONTEMPORARY HISTORY, FOLKLORE AND SOCIAL ANTHROPOLOGY

| COURSE CODE | COURSE TYPE | H/ECTS | COURSE TITLE | SEMESTER | TAUGHT BY |
|----------------------------------|-------------|--------|---|----------|---------------------|
| HMG 602 | CM | 6 | Modern Greek History II (19th – 20th c.) | | G. Antoniou |
| HMG 603 | CMS | 8 | Seminar on Modern Greek History | | 1. L. Hassiotis |
| | | | | | 2. S. Dordanas |
| | | | | | 3. A. Pegklidou |
| HMO 601 | CM | 6 | Modern European History I (15th - 18th c.) | | B. Gounaris |
| HMO 602 | CM | 6 | Modern European History II (19th c.) | | I. Michailidis |
| HMO 603 | CM | 8 | Modern European History III (20th c.) | | L. Hassiotis |
| HCG 601 | CMS | 6 | Contemporary Greek History | | El. Manta |
| HBA 602/101 (previous programme) | CM | 6 | The History of the Lands of the Aimos peninsula I: Southeastern Europe from the Ottoman Conquest to the First World War | | S. Dordanas |
| HMG 301 | O | 6 | Modern Greek Society and Economy: The Jews of Thessaloniki and Greece in the Modern Age | | G. Antoniou |
| HMO 402 | O | 6 | Themes in Modern and Contemporary European History: History of the USA | | Th. Sfikas |
| HMO 402 | O | 6 | Themes in Modern and Contemporary European History. "Hate Speech" for ERASMUS students | | G. Antoniou |
| HEH 301 | O | 6 | Introduction to the History of the Greeks of Asia Minor: Modern History of the Greeks of the East (Anatolia) | | K. Chatzikyriakidis |
| HEH 302 | O | 6 | Social and Political Organisation of the Greeks of Asia Minor: The Region of Pontus from the Fall of the Empire of Trebizond to the Beginning of the 19 th century | | K. Chatzikyriakidis |

| COURSE CODE | COURSE TYPE | H/ECTS | COURSE TITLE | SEMESTER | TAUGHT BY |
|-------------|-------------|--------|--|----------|---|
| FSA 201 | O | 6 | Theory and History of Folklore and Social Anthropology | | G. Aggelopoulos Teaching Assistance: A. Tzintziouva |
| FSA 231 | O | 6 | Visual Anthropology and Ethnographic Cinema. Documents and documentaries in anthropology: cinema, photography, ethnography | | A. Pegklidou |
| FSA 412 | O | 6 | Issues in Social Organisation: Anthropological approaches of the Balkans | | G. Aggelopoulos |

DEPARTMENT OF ARCHAEOLOGY

| COURSE CODE | COURSE TYPE | H/ECTS | COURSE TITLE | SEMESTER | TAUGHT BY |
|-------------|-------------|--------|---|----------|--|
| APR 602 | CM | 6 | Prehistoric Societies of the Aegean and the Balkans | | S.-M. Valamoti |
| APR 603 | CM | 6 | Prehistoric Societies of the Aegean and the Eastern Mediterranean in the Bronze Age | | S. Triantafyllou |
| APR 606 | CMS | 9 | Seminar on Prehistoric Archaeology | | 1.S.-M. Valamoti Teaching Assistance: E. Voulgari 2.M. Ntinou Teaching Assistance: A. Almatzi |
| APR 206 | O | 6 | Bronze Age Economy in Mainland Greece | | Contractor to be defined |
| APR 303 | O | 6 | Seminar. Interpretation of the Archaeological Record | | K. Kasvikis Teaching Assistance: I. Anagnostou |
| APR 312 | O | 6 | Seminar. Practice in Archaeological Sites and Museums | | A. Almatzi I. Anagnostou |
| ACL 601 | CM | 6 | Archaic and Classical Architecture | | P. Tselekas |
| ACL 602 | CM | 6 | Archaic and Classical Sculpture | | A. Kyriakou E. Papagianni |
| ACL 607 | CM | 3/6 | Hellenistic and Roman Periods | IV-VIII | E. Papagianni A. Kyriakou |
| ACL 606 | CMS | 9 | Seminar on Classical Archaeology | | 1.P. Tselekas Teaching Assist.: I. Vasileiadou 2. A. Kyriakou 3.V. Vlachou |

| COURSE CODE | COURSE TYPE | H/ECTS | COURSE TITLE | SEMESTER | TAUGHT BY |
|-------------|-------------|--------|--|----------|--|
| ACL 308 | O | 6 | Seminar on Mythology and Hermeneutics | | Em. Gounari K. Tsonaka |
| ACL 212 | O | 6 | Pottery outside Attica | | V. Vlachou |
| ABY 601 | CM | 6 | Byzantine Architecture | | N. Poulou |
| ABY 606 | CMS | 9 | Seminar on Byzantine Archaeology | | 1. P. Androudis 2. M. Paisidou Teaching Assistance: Em. Gounari 3. P. Papadopoulou Teaching Assistance: Anastasia Pliota 4. N. Poulou Teaching Assistance: Ch. Papakyriakou 5. Ath. Semoglou Teaching Assistance: Ch. Papakyriakou |
| ABY 215 | O | 6 | Daily life in Byzantium | | P. Papadopoulou |
| ABY 303 | O | 6 | Issues in Painting: Murals-Mosaics | | A. Semoglou |
| ABY 312 | O | 6 | Seminar. Practice in Archaeological Sites and Museums | | A. Pliota |

DEPARTMENT OF HISTORY OF ART

| COURSE CODE | COURSE TYPE | H/ECTS | COURSE TITLE | SEMESTER | TAUGHT BY |
|-------------|-------------|--------|--|----------|--|
| HIA 606 | CMS | 9 | History of Art: Theory and Methods | | I. Zarra Teaching Assistance: Ph. Sidera |
| HIA 602 | CM | 6 | European Art from 1880 to World War I | | I. Zarra |
| HIA 304 | O | | Teaching Humanities through Art Historical Material: a Teacher Training | | A. Kotidis |

SPRING SEMESTER

DEPARTMENT OF ANCIENT GREEK, ROMAN,
BYZANTINE AND MEDIEVAL HISTORY

| COURSE CODE | COURSE TYPE | H/ECTS | COURSE TITLE | SEMESTER | TAUGHT BY |
|-------------|-------------|--------|---|----------|--|
| HAN 603 | CMS | 8 | Seminar on Ancient Greek History | | 1. I. Xydopoulos |
| | | | | | 2. I. Sverkos |
| HAN 301 | O | 6 | Social and Economic History of Greek Antiquity | | Contractor to be defined |
| HBY 602 | CM | 6 | Byzantine History II (1081-1453) | IV-VIII | E. Chatziantoniou |
| HBY 603 | CMS | 8 | Seminar on Byzantine History | | 1. A. Leveniotis |
| | | | | | 2. A. Leveniotis |
| | | | | | 3. E. Chatziantoniou |
| HBY 202 | O | 6 | Issues of Byzantine Period: The peoples of Caucasus between Byzantium and the Arabs | | K. Takirtakoglou |
| HBY 402 | O | 6 | Political, Religious and Social Controversies in Byzantium | I | Contractor to be defined |
| HRO 302 | O | 6 | Administration, Society and Economy of the Roman Empire | IV-VIII | I. Xydopoulos/ Contractor to be defined |
| HSL 601 | CM | 6 | History of the Slavic Peoples | | A. Delikari |

DEPARTMENT OF MODERN AND CONTEMPORARY HISTORY, FOLKLORE AND SOCIAL ANTHROPOLOGY

| COURSE CODE | COURSE TYPE | H/ECTS | COURSE TITLE | SEMESTER | TAUGHT BY |
|-------------|-------------|--------|--|----------|---|
| HMG 601 | CM | 6 | Modern Greek History (15 th – 18 th c.) | | D. Papastamatiou |
| HMG 603 | CMS | 8 | Seminar on Modern Greek History | | 1. B. Gounaris 2. Iak. Michaelides 3. G. Antoniou |
| HMG 302 | O | 6 | Hellenism in the Ottoman Empire (19 th – 20 th c.): The Unredeemed Hellenism. Archives and Collections that concern the Greeks of both the East and the Tsarist Russia-Former Soviet Union | | K. Chatzikyriakidis |
| HMG 203 | O | 6 | The Greek Revolution | | D. Papastamatiou |
| HBA 601 | CM | 6 | Southeastern Europe in the 20th Century (1918-1989) | | S. Dordanas |
| HTP 401 | O | 6 | Themes in Ottoman History | | Ph. Kotzageorgis |
| HEH 401 | O | 6 | Issues in the History of Hellenism in Anatolia: the Period of Reforms (Tanzimat) and European Economic Penetration into Pontus (19 th – beginning of the 20 th c.) | | K. Chatzikyriakidis |
| FSA 322 | O | 6 | Issues in Social Organisation: Systems of Power | | G. Aggelopoulos |
| FSA 452 | O | 6 | Issues in Social Organisation: Anthropological approaches to economics | | G. Aggelopoulos |
| FSA 353 | O | 6 | Gender, kinship, sexuality | | A. Pegklidou |

DEPARTMENT OF ARCHAEOLOGY

| COURSE CODE | COURSE TYPE | H/ECTS | COURSE TITLE | SEMESTER | TAUGHT BY |
|-------------|-------------|--------|---|----------|---|
| APR 601 | CM | 6 | Theory and Methods of Prehistoric Archaeology | | M. Ntinou |
| APR 606 | CMS | 9 | Seminar on Prehistoric Archaeology | | 1.S. Triantafyllou Teaching Assistance: E. Voulgari 2. M. Ntinou Teaching Assistance: E. Voulgari |
| APR 203 | O | 6 | Spatial Organisation and Use of Space in Bronze Age Mainland Greece | | Member by appointment |
| APR 208 | O | 6 | Bronze Age Ideology in the Aegean | | Member by appointment |
| APR 308 | O | 6 | Bioarchaeology-Ancient Environment | | S.M. Valamoti, E. Tsoukala, G. Syridis |
| APR 312 | O | 6 | Seminar. Practice in Archaeological Sites and Museums | | A. Almatzi I. Anagnostou |
| ACL 603 | CM | 6 | Archaic and Classical Pottery | | E. Manakidou |
| ACL 604 | CM | 6 | Topography. Attica, Sanctuaries of Olympia, Delphi, Delos | | I.Vasileiadou Em. Gounari |
| ACL 606 | CMS | 9 | Seminar on Classical Archaeology | | 1.E. Papagianni Teaching Assistance: K. Vasteli 2.V. Vlachou |
| ACL 607 | CM | 6 | Hellenistic and Roman Periods | | A. Kyriakou |
| ACL 209 | O | 6 | Plastic of Roman Times | | E. Papagianni |
| ACL 216 | O | 6 | Religion | | V. Vlachou |
| ACL 307 | O | 6 | Seminar on Mythology and Hermeneutics | | Ch. Kallini, K. Tsonaka |
| ABY 602 | CM | 6 | Byzantine Painting | | M. Paisidou |
| ABY 603 | CM | 6 | Byzantine Sculpture – Miniature Art | | P. Androudīs |
| ABY 606 | CMS | 9 | Seminar on Byzantine Archaeology | | 1. N. Poulou Teaching Assistance: Ch. Papakyriakou 2. M. Paisidou Teaching Assistance: Em. Gounari |
| ABY 218 | O | 6 | Monumental Topography of Thessaloniki | | A. Tantsis |

| COURSE CODE | COURSE TYPE | H/ECTS | COURSE TITLE | SEMESTER | TAUGHT BY |
|-------------|-------------|--------|---|----------|---|
| ABY 312 | O | 6 | Seminar. Practice in Archaeological Sites and Museums | | Ch. Papakyriakou |
| AAA 313 | O | 6 | Excavation – Archaeological Drawing | | A.Tantsis E. Manakidou M. Ntinou M. Paisidou E. Papagianni N. Poulou S. Triantafyllou |
| AAA 314 | O | 6 | Museology-Museography | | A.Tantsis |

DEPARTMENT OF HISTORY OF ART

| COURSE CODE | COURSE TYPE | H/ECTS | COURSE TITLE | SEMESTER | TAUGHT BY |
|-------------|-------------|--------|-----------------------------|----------|--------------------------|
| HIA 603 | O | 6 | Greek Art of 20th century | | A. Kotidis |
| HIA 601 | CM | 6 | Early Renaissance Art | | I. Zarra |
| HIA 205 | O | 6 | Neoclassicism - Romanticism | | Contractor to be defined |
| HIA 210 | O | 6 | 19th Century Greek Art | | Contractor to be defined |

5. COURSE DESCRIPTIONS & LEARNING OUTCOMESOLD PROGRAMME OF STUDIES (2006- 2019)

Georgios AGGELOPOULOS

FSA 201 Theory and History of Folklore and Social Anthropology [w.s.]
Teaching assistance: Areti TZINTZIOVA

The course's aim is to familiarize students with the development of Folklore Studies and Social Anthropology in Greece during the 20th century. On an epistemological level the course discusses the relationship between nation-state politics and the academic discourse.

More specifically, students are aimed to:

- Recognise «ours», culturally constructed, and ethnocentric ways of interpretation.
- Recognise the importance of political and social context for the formation of academic disciplines.
- Delineate the different approaches to the study of otherness followed in Folklore Studies and Anthropology.

FSA 412 Issues in Social Organisation: Anthropological approaches to space

FSA 322 Social Organisation: Anthropology of Politics and Power [w.s.]

This is an introductory Political Anthropology course. It provides an understanding of the main theoretical and ethnographic approaches in issues related with power and politics. The course examines the development of political anthropology, the different conceptualisations of politics in anthropology and other social sciences and the methodologies used in studying politics. The case studies discussed focus on up-to-date topics referring to neoliberalism, the crisis, and social movements. Students are provided with ethnographic material which enables them to conceptualise the ideas of power, politics, structure and agency.

Co-teaching Athina ALMATZI, Ioanna ANAGNOSTOU**APR 312 Seminar. Practice in Archaeological Sites and Museums [s.s.]**

This course is organised along four axes. The first focuses on the presentation of prehistoric settlements and archaeological sites in Macedonia. The second axis concerns prehistoric collections and exhibitions in museums in Greece. The third examines issues of Public Archaeology and mainly the presentation of the prehistoric past to the public via popular and news media, display strategies and new technologies. The fourth axis is about the interpretation the prehistoric past and the dissemination of archaeological issues to the wider public in relation to the historical context of the research and the principal directions of the theoretical archaeological thought during the 20th century. The course can be attended by a limited number of students. Evaluation will be based on a written essay, its oral presentation as well as the overall participation of the students in the group discussions and the discussions will arise during the presentation of the other essays. The course aims at familiarising the students: a) with different approaches as regards the presentation of cultural remains of the prehistoric period, b) with various practices in managing prehistoric finds and issues regarding cultural heritage management. Furthermore, the course will provide students with valuable skills to organise educational visits of schools to museums and archaeological sites.

Paschalis ANDROUDIS**ABY 606 Seminar on Byzantine Archaeology: Seljuk and early Ottoman art (12th -16th c.) [w.s.]**

The course examines issues of architecture and art in the Seljuk sultanate of Rum (late 11th-early 13th century), which were developed in the Byzantine lands of Asia Minor conquered by the Turks after the Battle of Manzikert (1071). The art that flourished in the lands of Rum was special, with special architectural creations (palaces, caravanserais, madrasas, mosques, mausoleums), which bore rich sculptural decoration. Seljuk art combines cultural origins from the cradles of the Turks in the Far East, Persian influences, as well as elements from the conquered peoples. At the same time, the position of the Greeks in the sultanate and their participation in artistic production are examined. The second part of the course includes the study of the essential continuity of Seljuk, i.e. Ottoman art, in its first period (14th-16th century). Monuments and works of art are examined in the Ottoman capitals Bursa, Adrianople and Constantinople, as well as important Ottoman monuments of the time in Greece (especially those of Thrace, Macedonia,

with the most prominent being those of Thessaloniki, Giannitsa and Serres).

The aim of the course is to familiarize students with the architecture and art of the above periods, as well as their bibliography, but also with the concerns of archaeological research and art history. In addition, students practice the technique of bibliographic research and the synthesis and presentation of a scientific paper, orally and in writing, as well as in the development of critical thinking through the dialogue conducted in the context of the course.

ABY 603 Byzantine Sculpture—Minor arts [s. s.]

The course focuses on two different aspects of Byzantine material culture, sculpture and minor arts. Sculpture will examine works of religious and secular art of all periods of time.

In the minor arts will be examined works of religious and secular art of all time periods, from different materials. Initially, works of small scale sculpture will be presented, in ivory, bone, steatite and semiprecious stones. The following are the works of metalwork made of gold, silver and enamels. The materials, techniques and centers of production and their importance for Byzantine society are examined. Finally, works of woodcarving will be presented briefly, as well as textiles.

The aim of the course is to familiarize students with the rich material that will be examined, as well as the different approaches that will be made for the study and dating of the works and the combination with the study of sources, inscriptions on works and archaeological data.

Georgios ANTONIOU

HMG 301 Modern Greek Society and Economy [w.s.]

The course covers the modern history of Sephardic and Greek Jewry from the point of expulsion from the Iberian Peninsula until the eve of World War II. The course mostly covers topics of social, economic and political history of the Jewish communities of Greece, explains the importance of Muslim, Christian and Jewish relations and compares between Thessaloniki and other Greek Jewish communities.

Upon successful completion of the course, students are expected to get familiar with the Modern Jewish History of the Hellenic and eastern Mediterranean world, be able to evaluate different scholarly approaches to the evolution and interpretations of Jewish communities in relation to other communities, develop further their critical and synthetic abilities to produce written work with the use of sources and bibliography, improve their ability to assess and evaluate historical questions through the construction of appropriate

arguments, become familiar with interdisciplinary approaches to the thematic unit.

HMO 402 Themes in Modern and Contemporary European History. “Hate Speech” for ERASMUS students [w.s.]

This is a course addressed to Erasmus students from the School of History and Archaeology and will be co-taught with the School of Journalism and Mass Communications. It examines the processes of construction of collective and individual hate narratives through media, history, religion and politics. The focus is on different types/case studies of hate speech, theoretical approaches and the study of applied, hands on, anti-hate tools and actions. During the course we will discuss the above issues with experts and practitioners, visit relevant sites of interest and project films and documentaries demonstrating the contemporary cultures of hate speech in the public sphere.

Upon successful completion of the course, students will be able to provide theoretical knowledge about the origins of hate speech and its historical, religious, political dimensions, think of hate speech as a transnational phenomenon that shares common theoretical and practical connotations in various social and cultural forms, distinguish between types of hate speech and the respective narratives they produce, focus to hate speech agents, interest groups, media and public sphere entrepreneurs, highlight the relevance of hate speech into the undermining of current gender, democratic, civil society identities.

Co-teaching Eleftheria MANTA

HMG 602 Modern Greek History II (19th-20th c.) [w.s.]

The course analyses the main political, economic, social, and ideological parameters of Modern Greek History. Teaching units refer to the institutions of the Greek state (kingdom, statutes, army), the territorial expansion, the economic and social developments, and to important historical phenomena and events such as emigration, the labor movement, etc.

1-3. The Crown in Modern Greece

4-5. Constitution and parliamentarism

6. The armed forces in politics

7-8. Greek foreign policy and the ‘Megali Idea’ 9-11. Economy

12-13. Society

Upon successful completion of the course students are expected to possess specialised knowledge on Modern Greek History, be able to analyse and assess comparatively the most important factors that affected Greek state’s past, be able to correlate the Greek, European and global history of that same period, be able to answer specialised questions within the specific topic, which involve both critical thinking and empirical knowledge.

HMG 603 Seminar on Modern Greek History [s.s.]

The seminar aims at familiarising students with, and stimulating debate about, the aims and methods of the discipline of History. The issues to be debated include: the history of History; sources and technical skills for their analysis; historical interpretation; the nature of historical knowledge; causality and determinism; societies and individuals; objectivity and its limits; research and writing history essays and papers.

Upon successful completion of the course students are expected to be familiar with the basic principles of the history science and of historical methodology; be familiar with the technique of writing academic essays and of organizing individual or group projects as part of the teaching of History in High School Education; recognise and utilise historical sources (written, figurative material, etc.) for writing essays on historical topics and for the teaching of history in High School education

Elissavet CHATZIANTONIOU

HBY 602 Byzantine History II (1081-1453) [s.s.]

The course focuses on the political history of the later Byzantine period, the administrative system and the socio-economic structures and mentalities. Emphasis is given on the presentation of the relevant primary sources and the secondary bibliography as well as on methodological approach and analysis of relevant excerpts from the sources. Objective of the course is the knowledge, understanding and critical evaluation of the political-military situation, the socio-economic reality and the factors which led progressively to the decline of the Byzantine Empire.

Upon the successful completion of the course, the students are expected to possess specialised knowledge on the political, military, religious, economic and social realities during the transitional period of the 11th-12th centuries and the late Byzantine period (1081-1453), be able to analyse and critically evaluate historical phenomena, correlate historical facts, be basically able to identify and collect historical evidence and include this evidence in the historical context and assess its importance for the historical knowledge and research, be able to answer specialised questions within the specific topic, which involve both critical thinking and specialised knowledge.

HBY 603 Seminar on Byzantine History: Byzantine Monasticism and Society [w.s.]

The objective of the seminar is to familiarize students with the study of the Byzantine History through the primary sources and modern bibliography, to learn the methods of the historical research and to practice on writing a scientific paper. The course focuses on issues and institutions related to Byzantine monasticism (establishment of monasteries, dependence to eccle-

siastical and other authorities, administration, institutions of assigning monasteries to secular and legal persons, monastic property and its management) and the interaction of the monastic world with Byzantine society.

Upon completion of the seminar, students are expected to (a) have understood the basic principles of historical science and be acquainted to modern historiographical trends, (b) be able to address the sources in a critical and methodological manner, (c) be able to prepare a scientific paper, (d) will be familiar with the primary and secondary bibliography on Byzantine monasticism and society. (e) At the same time, they will be able to identify and use historical sources for teaching in secondary level of education and to organise individual or group projects as part of their lesson.

HBY 603 Seminar on Byzantine History: Byzantium after 1204. The states of Nicaea, Epirus and Trebizond [s.s.]

The objective of the seminar is to familiarize students with the study of the Byzantine History through the primary sources and modern bibliography, to learn the methods of the historical research and to practice on writing a scientific paper. The course focuses on the states of Nicaea, Epirus and Trebizond, which were founded shortly before and immediately after the fall of Constantinople in 1204 by the Latins during the Fourth Crusade.

Upon completion of the seminar, students are expected to (a) have understood the basic principles of historical science and be acquainted to modern historiographical trends, (b) be able to address the sources in a critical and methodological manner, (c) be able to prepare a scientific paper, (d) will be familiar with the primary and secondary bibliography on Byzantium during that period. (e) At the same time, they will be able to identify and use historical sources for teaching in secondary level of education and to organise individual or group projects as part of their lesson.

HBY 305 Economy and Commerce in the Middle Byzantine Period [w.s.]

The course focuses on topics related to the economic history of Byzantium. The general characteristics and the distinct phases of expansion and decline of the Byzantine economy will be presented. Also, specific issues related to the agricultural economy, handicrafts, trade and the role of the state in the economy will be examined. The function of economic and social structures and the different economic possibilities and behaviours of socio-economic classes and subgroups will be highlighted. Emphasis will be placed on familiarizing the student with the concerns of modern historiography on the above issues, on de-

veloping a critical attitude towards the various interpretations, on addressing relevant issues through the study and analysis of sources.

Upon successful completion of the course, students are expected to: (a) understand the historical context of the Byzantine period, with emphasis on the 9th-12th centuries, (b) understand the theoretical reflection on the character and mechanisms of the Byzantine economy and comprehend the methodological and practical issues that may arise during the study of specific issues, (c) know the basic characteristics and evolutionary phases of the rural and urban economy of Byzantium, the economic structures and related institutions and mechanisms, the fiscal and legal framework, the monetary developments, (d) understand the role of the Byzantine state in the function and evolutions of the economy (e) become familiar with Byzantine economic terminology, (f) understand the interdependence of economic and social structures, (g) realise the interaction of foreign policy with international economic developments.

Kyriakos CHATZIKYRIAKIDIS

**HEH 301 Introduction to the History of the Greeks of Asia Minor:
Modern History of the Greeks of the East (Anatolia) [w.s.]**

Objective of the course is to study the History of the Greeks of Anatolia beginning from the Fall of Constantinople to the early 20th century. Topics to be examined: the economic and political emergence and development of the Asia Minor Hellenism, the historical similarities and dissimilarities/differences between Ionia, Pontus and Cappadocia, the Rum millet during the Tanzimat Reforms, the European Great Powers' penetration into the Asia Minor, the Young Turks Movement and the minorities' fate in the Ottoman Empire, the relations between the Greeks and the other ethnic groups/minorities of the Ottoman Empire.

**HEH 302 Social and political organisation of the Greeks of Asia Minor:
The Region of Pontus from the Fall of the Empire of
Trebizond to the Beginning of the 19th century [w.s.]**

Objective of the course is to study the History of the Greeks who lived in Pontus (re-gions between Colchis and the so-called "Small Armenia" to Paphlagonia to the west and Cappadocia to the south) during the period starting with the Fall of Trebizond (1461) till the first decades of the 19th century. Especially the period 1461-1774 has been characterised as a period of introversion, particularly after the Ottomans and their Allies prevailed in Black Sea. Yet, by the end of the 18th-beginning of the 19th century, Europeans started penetrating rapidly into the Ottoman Empire in order to serve their geopolitical, strategic and economic interests. Within this long period, the socio-economic development of the Greeks of Pontus, the formation of their institutions within the Rum millet and their gradual

transition from religious to national identity will be examined.

HEH 401 Issues in the History of the Hellenism in Anatolia: Period of Reforms (Tanzimat) and European Economic Penetration into Pontus (19th – beginning of the 20th c.) [s.s.]

The future and the fate of the Ottoman Empire were essentially determined in the 19th century when the Great Powers imposed on the Sultan the implementation of an ambitious program of administrative reforms and groundbreaking changes (Tanzimat). These reforms were favorable to the Christians of the Empire because, despite the reactions of the Muslim elite, conditions were created for their economic and social rise. The aim of the course is to examine both the life of the Greeks of Pontus at that time in their various manifestations and the Great Powers' penetration into Pontus.

The students are invited to learn about the modern history of the Hellenism of Pontus, to familiarise themselves with the relevant bibliography and maps of the period.

HMG 302 Hellenism in the Ottoman Empire (19th-20th c.): The Unredeemed Hellenism. Archives and Collections that concern both the Greeks of the East and the tsarist Russia-former Soviet Union [s.s.]

The object of the course is to familiarise the students with the archives and the collections that concern both the Hellenism of the East and the Tsarist Russia-former USSR. Visits to archive units and exercises on resource utilisation and exploitation aim at initiating students into the research of the specific field. Within the course framework there will be particular mention of the Hellenism of Russia and the former Soviet Union in modern and contemporary history.

The students are invited to learn about the modern history of the Greeks of Tsarist Russia-ex USSR, to familiarise themselves with the relevant bibliography and maps of the period.

Aggeliki DELIKARI

HSL 601 History of the Slavic People [s.s.]

The course is a general overview of the medieval history of the Slavic people from the 6th to the 15th century. It examines first of all the political and ecclesiastical history of Great Moravia, Bulgaria and Serbia, the evolution of their national identity and the creation of slavic states. Special attention will be paid to the important role of the Byzantine Empire on their political and cultural life. In every unit special issues will be also discussed (for example the cyrillic script, the geographical term Macedonia in the slavic sources, the state of tsar Samuel, the Hesychasmus and the

Slavs etc.).

Upon successful completion of the course students are expected to learn about the Proto-Slavic homeland and the Slavic settlements in South, Central and Eastern Europe in the 6th and 7th centuries, learn about the missionary work of Cyril and Methodius in Great Moravia and the spread of their legacy first in Bulgaria (also Ohrid area) and later all over the Slavic world as well as the medieval history of Bulgaria and Serbia, compare the social and cultural patterns of Byzantium with those of the medieval Slavic states, become sensitive to methodological and practical issues related to their field of study, understand the Byzantine and Latin sources, concerning Byzantine-Slavic relations, practice their skills to present their ideas and arguments orally and in written.

HSL 402 Russian History (882-1613) [w.s.]

The course examines the development of Russian history from the beginning of settlements of East Slavic tribes in Russia. It will cover a broad range of thematic topics such as political, social and economic situation in Russia during the Middle Ages, and in particular, issues related to the relations between Russia and Byzantium and the rest of the European medieval world. It will also be a discussion concerning the influences of historical events on the modern history of Russia.

Upon successful completion of the course students are expected to understand the theoretical questions concerning the political and cultural history of the medieval Russian state (Kievan Rus), learn the basic features of the Russian culture (literature, etc.), familiarise themselves with the mechanisms of creation of political and ecclesiastical leaders, comprehend the process and the impact of shaping and disseminating stereotypical images in the Russian world in general, become sensitive to methodological and practical issues related to their field of study, practice their skills to present orally and in written their ideas and arguments.

Stratos DORDANAS

HMG 603 Seminar on Modern Greek History [w.s.]

HBA 602 Southeastern Europe from the Ottoman Conquest until the First World War (1354-1918) [w.s.]

The Ottoman conquest. The emergence of the Ottoman Empire. The Ottoman domination. The national awakening of the Balkan Peoples. The struggle of the Balkan Peoples for a statehood. From the Congress of Berlin to World War II.

Upon successful completion of the course, students are expected to approach

the historical issues critically, identify similarities and differences in their ideological background, in their political and social life, understand the different interpretations of the historical past by the different Balkan nations.

HBA 601 Southeastern Europe in the 20th Century (1918-1989) [s.s.]

After an overview of history of Yugoslavia, Albania, Bulgaria and Romania from the end of the World War 1 until the downfall of Communism we will focus on some questions that affected the bilateral relations, including the policy of Great Powers.

Upon successful completion of the course students are expected to approach critically the historical issues, identify similarities and differences in their ideological background, in their political and social life, understand the different interpretations of the historical past by the different Balkan nations.

Basil GOUNARIS

HMO 601 Modern European History I (15th-18th c.) [w.s.]

The course presents the rise of nation states from the last centuries of the Middle Ages to the French Revolution, state relations and diplomacy as well as the basic social and economic developments. Special emphasis is given to the history of ideas, including religious contests and the search for European unity. Teaching units refer to the European late medieval society, politics and civilisation, the discovery of the new world, Renaissance, Reformation, Absolutism, aspects of technological progress, the rise of industrial capitalism as well as the diplomacy of each century.

Following the successful completion of the course students will have specialised knowledge of the diplomatic milestones in the making of modern European nation states and will be able to present them on a geographical map, for the process of nation-state formation in terms of ideology, politics, and economics, for broad religious, ideological, political and economic movements/phenomena in modern European history. They will be able to analyse and evaluate comparatively the history of modern Europe (up to 1789), correlate historical development to contemporary affairs and assess the different course of European nation-states; answer specialised questions in the aforementioned context of knowledge, which demand the combination of observation and knowledge.

HMG 603 Seminar on Modern Greek History I [s.s.]

The seminar aims at familiarising students with, and stimulating debate about, the aims and methods of the discipline of History. The issues to be debated include: the History of History; Sources and technical skills for their analysis; Historical interpretation; The nature of historical knowledge; Causality and determinism; Ob-

jectivity and its limits; Researching and Writing History essays and papers.

Upon completion of the courses, students are expected to:

- be familiar with the basic principles of the history science and of historical methodology;
- be familiar with the technique of writing academic essays and of organising individual or group projects as part of the teaching of History in High School Education;
- recognise and utilise historical sources (written, figurative material, etc.) for writing essays on historical topics and for the teaching of history in High School education.

Andreas GKOUTZIOUKOSTAS

HBY 309 Army and Military Organization of Byzantium [w.s.]

The course examines the organisation of the army and navy from the early Byzantine era until the decline and fall of the thematic institution as well as with the Byzantine wars. In particular, the defensive strategy, the changes in the organization of the army and navy as well issues of logistics, recruitment, tactics, sieges and weapons will be examined. Certain of the most important battles will be presented and the relevant sources, mainly the military Taktika, will be examined. Upon successful completion of the course students are expected to possess specialised knowledge on the evolution of the Byzantine defensive system from the 4th to the 12th c., be able to analyse and interpret the relevant primary sources, especially the Taktika, understand the battle tactics, the methods of siege and the use of weapons and siege organs, and be able to answer questions relating to the successful and unsuccessful Byzantine military operations that require a combination of critical thinking and historical knowledge.

Emmanouela GOUNARI

ACL 307 Seminar on Mythology and Hermeneutics: Use of Myths Co-teaching with Konstantina Tsonaka

Mythology, the narrative of the stories concerning the gods, heroes as well as their own cult practices was an essential element of the ancient Greek civilization; from early on it was associated with the formation of public identity and visibility

of the official ideology of city-states and rulers. The course approaches the use of myth as a symbol of public identity and expression of official ideology through its depiction in works of descriptive arts –sculpture, pottery, painting, minor arts, mosaics– and coins. Furthermore, it examines the selection and promotion of specific mythological themes in the ancient Greek and Roman world and explores the preservation of ancient Greek myths and the way they were perceived in subsequent periods.

Following the successful completion of the course, students will become acquainted with characteristic ancient Greek myths, become familiar with the uses of myths as both symbols of public identity and expression of official ideology, be able to examine the reasons for using specific mythological themes in the ancient Greek and Roman world as well as their perception in subsequent periods, learn to compose and verify written assignments, and practise their skills to present orally their ideas and arguments.

Loukianos HASSIOTIS

HMO 603 Contemporary European History III, (20th c.): The era of Total War [w.s.]

This course examines the 20th century from the perspective of total war. It analyses the causes, key features and consequences of the First and Second World War, on international relations, politics, society, economy and ideological currents in Europe and the rest of the world. Upon completing the course, students should be able to:

- think synthetically, bringing meaningfully together the various political, ideological, social and economic aspects of the history of the 20th century.
- demonstrate they have acquired a sound understanding of the importance of ideological conflicts and their contribution to the making of 20th-century history.
- identify continuities and discontinuities in different patterns and different periods of historical development.
- appreciate the importance of the rise of the 'Third World' in the making of contemporary history.

HMG 603 Seminar on Modern History [w.s.]

The seminar aims at familiarizing students with, and stimulating debate about, the aims and methods of the discipline of History. The course gives an overview of the main streams and trends of the historiography, and introduces the students

to the research, analytical and writing methods or tools of the historian. Students will study and comment on primary and secondary sources.

Co-teaching Chrysanthi KALLINI–Konstantina TSONAKA

ACL 307 Seminar on Mythology and Hermeneutics: Uses of Myth [s.s.]

Mythology constitutes an essential element of Greek civilization and from very early on it was used as a political instrument. The depiction of mythological representations in ancient Greek art reflects various symbolisms and the ideology of each era.

The course approaches the use of myth through the various expressions of ancient Greek art. In the context of the course, students will be taught the means by which gods and heroes are depicted in ancient Greek art and will be requested to compose and present papers related to specific monuments decorated with mythological representations (vase paintings, reliefs, sculptures). The chronological frame of the course extends from the Archaic to the Hellenistic period.

Following the successful completion of the course, students will have become familiar with the scientific way of approaching and interpreting the mythological representations, they will have practiced the search for literature in combination with the use of digital applications, but also the composition and presentation, and finally the writing of a scientific paper.

Maria KANTIREA

HRO 101/HRO 601 Introduction to the History of the Roman Empire [w.s.]

The course is organised on the basis of two historical methods which are combined in each lesson.

I. General overview of Rome and its empire (853 BC - AD 330): events of the Roman History (Kingship, Res publica, Principatus).

II. Deepening knowledge through the study of selected written sources and the iconographic material, in order that the students be accustomed to the analysis and synthesis of the data, and to understanding historical phenomena in the *longue durée*.

Courses schedule during a 13-weeks semester.

- 1) Foundation myths, Etrousci, kingship.
- 2) Res publica, institutions, mos maiorum, form of government, magistrates, senatus and populus, society (patricii and plebs, patroni and clientes).
- 3) Punic and Macedonian wars, the rise of the empire in the western and eastern Mediterranean, provinces.

- 4) Economy, society, and the army in the aftermath of the Punic wars, the Gracchireforms.
- 5) Marius, Sulla, civil and Mithridatic wars.
- 6) The imperatores of the late Res publica.
- 7) Augustus and the Principatus, political and administrative continuity and discontinuity.
- 8) Julio-claudians, the year of the four emperors (AD 68/69), Flavians, Antonines, the struggle for the power (AD 192-193), Severi.
- 9) The emperor and the empire, the provincial administration, the limes and the imperial army, trade and the monetary system, urbanisation and infrastructures.
- 10) Cities and colonies, forms of federal government (koina), gentes, diplomatic relations and ways of communication.
- 11) Romans and non-Romans, political assimilation (e.g. civitas romana, Roman law) and cultural interaction.
- 12) The political, economic, and military crisis of the 3rd c. AD within a new cultural bloom, Diocletian, Constantine the Great.
- 13) Revision in view of the exams.

HAN 602 Ancient Greek History II. Hellenistic and Roman Imperial Periods [w.s.]

The course covers the period from the death of Alexander the Great till the subjugation of Egypt to the Roman rule, concentrating on the main features that constitute the historical identity of the Hellenistic Age: political developments, formation and structure of the Hellenistic monarchies, monarchic ideology, introduction and historical significance of the ruler-cult - the rise of Leagues and their organisation - the *polis* in a monarchic framework - relations between the Hellenistic states and their attitude towards Roman policy, Roman expansion and Roman Hegemony. Discussion of relevant historical sources.

Konstantinos KASVIKIS

APR 303 Seminar. Interpretation of the Archaeological Record [w.s.]

Teaching assistance: Ioanna ANAGNOSTOU

The course aims to familiarise students with the educational role of the museum, to inform them about the theoretical framework of museum education and to their practicing in the educational use of the archaeological museum collections. The course includes topics related to the historical development of the museum as an institution in relation to its educational dimension; the communicative character of the museum and the perception of the museum collections; the philosophical, psychological and pedagogical framework of learning in museum; the educational policy and museum outreach programs in Greece and abroad; public archeology; the parameters of design and implementation of educational activities in archaeolo-

gical museums and other institutions. In addition, visits to archaeological sites and museums will be held, with the aim of students' practical experience through presenting examples of educational activities concerning material culture in the context of museums and archaeological sites for different target groups including primary and secondary education students, adults, families and disability groups.

Antonios KOTIDIS

HIA 603 20th Century Greek Art [s.s.]

The Greek version of modernism in painting, sculpture and architecture from the early decades to the postwar and contemporary developments in Greek art within the pale of conventional media and through the appropriation of space. The two dominant trends of Modernism and "Tradition" arise from the reception of Western art in the light of ideological outlooks to do with issues of identity. The focus is in investigating the relationship of Greek art to the priorities of Greek society (cultural, social, economic, political) within the historical horizon of prevalent worldviews that define Greek cultural identity.

HIA 304 Teaching Humanities through Art Historical Material: a Teacher Training [s.s.]

The subject of this teacher-training seminar is: '*Applications of History of Art material to the teaching of Humanities in Secondary Education*'. The aim of the course is to train students (Secondary Education teachers-to-be) in the application of a specific alternative approach to teaching.

Students are trained towards the production of a corpus of material from the visual arts which is supported by a variety of exercises. Actual training is effected by the participants in the role of teacher and pupil, in turns. The material is based on subject matter drawn from Secondary Education class textbooks. It consists of imagery drawn from art history [painting, sculpture, architecture, photography, decorative arts, industrial design and graphic arts.]

Lesson plans are prepared in a variety of formats, namely

- a. Introduction to a particular textbook lesson.
- b. introduction to a textbook unit.
- c. introduction to a textbook chapter.
- d. The production of a descriptive text
- e. The production of a narrative text.
- f. An approach to specific issues
- f1. Material related to a historical issue.
- f2. Material related to a linguistic or sociological issue.
- f3. Material related to a literary issue.

f4. Other options

The concept is that in using the class textbook, the trainees will not focus instruction on simply presenting the next chapter of the textbook in the form of a lecture, but on stimulating the learners' interest in notions and issues therein, through the images from art history they are exposed to and questions to do with the objects or ideas depicted. The learners' motivation to respond to the teachers' material is expected to transform the experience of learning from a passive to an active process.

After completing the seminar, students are expected to

- a. be able to select relevant art history material that can enhance learner comprehension of notions and issues tackled in secondary education text books.
- b. create material for the implementation and evaluation of the classroom curriculum.
- c. structure lessons according to type [vid. Lesson content]
- d. adapt lessons to learners' age-group.
- e. employ a learner-centered teaching approach that will encourage the active participation of the learner
- f. encourage learner-autonomy through the personal exploration and understanding of issues related to the history of art.

Phokion KOTZAGEORGIS

HTP 401 Themes in Ottoman History [s.s.]

In the course a) the scientific theoretical discussion on the existence of an "Ottoman city" will be analysed, b) the basic elements of Ottoman policy towards cities will be discussed, c) an outline of the institutions related to the city is given and d) will be sketched the historical evolution of Ottoman urban development. Upon successful completion of the course students should: a) get acquainted with the world of Ottoman urban culture; b) familiarise themselves with the historiographical trends on Ottoman cities; c) understand the basic characteristics of the spatial and social organization of Ottoman cities; (d) be familiar with key institutions of the Ottoman cities; (e) be able to compose relevant research.

Athanasia KYRIAKOU

ACL 602 Sculpture of the Archaic and Classical Periods [w.s.]

This course examines the evolution of monumental sculpture of classical antiquity. In this frame the most significant categories of ancient Greek and Roman sculpture, such as idealistic and portrait statues, architectural sculptures and free-standing

reliefs will be presented through representative examples. All the above will be examined thoroughly according to their chronological order and their style.

Upon successful completion of this course students are expected to obtain specialised knowledge on ancient Greek Sculpture, to understand the typological and technical features of the works of sculpture and to be able to assess them comparatively.

ACL 606 Seminar on Classical Archaeology [w.s.]

ACL 607 Hellenistic and Roman Periods [s.s.]

Georgios LEVENIOTIS

HBY 601 Byzantine History I (324-1081) [w.s. & s.s.]

The course focuses primarily on an in-depth analysis of the main political, military and social developments that took place during the 4th to 11th centuries A.D. in the interior and the periphery of the Byzantine Empire and the Eastern Mediterranean world (mainly in the geographical areas of Italy, Middle East, Asia Minor and Balkan Peninsula).

Students who attend the course are expected to understand the reasons that led to the gradual transformation of the so-called Later Roman to the Byzantine Empire of medieval times (officially and broadly known then as “Romania” or “Rhomaion politeia”); moreover, they will assimilate the main differences between the Eastern Roman state and society and its neighboring areas of the Late Antiquity (late 3rd - early 7th c. A.D.) and subsequent Middle Ages (mid. 7th c. onwards); finally, through a methodological approach and analysis of the most important historical works of the same eras, they will become familiar with approaching the written sources and other instruments of studying the early and middle Byzantine historical periods.

HBY 603 Seminar on Byzantine History: “From Rome to Byzantium: State and Society during the 4th century A.D.” [w.s.]

The seminar’s subject focuses on the study of the external (i.e. political and military) developments and -especially- the internal (i.e. religious, economic and administrative) changes, that led, during the course of the late 3rd and the 4th c. A.D., to the gradual transformation of the regime, the organisational structures, the society and the wider profile of the Late Roman Empire focusing mainly on its Eastern geographical part.

The main purposes of tutoring though are the performance of students in the use and interpretation of the relevant early medieval sources and modern bibliography; also, the preparation of papers relating to the above historical developments. The students who will attend the course are expected to understand, assimilate, and apply the basic techniques of research and writing a historical scientific essay that specifically concerns the study of Byzantium; moreover, they will be practiced in the methods and ways of presenting and / or teaching history topics during a specific (limited) time.

HBY 603 Seminar on Byzantine History: «Byzantium in the 7th century (State and Society)» [s.s.]

The seminar's subject focuses on the study of the major external -political, social, and military- developments (i.e. Byzantine-Sasanian war of 602-628, rise of Islam and fall of the Eastern and North African Roman provinces to the Arabs, establishment of Slavs and Proto-Bulgarians in the Balkan peninsula) and also of the domestic social, ecclesiastical, economic and administrative changes that took place in the Roman East during the 7th c. A.D.; the above developments were of critical importance, because they led to a gradual but in-depth transformation of the structures and the wider profile of the Byzantine Empire (as a State and a Society) and -consequently- to the final transition from the Eastern Roman Empire of Late Antiquity in the smaller "Romania" of Middle Ages.

The main purposes of tutoring though are the performance of students in the use and interpretation of the relevant early medieval sources and modern bibliography; also, the preparation of papers relating to the above historical developments. The students who will attend the course are expected to understand, assimilate, and apply the basic techniques of research and writing a historical scientific essay that specifically concerns the study of Byzantium; moreover, they will be practiced in the methods and ways of presenting and / or teaching history topics during a specific (limited) time.

HBY 603 Seminar on Byzantine History: Seminar on Byzantine History: «The "Dark Centuries" of Byzantium» [s.s.]

The seminar's subject focuses on the study of the "Dark Centuries of Byzantium", or -alternatively the "Byzantine Dark Ages" (7th - mid. 9th centuries); the latter are basically historiographical and philological descriptive terms, which indicate the difficulties presenting the research of Byzantium during this period, mainly because of the decline of classical historiography, the so-called "great silence of letters", and the loss of iconoclastic literature. However, the political, military and cultural upheavals and the various social and economic changes, that took place during the

above centuries in the Eastern Mediterranean world, were of major historical importance; they led to the final transition between Late Antiquity and the early Middle Ages in the same area, and also to the fundamental transformation of Byzantine state and society.

The main purposes of tutoring are the performance of students in the use and interpretation of the relevant early medieval sources and modern bibliography; also, the preparation of papers relating to the above historical developments. The students who will attend the course are expected to understand, assimilate, and apply the basic techniques of research and writing a historical scientific essay that specifically concerns the study of Byzantium between the 7th and 9th c.; moreover, they will be practiced in the methods and ways of presenting and / or teaching history topics during a specific (limited) time.

Eleni MANAKIDOU

ACL 603 Archaic and Classical Pottery [s.s.]

The course focuses on the examination of the numerous categories of ancient Greek painted pottery. By way of introduction, various issues related to the organization and the conditions of production in ancient ceramic workshops will be examined, based on the surviving material remains, the evidence of ancient sources and the vessels themselves. Then, the techniques of decoration and the most characteristic shapes of vases during the Geometric, Archaic and Classical periods will be presented, with emphasis on the products of the Corinthian and Attic workshops (Protogeometric and Geometric, Protocorinthian and Protoattic, black- and red-figure, black-glaze vases) and of other regions. Special reference will be made to the most important representatives of the workshops of Corinth and Athens (potters and potters), the dissemination of the painted vases and their influence on other ceramic centers. Some iconographic issues will also be examined, as well as questions of dating, places of discovery, handling and evaluation of ancient ceramics.

The aim of the course is to provide a comprehensive and documented knowledge of pottery production from the Early Iron Age to the Classical period, with emphasis on some of the most important workshops in Greece, and to highlight their major contribution to the development of ceramic technology and iconography. Also, to demonstrate the importance of ceramic finds in many areas of archaeological research (dating, trade - economy, cult, burial customs, etc.). At the same time, the aim is to familiarize students with the different categories of pottery from various Greek workshops, many of which they encounter in excavations and museum collections during their practical training.

Eleftheria MANTA

HCG 601 Contemporary Greek History [w. s.]

The course examines the evolution of Greece's political, social, and economic history in the period 1923-1975. The focus is on political ideologies, economic and social conditions; the outcome and political consequences of major economic or national crises and the European and global context of the same period.

Upon successful completion of the course students should be able to a) grasp the main stages in contemporary Greece's political, economic and social development, b) think synthetically, bringing together political, ideological, social, economic and cultural facets of contemporary Greece's historical development, c) comprehend the ideological formation and grouping of political and social spaces, and d) appreciate continuities and discontinuities in contemporary Greece's historical development.

HMG 402 Themes in Modern Greek History: Teaching of Modern Greek History [w.s.]

The course aims to present modern aspects and perspectives about teaching history to secondary education by analysing the historical textbooks and by using primary sources and new technologies as a means to cultivate historical thinking.

1. The subject of History in secondary education
2. The general purpose of the course
- 3-4. Specific objectives in secondary education
5. Programming and organizing teaching
- 6-8. Methods and means of teaching - Sources - Forms of primary sources - Indicative activities
9. Evaluation of History teaching
10. Difficulties and problems of teaching
11. Local History in secondary education - The technique of preparing a History project
12. Public History and secondary education
13. Teaching the Holocaust in secondary education

Upon successful completion of the course students are expected to know in detail the general and specific objectives of teaching History in secondary education, according to modern standards, become familiar with the methodology of teaching History in secondary education utilizing ICT and focusing on promoting experiential learning and organizing a detailed curriculum, know the technique of organising in- individual or group History projects, utilise the sources of History (written, pictures, videos, etc.), know the ways and the criteria of evaluation.

Aikaterini MANDALAKI

HAN 603 Seminar on ancient Greek History: “The *Cretan Politeia*: Institutions, Society, Economy” [w.s.]

The aim of this course is to examine important aspects of the political, social and economic organisation of the city-states (πόλεις) of ancient Crete in the Archaic and Classical, and Hellenistic eras. Individual thématicques of the course cover topics such as the civic institutions of the Cretan poleis, the social class system of the poleis, the social institutions [in particular, the household (οἶκος) in the Great inscription of Gortyn], the education of the young men, some aspects of the economic life, and the common messes (Συσσίτια).

Students will be taught how to place the literary and epigraphic texts, as well as the archaeological testimonies, within their historical and cultural contexts, and they will be urged to study the issues under discussion in detail. Furthermore, this course will also facilitate the students to write an academic paper.

Iakovos MICHAILIDIS

HMO 602 Modern European History II (19th century) [w.s.]

The course focuses on the ‘long 19th century’, from the Enlightenment till the outbreak of the First World War. The period is characterised by significant events, such as national and social revolutions, the nation building process, great ideologies (Nationalism, Romanticism, Conservatism, Socialism) and the emergence of the German and the Jewish Issue.

Upon successful completion of the course, students should be able to think synthetically combining the various political, ideological, social, economic aspects of the period. They should also be acquainted with different kinds of historical sources of the 19th century.

HMG 603 Seminar on Modern Greek History [s.s.]

The aim of the course is to introduce students to the science of history and to the scientific writing.

Upon successful completion of the course, students are expected to be familiar with the basic principles of the history science and of historical methodology; be familiar with the technique of writing academic essays and of organising individual or group projects as part of the teaching of History in High School Education, recognise and utilise historical sources (written, figurative material, etc.) for writing essays on historical topics and for the teaching of history in High School education.

Maria NTINOU

APR 601 Theory and Methods of Prehistoric Archaeology [s.s.]

The principal directions in theoretical archaeological thought of the 20th century are discussed in the first part of these lectures. Culture history, processual and post processual archaeology are discussed, as well as their contemporary synthesis. In the second part, will be devoted to the methods and techniques that support contemporary archaeology, excavation and field work, landscape archaeology, archaeometry and bioarchaeology. The course includes a series of laboratory courses that take place in the LIRA lab (Laboratory for Interdisciplinary Research in Archaeology) of the School.

Upon successful completion of the course, students are expected to be familiar with practical aspects of applying various analytical methods to archaeological material.

APR 606 Seminar on Prehistoric Archaeology: Prehistoric societies and anthropogenic environment (10.000 - 3.000 B.C.) [w.s. and s.s.]
Teaching assistance: Athina ALMATZI, Evaggelia VOULGARI

The seminar examines the cultural processes from food collection to food production and the appearance of permanent settlements in relation to the wider climatic and environmental characteristics during the period from 10,000 to 3000 BC. Data on climatic fluctuations and the transformation of coastal environments and coastlines during the transition from the Pleistocene to the Holocene and during the latter are examined. The broader environmental data will be related to the cultural processes that took place during that period. Moreover, issues related to the relationship of Mesolithic and Neolithic societies with their respective local environments and the formation of the anthropogenic characteristics of the latter will be discussed. The above-mentioned relationships will be examined through the information provided by geoarchaeology, archaeobotany, zooarchaeology and isotope studies in plant and animal remains from archaeological sites. Interdisciplinary approaches combining chronological models, archaeological survey, excavation data and paleo-vegetation studies with the aim of studying the formation of the anthropogenic environment over time will be discussed.

Upon successful completion of the course students will be familiar with:

- the climatic and environmental phenomena that took place 10,000-3000 BC.
- the understanding and critical evaluation of the correlation of these phenomena with the cultural processes of the period
- the selection and application of interdisciplinary methods that explore the complex relationship between farming communities and the local environments they managed.

The seminar is based on lectures and study of selected bibliography. The course is offered to a limited number of students. Assessment consists of a written essay and its oral presentation.

Melina PAISIDOU

ABY 602 Byzantine Painting [s.s.]

The course constitutes a study of the development of the byzantine monumental painting from the early Christian centuries until the end of the late byzantine period (beginning of the 3rd c. - 1453). It is examined the formation of the iconography and of the artistic currents and tendencies, mainly through the wall paintings and mosaics and secondarily from the portable icons and the manuscripts' illuminations. The artistic phenomena are approached in correlation to the historical, social, theological and political parameters of each period. The course is supported by a didactic book from EUDOXOS and by open electronic presentations on the e-learning.

ABY 606 Seminar on Byzantine Archaeology: Monumental topography of Byzantine Thessaloniki. Teaching assistance: Emmanouela GOUNARI [w.s.]

The seminar focuses on the spatial urban planning of Thessaloniki and its transformations from c. 330 until 1430. The main scope is the knowledge of the UNESCO monuments of the city (churches and fortifications) but also the study of smaller archaeological sites, which have been revealed during salvage excavations. Cases of good or bad practices towards the excavated sites are also examined. Some of the presentations of the essays of the students will take place in the monuments in situ.

The seminar is supported by a didactic book from EUDOXOS.

Following the successful completion of the course students will become familiar with the art, architecture and the material culture of the byzantine period and will get to know, through recent bibliography, the current issues of the archaeological research and history of art. They will be also able to analyze and interpret architectural remains, works of art and artifacts of the byzantine period, and search recent bibliography on them. Moreover, they will learn to compose written assignments and present them orally and they will become familiar with the preparation and presentation of a specific subject.

ABY 606 Seminar on Byzantine Archaeology: Topics in Byzantine Painting: Illuminated Manuscripts. Teaching assistance: Emmanouela GOUNARI [s.s.]

The seminar focuses mainly on the production, circulation and development of the byzantine illuminated manuscripts from the 6th to the 15th centuries. Special references are made on thematic, iconographic and stylistic issues in correspondence to portable icons and to the monumental painting. Historical, political and theological parameters are also examined in correlation to special

options of the manuscript illuminations. Finally, some basic information concerning paleography and codicology are given.

The course comprises a visit in a laboratory of maintenance of manuscripts in Thessaloniki. The presentations of the essays by the students will take place in class and they concern the above-mentioned topics.

The seminar is supported by a didactic book from EUDOXOS.

Following the successful completion of the course students will become familiar with the art, architecture and the material culture of the byzantine period and will get to know, through recent bibliography, the current issues of the archaeological research and history of art. They will be also able to analyze and interpret architectural remains, works of art and artifacts of the byzantine period, and search recent bibliography on them. Moreover, they will learn to compose written assignments and present them orally and they will become familiar with the preparation and presentation of a specific subject.

Pagona PAPADOPOULOU

ABY 606 Seminar on Byzantine Archaeology: “The ‘Asia Minor Catastrophe’ and Byzantine civilization: a century later (1922-2022).” [w.s.]

Teaching assistance: Anastasia PLIOTA

The subject matter of this seminar commemorates the completion of a century since the Asia Minor Catastrophe. The Asia Minor campaign, the catastrophe, and the compulsory population exchange along with the refugee wave it entailed, had important consequences on the field of Byzantine and Post-Byzantine Archaeology. The seminar will focus on different aspects of this phenomenon, such as the fortunes of the Byzantine monuments in Asia Minor, the organization and activities of the Archaeological Service in the Greek Administration of Asia Minor in 1919-1922, the transfer of relics (mainly ecclesiastical objects of the post-Byzantine period) by refugees from Asia Minor and Eastern Thrace and their fate in the Greek state. Besides issues regarding these artefacts (origins, materials, dating, techniques, workshops, inscriptions etc.), particular emphasis will be given on the choices made by the refugees and the reasons that led to them, on their importance for refugee populations, and on the distribution by the Greek State of some of these objects among the Byzantine and Christian Museum, the Benaki Museum and the Museum of Folk Art. In this framework, besides the evidence of the artefacts, will be considered written sources but also oral testimonies of the refugees themselves. Moreover, provided that the circumstances will allow it, students will visit museums and churches that house such relics, as well as the Historical Archive of Refugee Hellenism. Students are required to select a relevant topic that they will present orally in class and develop in a written essay. The learning goals of the seminar include the acquaintance of students with a relatively

unknown, yet significant aspect of the ‘Asia Minor Catastrophe’ and the population exchange, their familiarisation with Byzantine and Post-Byzantine artefacts and icons that formed the (sacred) heritage of the Greek Orthodox communities of Asia Minor, Pontus and Eastern Thrace, their confrontation with problems related to issues of cultural heritage management, especially of a religious character, in times of war and compulsory migration and the familiarization of students with the oral presentation of their essays in the form of teaching.

ABY 215 Daily life in Byzantium [w.s.]

The course focuses on diverse aspects of everyday life in Byzantium on the basis of material culture (archaeological finds and artistic representations), complemented by the evidence of the written sources. Topics to be discussed include the Byzantine house and its contents, female activities, professions (urban and rural), trade and markets, magic and superstitions, entertainment etc. The learning goals of the course consist in the acquaintance of students with the methodological tools that allow us to interpret archaeological remains as a source on everyday life in Byzantium, and in the acknowledgement of the contribution of the written sources in this process.

Eleni PAPAGIANNI

ACL 602 Sculpture of the Archaic and Classical Periods [w.s.]

Co-teaching with Athanasia KYRIAKOU

This course examines the evolution of monumental sculpture of classical antiquity. In this frame the most significant categories of ancient Greek and Roman sculpture, such as idealistic and portrait statues, architectural sculptures and free-standing reliefs will be presented through representative examples. All the above will be examined thoroughly according to their chronological order and their style.

Upon successful completion of this course students are expected to obtain specialised knowledge on ancient Greek Sculpture, to understand the typological and technical features of the works of sculpture and to be able to assess them comparatively.

ACL 606 Seminar on Classical Archaeology: Cities of Roman Macedonia [s.s.]

Teaching assistance: Kyriaki VASTELI

This seminar will focus on the study of the archaeological data of significant cities of Macedonia from the time of its conquest by the Romans and its transformation into a Province of Rome onwards. Students who attend the course are expected to

obtain specialised knowledge on the archaeology of Roman Macedonia and become familiar with the writing of relevant essays.

ACL 209 Sculpture: Hellenistic–Roman Period/ Sculpture of the Roman Period [s.s.]

The course examines Late Hellenistic and Roman sculptures of Thessaloniki. The lectures focus on the examination of the various categories of sculptures through representative examples of the great number that has been found in the city of Thessaloniki and neighbouring regions. Parallel to that, several issues relating to the study of Roman sculpture will be discussed, such as iconography, relations between prototypes and copies, workshops, characteristics of local workshops. Special emphasis is placed on links between the sculptures themselves and the location where they were found in order to comprehend their function as well as the topography of Roman Thessaloniki.

Christina PAPAKYRIAKOU

ABY 312 Practice in Archaeological Sites and Museums [s.s.]

The course aims at the acquaintance of the students with archaeological sites and monuments of Thessaloniki as well as with archaeological finds from these places that are exhibited in the archaeological museums of the city. Students will practice in scientifically describing of sites and monuments using the appropriate archaeological terminology. They will also be asked to write short texts in the form of scientific catalogue entries about selected exhibits in the museums of the city.

The course includes: a. Lectures in class, b. Visits in archaeological sites and museums in Thessaloniki for *in situ* practicing, c. Presentations of the students' projects *in situ* (if possible) or in the class. Within the frame of the course students will have the opportunity to meet with scholars who work on the sites, monuments and museums of the city and discuss various scientific issues with them.

Additionally, they will be informed on the educational policy of the city's museums with the help of qualified scientists. The examination of the course includes a written essay and a presentation in class.

Upon successful completion of the seminar, the students will be able to describe a site or a monument using proper scientific terms and follow the right method as well as to write coherent descriptions of sites and monuments accompanied with the relevant bibliography. Concerning the exercise within the museums, the course aims at the students' acquaintance with writing texts in the form of catalogue's entries about exhibits and connect them with the sites or monuments they come from.

Dimitrios PAPASTAMATIOU**HMG 601 Early Modern Greek History (15th-18th c.) [s.s.]**

The course examines the history of Modern Hellenism between the mid-15th century and the turn of the 19th century. At first, the nature as well as the particular characteristics of the sources of the period along with the pertinent problems arising from their study will be discussed. Moreover, the political attitudes of the Greeks in the context of the armed conflicts between the Ottoman Empire and the Venetian Republic will be discussed *in extenso*. Finally, the demographic, economic, social and ideological aspects of Modern Hellenism and its institutional position within the Ottoman and Venetian political system will be examined.

HMG 203 The Greek War of Independence [s.s.]

The seminar focuses on the most significant historiographic issues of the Greek War of Independence. At first, the periods and the most significant events of the struggle will be presented. In this context, the military organisation of the Greeks, the political and fiscal institutions of the gradually emerging revolutionary state, the diplomacy of the War, and the strategies of the Ottoman Empire will be discussed. Then, the primary sources of the War and the problems related with them will be examined. Finally, the most seminal conceptual and interpretative scholar approaches to the War will be analysed.

Athina PEGKLIDOU**INE 603 (PPS) Modern Greek History Tutorial: Audiovisual creations and research processes**

Audiovisual recording media are commonly used as ways of transforming the experience of fieldwork into "research data" and conveying knowledge in its polysemy and multisensory beyond the constraints of linear textual narrative. Multimedia/multimodal ethnography expands research method, experience and knowledge as polyphonic, intertextual, easily accessible. It allows to share and openly discuss the research process and its conditions. When filming with a "participant camera" that does not stand passively and distantly on the tripod, that immerses into the action, that cooperates and converses, improvises and does not create the illusion of proximity through the zoom lens, the cameraperson no longer has the monopoly of observation. With a handheld shooting, it is no longer the camera that is the "medium" but the filmmaker's body itself which, with some exercises, will have the flexibility, empathy and

alertness to soak into the field, into the relationships and the connections it forms. In ethnographic practice, audiovisual media are not used as means of "recording" but their reception, the act of viewing/listening and the conditions of their performance are revised and problematized. Media not only record informants' speech and action, but also record their encounter with the cinematographer. Therefore, they are a complex reflective tool to the research project. During the tutorial, we will attempt exercises to connect and detect specific fields of research that each student will choose with different audiovisual techniques (video, photo essay, interactive documentary, blog, vlog, exhibiting and performance).

FSA 231 Visual Anthropology and Ethnographic Cinema Documents and documentaries in anthropology: cinema, photography, ethnography

The course explores the ways in which the visual represents and expands ethnographic research and therefore, anthropological theory. While visual representation has always been a common practice during fieldwork mainly because of its correlation with (participant) observation, academic anthropology has remained iconophobic and logocentric and "culture" something which is written rather than it is seen. From the creation of images to become archive and evidence (documents) to the production of ethnographic films (documentaries), images, moving and still, have been for anthropology objects of archiving, research practice and a mode of representation and experimentation of the sensible. We will get to know some of the most exciting theoretical debates in anthropology by examining audiovisual material and the social conditions of its production, highlighting the epistemological shifts of anthropology and ethnographic research. We will go through a morphological and theoretical analysis of the main trends in photographic practice and documentary cinematography: silent cinema, evolutionism and colonialism, cinema-truth, construction theory and feminist theory, indigenous cinemas, the question of the power of writing and receiving in post-colonialism and globalization, hybrid documentaries (mockumentary, docudrama, docufiction), activist films, audiovisual autobiographies and the reflexive, self-reflexive and sensory turn in ethnographic cinema, interactive documentaries, multimodal creations. Instead of a chronological and linear periodization of audiovisual anthropological production, we will organize texts, films, and photographic material through various critical themes. We will attempt to go beyond a formalistic approach to the cinematic image and connect its endogenous diegetic features (narrative, shot, shot, frame, montage, sound) with the wider

extra-diegetic social-historical contexts. Our goal is the introduction to the critical approach of the documentary through the familiarity with the filmic language and the anthropological analysis. Basic questions that will concern us are: how the ethnographic, the real, the true, the presumptive is audio-visually constructed, what is the relationship between art, creativity, production and viewing, how do the sociopolitical context affect projection and visioning, festivals, expositions and collections, the ethical and political issues of the audiovisual representation when one narrates and projects "in the name of others and to others", in what ways ethnographic films reveal or conceal, create new forms of knowledge, how objectivity and subjectivity are audio-visually created.

Anastasia PLIOTA

ABY 312 Practice in Archaeological Sites and Museums [w.s.]

The archaeological site of the Galerian complex, select byzantine monuments of Thessaloniki and exhibits of the Museum of Byzantine Culture of the city will function as starting point for the seminar. The course aims on the one hand to bring the students in direct contact with representative, in terms of date and function, monumental and material remains of Thessaloniki, dated between the 4th and the 15th century AD; on the other hand, the main stress will be given to familiarising the class with the proper use of archaeological terminology as well as of scientific principles of writing. A parallel educational objective is to help the students understand that either oral or written transmission of the archaeological information should be adapted to the needs of any given target group (schoolchildren, wide public or experts).

The seminar includes lectures and exercises in the class, as well as visits to the Galerian complex, the byzantine monuments selected, and the Museum of Byzantine Culture of Thessaloniki. In the course of these visits, students are expected to make a brief but comprehensive presentation of the subjects assigned to them. By the end of semester, they should also deliver a short corresponding essay, which will be assessed mainly on the basis of accordance to the rules of scientific writing.

Natalia POULOU

ABY 601 Byzantine Architecture [w.s.]

The course aims to offer an introduction to Byzantium's architectural production. It is organised in chronologically ordered lectures that present issues of urban development and the construction of ecclesiastic and secular buildings and comple-

xes. The approach focuses on methodology concerning the historic interpretation of architectural creation and relevant problems in recent bibliography. Certain thematic units will be presented separately (Monastic Architecture, Buildings that change). Analyses will be ordered around buildings and complexes as points of departure for discussing about architecture and interpretation of the influence of social phenomena. The course will present textual evidence regarding the ways architectural creation was perceived by its audience. Moreover, there will be two separate on-site visits to the Byzantine Monuments in Thessaloniki.

ABY 606 Seminar on Byzantine Archaeology [w.s.]

Teaching assistance: Christina PAPAKYRIAKOU

Athanasios SEMOGLOU

ABY 303 Issues in Painting: Wall Paintings-Mosaics [w.s.]

ABY 606 Seminar on Byzantine Archaeology [w.s.]

Teaching assistance: Christina PAPAKYRIAKOU

Athanasios SFIKAS

HMO 402 Issues on Modern and Contemporary History: History of the USA [w.s.]

The course examines the history of the United States of America from the colonial and pre-revolutionary eras until the mid-20th century. Special attention is given to the processes of US ascendancy from the late 18th to the late 19th century, the formation and consolidation of an American national ideology and US foreign relations in the period 1898-1941.

By the time they have completed the course, students are expected to:

(1) possess specialized knowledge on the historical evolution of the USA from the Colonial Period to the mid-20th century

(2) possess specialized knowledge on the formation of the USA as a state, the evolution of its political system, the processes that forged the American nation, the history of Native Americans and African Americans, and US relations with the world after 1898

(3) be able to analyse and assess comparatively the development of the USA with that of major European states

(4) be able to correlate notions of 'American exceptionalism' with material realities

(5) be able to answer questions relating to US history that require a combination of critical thinking and factual knowledge.

Ilias SVERKOS

HAN 603 Seminar on ancient Greek History: Greek and Latin Epigraphy
[s.s.]

The contribution of epigraphic sources to the study of ancient history will be demonstrated through a selection of Greek and Latin inscriptions. In special sections, the following topics are presented: (a) The writing systems in Greece before the adoption and adaptation of the Phoenician alphabet; (b) The alphabet; (c) The history of epigraphic research; (d) The methodology used in the reading, restoration and interpretation of inscriptions; (e) The categories of inscriptions (laws, decrees, edicts of kings, imperial letters, votive inscriptions, funerary inscriptions, etc.); (f) The contribution of selected epigraphic texts to the study of particular areas of ancient history (institutions, society, religion, historical geography, etc.)

HAN 603 Seminar on ancient Greek History: Alexander the Great and the expansion in the East. [w.s.]

Alexander III, after consolidating his power in Greece, succeeded within about ten years (334-325 BC) in creating an empire that extended as far as India and southern Egypt through a series of wars of conquest. The aim of the course is - on the basis of selected texts - to understand the politics of the Macedonian king until his death in June 323 BC. In addition to the most important stages of his campaign, special sections will examine the strategies he used to legitimise his power, his administrative, economic and religious policies, the role of the Macedonian element in the consolidation of the new empire and relations with the native population, as well as his policies towards the Greek cities of mainland Greece and, finally, Alexander's legacy and image in later times.

HRO 302 Administration, Society and Economy of the Roman Empire [w.s. and s.s.]

Co-teaching with Contractor (to be defined)

According to the philosophers of the Greco-Roman world, nobility of birth (εὐγένεια), wealth (πλοῦτος) and education (παιδεία) represent the main criteria for a person's upward social mobility and political career. The aim of the course is to study the role and importance of education in the political and

social life of the Roman Empire from the Republican period to the Late antiquity as well as to familiarise students - on the basis of selected texts - with the methodology of research and study of the relevant topic. Orality, literacy and illiteracy, perceptions of Greek and Roman philosophers of the importance of education as an identity creating element of the elites, the participation of women in education, the cultural centers of the time (Rome, Athens, Alexandria, Antioch, Pergamon, etc.) are some of the special themes to be addressed. Particular emphasis will be placed on the education of the youth (ἄνθρωποι) in the cities of the eastern part of the Roman Empire as well as on the study of the gymnasium. On the basis of the ephebic law of Amphipolis, questions related to the organisation and operation of the gymnasium, the social and ethnic background of the ephebes, the role of euergetism in the maintenance and enhancement of the institution, and the social activities that took place in the gymnasium will be examined. The literacy of Christians and the relationship between Christianity and classical literature as well as the role of Greco-Roman education in shaping European culture will be also analysed.

Konstantinos TAKIRTAKOGLU

HBY 603 Byzantine History Workshop: Byzantine Relations with the Peoples of the East (9th - 12th c.) [w.s.]

The present workshop aims to examine the relations between the Byzantine empire and the peoples of the East from the ninth to the twelfth century. Lessons will revolve around the political and military relations between the Byzantines and the Eastern powers, and Byzantine policies will be presented and discussed. Students will become acquainted with the interpretation of the relevant literary sources and will utilize the results of contemporary research to prepare assignments on Byzantine - Eastern relations.

HBY 202 Issues of Middle Byzantine Period: The Caucasus between Byzantium and the Arabs [w.s. and s. s.]

The present course discusses the competition between the Byzantine empire and the Arab Caliphate for control over the Caucasus, a region of crucial strategic significance for the two great powers of the Eastern Mediterranean. The course will examine aspects of both powers' foreign policy and their relations with the peoples of the Caucasus (Armenians, Iberians/Georgians, Caucasian Albanians, Khazars, etc.).

Upon successful completion of the course, students will have understood and become acquainted with the historical and geographical borders of the peoples of the Caucasus, the development of the political entities established by the Caucasians in the period under examination, and the political decisions made by the Byzantines and Arabs when expanding their influence in the region.

Anastasios TANTSIS

ABY 218 Monuments of Thessaloniki [s.s.]

This is an optional course. Its aim is to acquaint students with the monuments and the archaeology of Byzantine Thessaloniki (ca. 4th - 15th centuries). Students will start learning the bibliography related to the city's history and space. The course will consist mainly of visits to monuments and archeological sites, in and around the city. Participants should be prepared for the visits by reading relevant scientific articles and publications and commend on them during the visits. The exam at the end of the semester will be in the form of a written test.

Upon completion of the course, students will be able to present, discuss, locate the literature, and formulate the basic questions that relate to the study of the monuments and archeological sites of Byzantine Thessaloniki. The city's constantly redefined identity and space has inspired many scholars, who have dealt with various aspects of its Byzantine history, in an effort to narrate it better. The aim of the course is the participation of students in the ongoing dialogue.

AAA 314 Museology – Museography [s.s.]

The course is a seminar and can be attended by a limited number of students. Its first part consists of a brief introduction in Museum Studies both as theory and practice. The introductory lectures present a quick review of the History of the Museum as an institution and the development of Museology as the interdisciplinary approach regarding its identity and functioning. Following this, students will attend an in-depth presentation and analysis of the general idea and the layout and presentation of the permanent exhibitions comprising the main collection of the Museum of Byzantine Culture in Thessaloniki.

Students will undertake the writing of a paper in the form of a proposal for the restructuring and enrichment of one of the Museum's thematic exhibitions. The paper will be presented in class and aims at familiarizing students with issues of organisation and planning of museum exhibitions both in theory and in practice.

AAA 313 Excavation – Archaeological Drawing [s.s.]

The course is organised in two cycles, the first consists of lectures in the classroom and the second is the students' participation in the University Excavations. The first cycle of theoretical lessons is divided in two parts the first of which is of six lectures

and is an introduction to archaeological drawing.

Upon successful completion of the course, students are expected to be familiar with techniques of drawing both built structures and artifacts in archaeological research as well the use of methods and techniques of topographical and architectural survey of stratigraphy and finds. The course consists of a series of applications explained during classes that the students turn in at the end of the semester.

Eleni TOUNTA

HME 101 History of Medieval Western Europe [w.s.]

This course is an introduction to the medieval history of Western Europe from the 5th to the 15th century. Because of the wide, temporal as well as geographic extent of the subject, the survey focuses on the formation and development of political systems (kingdoms and city-states) and of the social and economic relations from the fall of the western part of the Roman Empire until the end of the 15th century. The course will also deal with cultural issues, such as the shaping of mental horizons, the construction of identities and otherness, the religious culture and the Italian Renaissance. Upon successful completion of the course students are expected to possess specialised knowledge on the formation and evolution of medieval political entities, possess specialised knowledge on social and economic organisation of medieval communities, possess specialised knowledge on medieval mental horizons and the religious culture, be able to analyse and assess comparatively the different forms that medieval institutions took in different cultural contexts; be able to correlate the birth of early capitalism and of the absolute monarchy, as well as the construction of modern historical consciousness with the cultural context of Late Middle Ages; be able to answer specialised questions within the specific topic, which involve both critical thinking and empirical knowledge.

HME 201 Institutions in Medieval Europe: “History of medieval political thought (4th-15th c.)” [w.s.]

This course examines the most important political, “constitutional” and administrative institutions of the medieval Western Europe. The study centers on the institution of kingship and the organisation of the kingdoms from the foundation of the first German kingdoms in the European domain after the fall of the western part of the Roman Empire (5th century) until the end of the 15th century. The political ideas of the Roman Church are also studied in depth, since medieval popes involved themselves in the political affairs of the kingdoms. The study focuses equally on the political thought and the institutions of the urban communities (12th-13th c.). Emphasis is also stressed

on the political thought of the late Middle Ages which led to the emergence both of representative institutions and the absolute monarchy. Special attention is also given in civic humanism. The object of this course is the understanding of the medieval political and social reality in the light of the political thought that shaped it.

Upon successful completion of the course students are expected to possess specialised knowledge on the political thought of medieval kingdoms; to possess specialised knowledge on the political ideas of the Roman Church; to possess specialised knowledge on the political thought and the political culture of the civic communities; to be able to analyse and assess comparatively the political culture in different medieval political entities; to be able to correlate the emergence of humanism with the development of a new political thought; to be able to answer specialised questions within the specific topic, which involve both critical thinking and empirical knowledge.

Sevasti TRIANTAFYLLOU

APR 603 Prehistoric societies of the Aegean and the Eastern Mediterranean in the Bronze Age [w.s.]

This course examines the development of the prehistoric societies in the Aegean in the 3rd and 2nd millennium BC and their influence in the cultural systems of the broader eastern Mediterranean. In particular, issues related to the habitation and settlement patterns, the land use and subsistence strategies, the material culture, the trade and exchange systems, the ideology and burial practices, the administration and social organisation of the case study societies will be approached through careful examination of the results of archaeological and excavation research and in association with their historical and social context. The course will cover a broad range of thematic topics from the Bronze Age Aegean such as: the organisation of the space in the Early Bronze Age settlements of the Greek mainland, the “international spirit” of the Early Bronze Age Cyclades, the influence of the Early Bronze Age societies of Troia and the coastline of the Asia Minor to the islands and the mainland, the emphasis to the management of death in the pre-palatial Crete, the emergence of the old and new palaces in the Middle and early Late Bronze Age in Crete as well as the discussion concerning the concept of the palatial system and the development of administration associated with a well-organized network of symbols and rituals in Crete, the role of trading systems and exchange networks in the eastern Mediterranean as well as the interpretative approaches to “Minoan thalassocracy”, the development and social organization of the Middle Helladic societies of the mainland and their role in the emergence of the “shaft grave phenomenon” at Mycenae, the formation of local leaderships in the early Late Bronze Age and their transformation to elite groups in association with

the well-organized palatial centers at the end of the period, the predominance of the Mycenaean culture in Crete and the broader Mediterranean, the occurrence of cultural Mycenaean features in “marginal” areas of the mainland and the end of the palatial systems in the Aegean. Evaluation will be based on written exams and optional short essays. The students are expected to obtain a good knowledge and thorough comprehension of the socio-political and ideological developments taken place in the Aegean during the 3rd and 2nd millennium BC. Also, they will be able to approach in a critical way particular aspects of material culture in association with special issues related to technology, architecture and spatial organisation, exchange networks and trading systems, administration, scripts and writing systems, death management, conspicuous consumption and feasting, iconography etc.

APR 606 Seminar on Prehistoric Archaeology: MBA-Early LBA in the Greek mainland. The emergence of the Mycenaean societies in the 2nd mill. B.C. [s.s.]

Teaching assistance: Evaggelia VOULGARI

This seminar will explore issues related to the domestic architecture and the organisation of the settlements, the treatment of the dead, the technological novelties and traditions as well as to the contacts and interconnections of the communities in the Middle and Early Late Bronze Age in the Greek mainland. Special emphasis will be given on the organisation of the Middle Helladic societies in time, the transition in the ‘Shaft Graves’ period and the changes taken place in the domestic and funerary landscape as well as on the emergence of elite groups and of leaders who will play important role in the emergence of the palatial centers in the Greek mainland. Assessment will be based on the participation of the students to tutorials, oral presentation of articles and the evaluation of a written long essay. The aim of the seminar is to get the students acquainted with archaeological research and scientific reasoning through deep and critical knowledge of archaeological practice. During these courses students are taught how to prepare written papers on specific topics of either general cultural or specific archaeological interest which, then, are asked to present in the class. This process teaches them to learn how to construct an archaeological argument and how to present it to an audience.

Member to be appointed

APR 206 Economy in Bronze Age Mainland Greece [w.s.]

This course will discuss different aspects of economic activities that the Bronze Age communities of the Greek mainland were engaged in. In particular, themes

which will be involved are related to the subsistence strategies and the human adaptation in the environment, modes of cultivation and management of the natural sources, contacts and exchange systems, networks and trade systems, as well as the artefacts, the technology and the various means that the economic activities are recognised in the archeological record diachronically. The students are expected to obtain a good knowledge and thorough comprehension of the subsistence strategies and modes of human adaptation in the environment, the exchange systems and the rules of market systems as well as the artefacts, the technologies and the modes of transactions taken place in the Aegean during the 3rd and 2nd millennia BC.

APR 203 Spatial Organization and Use of Space in Bronze Age Mainland Greece [s.s.]

The course reviews the plan and architecture of settlements during the 3rd and 2nd millennia in mainland Greece through the evidence of regional survey and excavation. Following a brief discussion of the meanings of household, and community and of the methodological aspects of the topic, the course will focus on the analysis of settlements from different phases of the Bronze Age in different regions of mainland Greece in order to present and compare the social, political, economic and symbolic aspects of habitation. A special effort will be given to examine the variety of forms of living in the Bronze Age mainland from the mounds of Macedonia to the Early Helladic corridor house settlements and the citadels and palatial sites of the Mycenaean era. On successful conclusion of the course the students should have a view of the data and an understanding of the main discussions concerning the plan and architecture of settlements during the 3rd and 2nd millennia in mainland Greece through the evidence of regional survey and excavation. A special effort will be given to examine the variety of forms of living in the Bronze Age mainland ranging from the tells (tombas) of Macedonia to the Early Helladic corridor house settlements and the citadels and palatial sites of the Mycenaean era.

APR 208 Ideology in the Bronze Age Aegean [s.s.]

This course will discuss different aspects of social practices, ritual performances and other mechanisms which participate in the formation of ideology and perceptions of the Aegean prehistoric communities. Various issues with regard to the material culture, the organization of the private and public space as well as the landscape underline the significant relationship of humans with symbols, artefacts and ideologies which would contribute eventually to the formation of cult, ideas, symbolic systems, myths and cosmological perceptions.

Communal consumption of food and drink, feasting and celebration events, ritual performances, bodily experiences and acts requesting the involvement of the senses and the body as well as iconographic representations of the landscape and the humans (figurines, golden signets, frescoes etc) contribute to a fluid picture of continuous negotiations of identities, roles and ideas within the Aegean prehistoric communities. The primary aim of the course will be the reconstruction of the social and ritual practices, the definition of the character and intensity as well as the extense of their effect to the formation of social organization and complexity in the prehistoric Aegean. The students are expected to obtain a good knowledge and thorough comprehension of the ideological developments taken place in the Aegean during the 3rd and 2nd millennia BC and to be able to approach in a critical way issues related to the ideology, the burial practices and funerary rituals, the cultic and religious performances, the symbols and iconographic reconstructions derived from archaeological evidence of the 3rd and 2nd millennia BC occurring in the Aegean islands and Crete.

Panagiotis TSELEKAS

ACL 601 Archaic and Classical Architecture [w.s.]

Architectural remains constitute one of the most impressive categories of archaeological material reflecting the range of activities in ancient societies to shape the environment. The aim of the course is to familiarise students with the basic terms and concepts of ancient Greek architecture and present the architectural creations and function of the various types of buildings during the Archaic and Classical periods. With references to characteristic monuments, the lectures will concentrate on the organisation of space in the ancient Greek city, planning and completion of building projects, materials and types of masonry, decoration of buildings, evolution of the architectural orders, basic building typologies (such as temples, altars, propyla, stoas, theatres, bouleuteria, stadia, gymnasia, fortifications, houses, funerary structures, etc.) and their function in the public and private life of ancient Greeks.

Following the successful completion of the course, students will become familiar with the main characteristics of ancient Greek architecture, possess specialised knowledge on the most important buildings of the Archaic and Classical periods, be able to use and assess the relevant bibliography, be capable of answering specialised questions within the specific topic, involving both the acquisition of knowledge and critical thinking.

ACL 606 Seminar on Classical Archaeology: Greek colonies in Macedonia and Aegean Thrace (8th-4th centuries BC) [w.s.]
Teaching assistance: Ioanna VASILEIADOU

Macedonia and Aegean Thrace are two regions of particular strategic and economic significance. Rich in natural resources, such as fertile lands, abundant supply of wood and ore deposits, they were included early in the naval routes becoming prominent transport stations of goods and ideas as well as population movements and settlements. The course looks into issues concerning the Greek colonies in Macedonia and Aegean Thrace from the Geometric to Classical times by the combined use of ancient literature, coins, inscriptions and archaeological research. The topics under examination pertain to the natural landscape, the foundation of colonies, the development of city-states, the use of land, the relations between the colonies and their mother-cities, sanctuaries, the presence of powers (Achaemenid empire, Athens, Sparta, Macedonian kingdom) that at times dominated the area, numismatic production and circulation, trade etc. Several of the above topics will be discussed in the context of educational visits to archaeological sites (Olynthos, Stageira, Akanthos-Ierissos, Amphipolis) and museums (Thessaloniki Archaeological Museum, Polygyros Archaeological Museum, Kavala Archaeological Museum).

Following the successful completion of the course, students will become familiar with the topography of Macedonia and Aegean Thrace, will comprehend the historical development of the regions from the 8th to the 4th centuries BC and will be able to combine the testimonies of ancient literature, coins and inscriptions with excavation data in order to study issues related to the economy, society, religion and art. In addition, they will learn to compose and verify written assignments and practise their skills to present orally their ideas and arguments.

Soultana-Maria VALAMOTI

APR 602 Prehistoric Societies of the Aegean and the Balkans [w.s]

This course consists of a general, yet comprehensive presentation of prehistoric transformations in the region of southeastern Europe (Greece and the Balkans) up until the end of the Neolithic (4th millennium B.C.). The aim of the course is the understanding of the cultural processes that led to a transformation from hunter-gatherer societies to the food-producing permanent societies. Material culture in the region during the Paleolithic, Mesolithic and Neolithic are examined. A selective reference is made to broad geographical areas, cultural

groups and important archaeological sites and excavations. A considerable part of the course is dedicated to the presentation of the Greek landscape and of the research questions that have been raised. The aim of the course is to attempt a synthesis of the archaeological artifacts from the wider region of the Aegean and the Balkans, as well as to discuss the theoretical and methodological issues of archaeological research in the region.

APR 606 Seminar on Prehistoric Archaeology

Teaching Assistance: Evaggelia VOULGARI

APR 308 Bioarchaeology – Palaeoenvironment [s.s.]

Co-teaching with Evaggelia TSOUKALA, Georgios SYRIDIS

The course approaches the remains of living organisms that connect prehistoric societies with their natural and anthropogenic environment and reveal aspects of human activity in the past. These ‘bioarchaeological’ remains became incorporated primarily in archaeological but also natural deposits as the result of human activity. The course examines a range of bioarchaeological remains such as insects, terrestrial and marine animals, plant micro- and macro- remains that became incorporated in archaeological deposits and thus reveals interesting aspects about past daily lives. Archaeobotanical and archaeozoological remains offer a range of information as regards past economies and societies and allow for the observation of socioeconomic variability and change. Topics discussed in the course concern the emergence of agriculture, food production, processing and consumption, land-use, natural resources, prehistoric mobility etc. The case studies presented concern primarily Greek prehistoric sites as well as certain examples from Europe and Asia. In addition to lectures the course involves laboratory sessions at the facilities of LIRA at the Department of Archaeology as well as laboratory facilities of the School of Geology. Students are evaluated by a short-written essay and oral or written exams.

Ioanna VASILEIADOU

ACL 604 Topography. Attica, Sanctuaries of Olympia and Delphi, Delos [s.s.]

Co-teaching with Emmanouela GOUNARI

The Pan-Hellenic sanctuaries of Olympia and Delphi, Delos, Athens and various sanctuaries in its territory, Attica, are among the most important sites in Greece, where archaeological data and written testimonies exist in abundance. The course examines the topography and development of those sites from the Geometric to

the Roman Imperial times. Topics include geography, the organisation of the sanctuaries, issues on religion and cult practices, the architectural remains, urban planning of settlements, route network, fortifications, the examination of the respective political, social and economic context, etc.

Upon successful completion of the course, students will become familiar with places and monuments of Ancient Greece with special interest for both specialists and the general public, possess specialised knowledge on the development and evolution of important urban and religious centers of antiquity, be able to use and assess the relevant bibliography, be capable of answering specialised questions within the specific topic, involving both the acquisition of knowledge and critical thinking.

Vasiliki VLACHOU

ACL 606 Seminar on Classical Archaeology: Funerary archaeology and art (10th – 6th centuries BC) [w.s.]

The aim of the course is the comprehensive presentation of the variability of funerary practices, the diversity of the material culture associated with them (funerary gifts, grave markers, funerary monuments) and of the available sources on the subject, within a period extending from the early Iron Age to the end of the Archaic period. Through interpretive approaches developed as early as the mid-20th century, social status, wealth and land ownership, age and gender differences have emerged as decisive indicators in shaping the behaviour of the living towards the dead, as materialized in the archaeological context. This diversity of burial practices and material culture will be highlighted in the assignments that students will prepare. The assignments will concern different regions of mainland Greece, the Aegean and Crete, as well as different cases of burials from children's burials and children's cemeteries, to burials with weapons and aristocratic burials, as well as cases of hero worship and the bestowal of exceptional honours on eminent dead. Anthropological data will be used where available.

Upon successful completion of the course, students should be able to recall basic types of graves and burials, as well as significant cemeteries, and discuss the use of material culture as a means of offering and honouring the dead. In addition, by completing a written assignment, students will familiarise with the synthesis and coherent presentation of archaeological data.

ACL 606 Seminar on Classical Archaeology: The Aegean during the Early Iron Age [s.s.]

The course examines the period that followed the collapse of the Mycenaean palace system and economy until the emergence of the city, the centre of political, economic life and religious expression in Archaic and Classical times. Demographic changes and mobility, the introduction of iron metallurgy and the subsequent changes in economy, trade and warfare outline the main features of this period at the dawn of the first millennium BC (1100-600 BC). The course will examine the emergence of the alphabet, the connections between the Eastern Mediterranean, Cyprus and the Aegean, the earliest written sources, especially the Homeric epics and the works of Hesiod, the first Greek settlements in the Western Mediterranean, the development of the sacred and the characteristics of ancient Greek art. Students will prepare essays in relation to the above topics, undertaking the examination and presentation of either specific geographical areas or specific phenomena related to this period. The main objective of this course is to provide a comprehensive overview of the most recent interpretive approaches and archaeological findings that have changed our understanding of what has been called in earlier literature the “Dark Ages”. In addition to the reference works for the study of this fascinating and transformative period, the most recent articles and selected chapters from edited volumes will form the main core of the bibliography for this course.

Upon completion of this course, students will be familiar with the phenomena that marked the transition from Late Bronze Age to Early Iron Age societies and will be able to distinguish their basic characteristics. They will be able to recall specific sites that held a pivotal place during this period and identify the material culture associated with them. In addition, by completing a written assignment, students will become familiar with the tools of archaeological research, synthesis and presentation of data.

ACL 212 Pottery beyond Attica (11th to 6th centuries BC) [w.s.]

The focus of this course is on pottery production in areas beyond Athens and Attica. It will examine the shapes and decoration of the vessels, their function and use, as well as issues concerning their circulation in areas at a short or longer distance from the centres of production. At the same time, pottery production, workshops and the work of craftspeople will be approached through specific cases workshop spaces and installations in mainland Greece and the islands. As early as the 11th century BC, local pottery workshops are distinguished for the originality of the decorated pottery they produced, while until the end of the 6th century BC, pottery workshops outside Attica develop pottery styles that are widely favoured and distributed within the Mediterranean.

Upon successful completion of the course, students will be familiar with issues of classification, dating, function and distribution of Greek pottery, and will be able to recall the most important workshop areas and production centres outside Attica from the early Iron Age to the end of the Archaic period.

ACL 216 Ancient Greek religion and cult. The religious festivals of the ancient Greek cities [s.s.]

Religious festivals were the main expression of the religious life and ritual practice of the Greek cities, and formed a central part of the way people honoured their gods. This course examines religious festivals primarily through archaeological finds and monuments in a period spanning from the Early Iron Age to the Classical period. Other evidence, such as texts of ancient writers and inscriptions will contribute to the approach and understanding of religious festivals of Greek cities, Olympian and chthonic ceremonies, and festivals of local and Panhellenic character. Through the analysis of selected religious festivals, and by incorporating recent archaeological data from sites in mainland Greece and the islands, the aim of the course is to highlight common features and subtle differences that regulated the religious expression of ancient Greek cities.

After the successful completion of the course the students are expected to become familiar with the scientific terms and the main bibliography of this field of research, both through the reference works and through new approaches, interpretations and archaeological data.

Alexandra-Kyriaki WASSILIOU-SEIBT

HBY 603 Seminar on Byzantine History: Byzantium in the 10th Century [w.s.]

In this course will be examined the political history, the social and administrative structures, the composition of the aristocracy, the ethnic composition of the population, the education and the new introduced institutions at this period. Special attention will be attributed to the changes and the evolution concerning the political, social and administrative area. For this issue will be used not only the narrative sources but also the rich sigillographic material. The participants will : (i) become familiar with the different kinds of sources and the correct use of them, (ii) be trained in the right search for the relevant bibliography (in Modern Greek and in Western languages), (iii) understand the content of the sources and the relevant biblio-

graphy, (iv) structure a special thematic topic, and (v) compose and present a thesis.

Ioannis XYDOPOULOS

HAN 601 Ancient Greek History I. Archaic and Classical Periods [w.s.]

A general overview of the Greek Ancient History from the 12th to the 4th cent. B.C. Special attention will be paid to the evolution of the polis-state. Colonisation, the aristocrats' decline, the appearance of the tyrants and the work made by the lawgivers, the Persian Wars and the Peloponnesian War will also be examined through the literary sources of the periods.

Upon successful completion of the course students will be able to learn the basic structures of ancient Greek history from 1200-323 B.C., practice in the critical appraisal of events, exercise in the analysis and interpretation of events, as recorded in the sources, become acquainted with historical thinking, based on knowledge.

HAN 603 Seminar on ancient Greek History: "Macedonia in the Archaic Period until the times of Philip II" [s.s.]

Based on the historiographical works of Herodotus and Thucydides and the rhetorical speeches delivered by Isocrates and Demosthenes, this course will examine the evolution of the Macedonian kingdom in the period from the 7th cent. BC until 337 BC. The focus will rest upon the mobility of the Macedonians in the period 7th-5th c. BC, their conquests to the East of the River Axios as well as to the major political events, the cultural relations with the city-states of Southern Greece and, last but not least, the constant conflicts with the northern barbarian tribes.

Upon successful completion of this seminar, students will be able to place the literary texts, as well as the archaeological testimonies, within their historical and cultural contexts, and they will be urged to study the issues under discussion in detail. Furthermore, this course will also facilitate students to write an academic paper.

Iliana ZARRA

HIA 601 Early Renaissance Art [s.s.]

The course presents the work of the artists that led the way to the great achievements of Renaissance. Emphasis is on the definition of the rules of mathematical perspective for the representation of space, which re-define the artistic representation of time and space in that era. The course concludes with the analysis of the work of the leading painters and sculptors of the High Renaissance.

The aim of the course is to examine the artworks within their historic, political, economic and intellectual context of the given period, in order to understand the characteristics of their composition and style.

Content of the course:

I. Introduction: Manierabyzantina (Cimabue): Italy's close relations with the East explain the prevalence of manierabyzantina throughout the Middle Ages in Italy.

II. 14th century (Trecento): Giotto, Duccio and the 14th century Siena School

III. Early Renaissance: 15th century (Quattrocento)

IV. The conquest of the mathematical perspective on space performance and the knowledge of human anatomy redefine representation of space and time at this time.

V. Florence: the gathering of artists in Florence around 1420 led to the production of works, whose influence on the course of modern art was decisive. Works of art (painting, sculpture, architecture) are part of the historical, political, economic context, factors that determine their field and mode of operation. Their technical and stylistic qualities are analysed.

VI. Classical Renaissance: 1500-1527 (Cinquecento). Completion and departure from the conquests of the early phase: interest is now focused on the search for harmony and symmetry of compositions while theoretical principles allow much greater freedom of personal expression.

VII. Florence and Milan: presentation of the life and work of the great artists and analysis of the way in which their pictorial and stylistic forms are related to the cultural and political developments of the time.

Learning results:

Introduction of the student to the art of the Italian Renaissance through the study of works and artists that form a new artistic reality that was the greatest event of modern European culture. In this context, extensive reference will be made to various art forms, such as architecture, painting, and sculpture.

HIA 602 European Art from 1880 until the First World War [w.s.]

The principles of the mimetic reproduction of the material environment of the compositions of academic art will be called into question by the work of the artists of Modernism. The Impressionist movement is the starting point of the lesson. The aim of the course is to show the artistic movements and currents that emerge through the political, social conditions as well as the scientific conditions for the evolution of art especially during the last quarter of the 19th and the first decades of the 20th century.

In more detail, the presentations are organised as follows:

Introduction

Characteristics of Modernism in the visual arts

1st section: Impressionism

Post-Impressionism

Expressionism: The Bridge

Fauvism Henri Matisse

Blue Rider 1863 (1881-1973)

Abstraction

Wassily Kandinsky (1866-1944)

Kazimir Malevich (1878-1936): Suprematism

Learning results:

Introduction of students to the art of modernism through the teaching of the work of the great teachers of the 19th century, who formed conditions for the prevalence of modernism.

Familiarity with the art of artistic movements from the end of the 19th century until the beginning of the 20th century.

Co-teaching Fotini SIDERA**HIA 606 Seminar on History of Art [w.s.]**

In the context of the art history specialisation course, the student will be acquainted with the specialized literature of the field of knowledge, the application of the most valid methodologies for the approach of specialized issues of history and theory of art, the critical evaluation of the bibliography of Art History, the practice of synthetic thinking, as well as the process of preparing a work and presenting it in the form of teaching. The tutoring course is aimed at a limited number of students. The method of evaluation includes two obligatory parts:

i) oral presentation of a topic of the field, free choice of the student and

ii) the written submission within a specific date of the reference text (word) of length 2,800 with footnotes (suggested system of footnotes: Chicago style or Harvard style)

Learning results:

- Acquisition of skills in Art History by practicing in the production of a small scientific text of art history and theory from the topic selection as the initial stage to the writing the essay as the final stage. The criterion is the immersion of the studying object so that the contact with it will be direct.

- Familiarisation of the participants with the relations of international and Greek avant-garde art in order to detect through the forms the physiognomy of the convergences and deviations of the national and global art.

HIA 205 Neoclassicism-Romanticism [s. s.]

Europe during the 19th century was undergoing rapid changes in the fields of politics, science and technology. Initially, the legacy of the Enlightenment radically affected the intellectual life of the peoples of Europe, while the impact of the French Revolution on society and on the relations between the state and the church was enormous. Simultaneously with the great historical events, the 19th century is characterized by great moments of human thought in the fields of literature, culture, and science. While the consequences of the industrial revolution affected both people's daily lives and the image of urban cities.

In this context, the movements of Neoclassicism covering the period 1784-1820 (acme 1810-20) and Romanticism covering the period 1810-1850 are examined, while the works of Francisco de Goya y Lucientes (1746-1828), Johan Heinrich Füssli (1741-1825), William Blake (1757-1827), Jacques Louis David (1748-1825), Jean-Louis-Théodore Gericault (1791 - 1824) and Eugène Delacroix (1798-1863) mark the new era. The teaching concerns painting, sculpture and architecture of the two artistic styles, with references to European history, literature and science.

Learning results:

The aim of the course is the scientific acquaintance and knowledge of the student with the artistic currents of Neoclassicism and Romanticism integrated in the political, historical, scientific and intellectual context of the late 18th and 19th century. Also, the acquisition of knowledge about the critical period of European culture and the development of a critical mood in relation to the interactions of the visual arts from country to country.

HIA 210 Greek art of the 19th century [s. s.]

The Provision of Knowledge for the evolution of the visual forms in the Greek art of the 19th century as they were developed in the specific historical time deeply influenced by the historical and political events of the period (Greek

Revolution, Philhellenism). The Greek artistic production of the 19th century is examined, as a period when Greek Art began to accept the influences of Western style and techniques, until the beginning of the 20th century. It is examined the passage from post-Byzantine art to modern and the artistic activity in the pre-war Greece. The Foreign artists in Greece. The Art in the Ottoman period. The Munich School. The “New Style” and symbolism. The course will include works and artists of painting, sculpture and architecture, with references to the institutions and cultural events of the period.

Learning results:

The aim of the course is scientific familiarization and knowledge of the student with the Greek Art of the 19th century, a critical historical period and the relations that were established with European Art and the way in which the western influences were assimilated, with a reference point primarily the Munich School but also the influence exerted by pioneering movements, coming from major artistic centers, such as Paris.

Contractor to be defined

HMO 202 The Age of Enlightenment and the French Revolution

HMO 203 Europe during the 19th century

6.

OLD PROGRAMME OF STUDIES (2006-2019). COURSE CODES AND SUBJECT TITLES OFFERED BY THE SCHOOL OF HISTORY AND ARCHAEOLOGY BASED ON SUBJECT CATEGORIES

COMPULSORY COURSES (C)

| | | |
|-----|-----|---|
| HAN | 101 | Introduction to Ancient Greek History |
| HRO | 101 | Introduction to History of the Roman Empire |
| HBY | 101 | Introduction to Byzantine History |
| HMG | 101 | Introduction to Modern Greek History |
| HMO | 101 | Introduction to Modern History |
| ACL | 101 | Introduction to Greek Classical Archaeology |
| ACL | 102 | Introduction to Roman Archaeology |
| ABY | 101 | Introduction to Christian and Byzantine Archaeology |
| APR | 101 | Introduction to Prehistoric Culture |
| HIA | 101 | History of Art: Theory and Methods |
| FSA | 101 | Introduction to Folklore and Social Anthropology |

COMPULSORY COURSES PER MODULE (CM)

ARCHAEOLOGY AND HISTORY OF ART

| | | |
|-----|-----|---|
| APR | 601 | Theory and Methods of Prehistoric Archaeology |
| APR | 602 | Prehistoric Societies of the Aegean and the Balkans |
| APR | 603 | Prehistoric Societies of the Aegean and the Eastern Mediterranean in the Bronze Age |
| ACL | 601 | Archaic and Classical Architecture |
| ACL | 602 | Sculpture of the Archaic and Classical Periods |
| ACL | 603 | Archaic and Classical Pottery |
| ACL | 604 | Topography. Attica, Sanctuaries of Olympia, Delphi, Delos |
| ACL | 607 | Hellenistic and Roman Periods |
| ABY | 601 | Byzantine Architecture |
| ABY | 602 | Byzantine Painting |
| ABY | 603 | Byzantine Sculpture - Miniature Art |
| HIA | 601 | Early Renaissance Art |
| HIA | 602 | European Art from 1880 to World War I |
| HIA | 603 | 20 th Century Greek Art |

HISTORY

| | | |
|-----|-----|--|
| HAN | 601 | Archaic and Classical Periods |
| HAN | 602 | Hellenistic and Roman Imperial Periods |
| HBY | 601 | Byzantine History I (324-1081) |
| HBY | 602 | Byzantine History II (1081-1453) |

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|-----|-----|---|
| HMG | 601 | Modern Greek History I (15 th -18 th c.) |
| HMG | 602 | Modern Greek History II (19 th -20 th c.) |
| HMO | 601 | Modern European History I (15 th -18 th c.) |
| HMO | 602 | Modern European History II (19 th c.) |
| HMO | 603 | Modern European History III (20 th c.) |
| HCG | 601 | Contemporary Greek History |
| HSL | 601 | History of the Slavic People |
| HBA | 602 | Southeastern Europe from the Ottoman Conquest until World War I (1354-1918) |
| HBA | 601 | Southeastern Europe in the 20th Century (1918-1989) |

COMPULSORY SEMINARS PER MODULE (CMS)

ARCHAEOLOGY AND HISTORY OF ART

| | | |
|-----|-----|------------------------------------|
| APR | 606 | Seminar on Prehistoric Archaeology |
| ACL | 606 | Seminar on Classical Archaeology |
| ABY | 606 | Seminar on Byzantine Archaeology |
| HIA | 606 | Seminar on History of Art |

HISTORY

| | | |
|-----|-----|----------------------------------|
| HAN | 603 | Seminar on Ancient Greek History |
| HBV | 603 | Seminar on Byzantine History |
| HMG | 603 | Seminar on Modern Greek History |

OPTIONAL COURSES

Prehistoric Archaeology (APR)

| | | |
|-----|-----|--|
| APR | 201 | Spatial Organisation and Use of Space in Neolithic Aegean |
| APR | 202 | Spatial Organisation and Use of Space in Bronze Age Aegean |
| APR | 203 | Spatial Organisation and Use of Space in Bronze Age Mainland Greece |
| APR | 204 | Neolithic Economy in the Aegean |
| APR | 205 | Bronze Age Economy in the Aegean |
| APR | 206 | Bronze Age Economy in Mainland Greece |
| APR | 207 | Neolithic Ideology in the Aegean |
| APR | 208 | Bronze Age Ideology in the Aegean |
| APR | 209 | Bronze Age Ideology in Mainland Greece |
| APR | 210 | The Beginning of the Production Stage in the Near East and the Balkans |
| APR | 211 | The Palaeolithic Period |
| APR | 212 | Prehistoric Europe |
| APR | 213 | Prehistoric Cyprus |
| APR | 214 | Neolithic Europe |
| APR | 215 | Cultures of the Eastern Mediterranean in the 3rd and 2nd millennia BC |
| APR | 301 | Seminar. Issues in Theory and Methodology |

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|-----|-----|---|
| APR | 302 | Seminar. Interpretation of Cultural Change |
| APR | 303 | Seminar. Interpretation of the Archaeological Record |
| APR | 304 | Seminar. Interdisciplinary Approaches |
| APR | 305 | Experimental Archaeology |
| APR | 306 | Analytical Methods |
| APR | 307 | Archaeometry - Problems on Dating and Provenance |
| APR | 308 | Bioarchaeology - Palaeoenvironment |
| APR | 309 | Ethnoarchaeology - Archaeodemography |
| APR | 312 | Seminar. Practice in Archaeological Sites and Museums |
| AAA | 313 | Excavation - Archaeological Drawing |
| AAA | 314 | Museology - Museography |
| AAA | 315 | Excavation Methodology (Methods) |

Classical Archaeology (ACL)

| | | |
|-----|-----|---|
| ACL | 201 | Topography |
| ACL | 202 | Architecture and Town Planning in the Geometric and Archaic Periods |
| ACL | 203 | Architecture and Town Planning in the Classical Period |
| ACL | 204 | Architecture and Town Planning in the Hellenistic Times |
| ACL | 205 | Architecture and Town Planning in the Roman Times |
| ACL | 206 | Sculpture of the Geometric and Archaic Periods |
| ACL | 207 | Sculpture of the Classical Period |
| ACL | 208 | Sculpture of the Hellenistic Period |
| ACL | 209 | Sculpture of the Roman Period |
| ACL | 210 | Pottery: Geometric and Attic Black-Figured Pottery |
| ACL | 211 | Pottery: Attic Red-Figured Pottery |
| ACL | 212 | Pottery outside Attica |
| ACL | 213 | Pottery: Painting - Mosaics |
| ACL | 214 | Economy - Numismatics |
| ACL | 215 | Public and Private Life |
| ACL | 216 | Religion |
| ACL | 217 | Greek Epigraphy |
| ACL | 218 | Latin Epigraphy |
| ACL | 219 | Mythology-Hermeneutics |
| ACL | 301 | Seminar on Topography |
| ACL | 302 | Seminar on Architecture - Town Planning |
| ACL | 304 | Seminar on Pottery and Painting |
| ACL | 305 | Seminar on Numismatics |
| ACL | 306 | Seminar on Epigraphy |
| ACL | 307 | Seminar on Mythology and Hermeneutics |
| ACL | 308 | Archaeometry |
| ACL | 309 | Sculpture (all Periods) |

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| ACL | 310 | Vase Painting - Painting (all Periods) |
| ACL | 311 | Architecture (all Periods) |
| ACL | 312 | Practice in Archaeological Sites and Museums |
| ACL | 313 | Seminar: Sculpture |
| ACL | 314 | Seminar: Topography |
| AAA | 313 | Excavation - Archaeological Drawing |
| AAA | 314 | Museology - Museography |
| AAA | 315 | Excavation Methodology (Methods) |

Byzantine Archaeology (ABY)

| | | |
|-----|-----|--|
| ABY | 201 | Early Byzantine Church Architecture |
| ABY | 202 | Byzantine Church Architecture |
| ABY | 203 | Secular Architecture (3 rd - 16 th c.) |
| ABY | 204 | Early Byzantine Painting |
| ABY | 205 | Middle Byzantine Painting |
| ABY | 206 | Late Byzantine Painting |
| ABY | 207 | Post Byzantine Painting (15 th - 17 th c.) |
| ABY | 208 | Early Byzantine Sculpture - Miniature Art |
| ABY | 209 | Topography of Macedonia - Thrace |
| ABY | 210 | Topography of South Greece and the Islands |
| ABY | 211 | Topography of Cyprus |
| ABY | 212 | Topography of Serbia, FYROM, Bulgaria, Albania, Russia, Italy, Tunisia and Algeria |
| ABY | 213 | Byzantine Iconography |
| ABY | 214 | Topography of Asia Minor, Palestine, Egypt |
| ABY | 215 | Daily Life in Byzantium |
| ABY | 217 | Sculpture - Miniature Art of the Middle and Late Byzantine Periods |
| ABY | 218 | Monuments of Thessaloniki |
| ABY | 219 | Monumental Paintings - Mosaics |
| ABY | 220 | Monuments of Constantinople |
| ABY | 221 | Monuments of Thessaly - Epirus |
| ABY | 301 | Issues in the 8 th - 9 th Century Architecture |
| ABY | 302 | Issues in the 10 th - 18 th Century Architecture |
| ABY | 303 | Issues in Painting, Wall-Paintings, Mosaics |
| ABY | 304 | Issues in Painting, Icons, Manuscripts |
| ABY | 305 | Issues in Sculpture - Miniature Art |
| ABY | 306 | Numismatics - Sigillography |
| ABY | 307 | Epigraphy |
| ABY | 308 | Palaeography |
| ABY | 309 | Byzantine Pottery |
| ABY | 312 | Seminar. Practice in Archaeological Sites and Museums |

| | | |
|-----|-----|-------------------------------------|
| AAA | 313 | Excavation - Archaeological Drawing |
| AAA | 314 | Museology - Museography |
| AAA | 315 | Excavation Methodology (Methods) |

History of Modern Art (HIA)

| | | |
|-----|-----|---|
| HIA | 201 | Medieval Art (Early Medieval - Romanesque - Gothic) |
| HIA | 203 | High Renaissance - Mannerism |
| HIA | 204 | Baroque - Rococo |
| HIA | 205 | Neoclassicism - Romanticism |
| HIA | 206 | Realism - Impressionism - Post-Impressionism |
| HIA | 208 | Art from World War I to the Present |
| HIA | 210 | 19 th Century Greek Art |
| HIA | 211 | Art of Non-European Cultures |
| HIA | 301 | Terminology of History of Art |
| HIA | 302 | History of Art: Art Forensics |
| HIA | 303 | Conservation of Works of Art: Theory and Methods |
| HIA | 304 | Teaching Humanities through Art Historical Material: a Teacher Training Seminar |
| HIA | 305 | Applied Arts - Engraving |
| HIA | 306 | Photography |
| HIA | 307 | Art Criticism |
| HIA | 308 | Practice in Museums, Art Collections, Art Galleries and Artists' Studios |
| HIA | 312 | Practice in Archaeological Sites and Museums |
| HIA | 314 | Museology - Museography |

Ancient Greek (HAN) and Roman History (HRO)

| | | |
|-----|-----|---|
| HAN | 201 | Mycenaean and Homeric Era |
| HAN | 202 | Issues in Archaic Period |
| HAN | 203 | Issues in Classical Period |
| HAN | 204 | Issues in Hellenistic Period |
| HAN | 205 | Issues in the Roman Imperial Period |
| HAN | 301 | Social and Economic History of the Ancient Greek World |
| HAN | 302 | Ancient Greek Institutions |
| HAN | 303 | Ancient Greek Historiography |
| HAN | 304 | Greek Epigraphy |
| HRO | 201 | Roman History: The Republican Period |
| HRO | 202 | Early Roman Imperial Period |
| HRO | 203 | Late Roman Imperial Period |
| HRO | 301 | Institutions in the Roman Republic and the Roman Empire |
| HRO | 302 | Administration, Society and Economy of the Roman Empire |
| HRO | 303 | Latin Historiography |
| HRO | 304 | Latin Epigraphy |

Arab-Islamic History (HAR)

| | | |
|-----|-----|--|
| HAR | 201 | Arab-Islamic Historiography and Byzantine Influences |
| HAR | 202 | Arab Language II and Arab-Islamic Civilisation |
| HAR | 301 | Medieval History of the Arab-Islamic World (6 th - 13 th c.) |
| HAR | 302 | The Arab-Islamic Caliphate. Administration, Law and Economy |
| HAR | 303 | Omayyads and the Byzantine Influences. Society and Civilisation |

Byzantine History (HBY)

| | | |
|-----|-----|--|
| HBY | 201 | Issues in the Early Byzantine Period |
| HBY | 202 | Issues in the Middle Byzantine Period |
| HBY | 203 | Issues in the Late Byzantine Period |
| HBY | 301 | Society in the Early Byzantine Period |
| HBY | 302 | Society in the Middle Byzantine Period |
| HBY | 303 | Society in the Late Byzantine Period |
| HBY | 304 | Economy and Commerce in the Early Byzantine Period |
| HBY | 305 | Economy and Commerce in the Middle Byzantine Period |
| HBY | 306 | Economy and Commerce in the Late Byzantine Period |
| HBY | 307 | Administrative Institutions of the Byzantine Empire |
| HBY | 308 | Institutions in the Late Byzantine Period |
| HBY | 309 | Army and Military Organisation in Byzantium |
| HBY | 310 | Church and Ecclesiastical Administration in Byzantium |
| HBY | 311 | Private Life in Byzantium |
| HBY | 312 | Historical Geography of Byzantium |
| HBY | 313 | Local History - History of the Byzantine Provinces |
| HBY | 314 | The Role of Women in Byzantium |
| HBY | 401 | Political Theory and Ideology of the Byzantine Empire |
| HBY | 402 | Political, Religious and Social Controversies in Byzantium |
| HBY | 403 | Byzantine Diplomats |
| HBY | 404 | Byzantine Numismatics |
| HBY | 405 | Byzantine Sigillography |

Medieval History of Western Europe (HME)

| | | |
|-----|-----|--|
| HME | 101 | History of Medieval Western Europe |
| HME | 201 | Institutions in Medieval Europe |
| HME | 301 | Society and Economy in Medieval Western Europe |
| HME | 401 | States in Medieval Europe |

Modern Greek History (HMG)

| | | |
|-----|-----|--|
| HMG | 201 | Hellenism during the First Centuries of the Ottoman Period |
| HMG | 202 | Hellenism in the Age of Enlightenment |
| HMG | 203 | The Greek War of Independence |
| HMG | 204 | History of the Greek State |

- HMG 301 Modern Greek Society and Economy
- HMG 302 Hellenism in the Ottoman Empire (19th-20th c.)
- HMG 303 The Greek Diaspora
- HMG 401 Modern Greek Political Ideology
- HMG 402 Themes in Modern Greek History

Modern European History (HMO)

- HMO 201 Early Modern Europe
- HMO 202 The Age of Enlightenment and the French Revolution
- HMO 203 Europe during the 19th century
- HMO 204 Contemporary European History
- HMO 301 Social and Economic History of Europe
- HMO 302 Nation and State in Modern Europe
- HMO 303 Ideological Currents in Modern Europe
- HMO 401 The Eastern Question
- HMO 402 Themes in Modern and Contemporary European History

Balkan History (HBA)

- HBA 301 Political and Social organisation in South Eastern Europe
- HBA 302 History of the Balkan States
- HBA 303 Ideological Currents in South Eastern Europe
- HBA 401 Issues in South Eastern European History

History of the Slavic Peoples (HSL)

- HSL 301 Issues in the Political, Social and Economic History of the Slavic Peoples
- HSL 401 Slavs and the Greek World
- HSL 402 Russian History (882-1613)
- HSL 403 Russian History (1613-1861)

History of the Turcic Peoples

- HTP 201 Introduction to the History of the Altaic Peoples
- HTP 202 Institutions and Society in the Ottoman Empire
- HTP 301 History of the Ottoman Empire and Turkey
- HTP 401 Themes in Ottoman History

Contemporary Greek History (HCG)

- HCG 201 Introduction to Contemporary Greek History
- HCG 301 Society and Economy in Contemporary Greece
- HCG 401 International Relations of Contemporary Greece
- HCG 402 Themes in Contemporary Greek History

History of Asia Minor Hellenism (HEH)

- HEH 301 Introduction to the History of the Greeks of Asia Minor
 HEH 302 Social and political organisation of the Greeks of Asia Minor
 HEH 401 Issues in the History of Hellenism in Anatolia

Social Anthropology and Folklore (FSA)

- FSA 201 Theory and History of Folklore and Social Anthropology
 FSA 211 Fieldwork and Ethnography
 FSA 221 Historical Anthropology and Oral History
 FSA 231 Visual Anthropology and Ethnographic Cinema
 FSA 301 Material Culture and Anthropology of Economy
 FSA 302 Social Organisation: Ecology and Culture
 FSA 303 Oral Literature
 FSA 304 Cosmology, Worldviews and Rituals
 FSA 311 Creativity, Art and Technology in Traditional societies
 FSA 312 Social Organisation: Anthropology of gender and sexuality/kinship
 FSA 313 Folk Narrative Discourses
 FSA 314 Symbolic Thought and Ideology
 FSA 321 Anthropology of Art: Humans and Material Objects
 FSA 322 Social Organisation: Anthropology of Politics and Power
 FSA 323 Folk Poetry
 FSA 324 Anthropology of Religion
 FSA 401 Social Anthropology and Folklore
 FSA 402 Issues in Social and Economic Organisation: Economic Anthropology
 FSA 403 Issues in Oral Literature
 FSA 404 Issues in Ideology and Symbolic Thought
 FSA 411 Issues in Theory and Method of Social Anthropology and Folklore
 FSA 412 Issues in Social Organisation
 FSA 413 Issues in Orality and Creativity
 FSA 414 Issues in Symbolic Thought

Ethnomusicology (FMA)

- FSA 501 Issues in Traditional Greek Music
 FSA 502 Traditional Greek Folk Musical Instruments

7. QUALITY ASSURANCE UNIT (MODIP)

The Quality Assurance Unit is an advisory body for the administration of the University which, through the coordination of procedures for internal and external evaluation of the academic units of the Institution, gathers valuable information regarding the strong and weak points of the university, the shortcomings and all the necessities and recommends improvements and changes in order to ensure the provision of high-quality services to its students, its staff, as well as to the society.

For further information: <https://qa.auth.gr/en>

PART THREE

General Information for the Students

2022-2023



1. COST OF LIVING

The School of History and Archaeology is located in the centre of the city of Thessaloniki. The cost of living for a student varies. In the city center the apartment rental prices are generally higher. In general, the areas around the University Campus (Melenikou Street, Evangelistria, etc.) are proposed, but also the areas of eastern Thessaloniki (mainly areas of Triandria, Toumpa, LeoforouStratou, Delphi) are easily accessible by bus public transport. The average rental cost of studios apartments in the city center varies from 200 to 250 Euros per month.

2. ACCOMMODATION

Undergraduate and postgraduate A.U.Th. students, as well as PhD candidates, who come from large and/or low-income families, are entitled to free accommodation in the Student Halls of Residence. Social and economic criteria are considered for the selection of the students eligible to be accommodated in the Students Halls of Residence.

All other students are welcome to visit the Department of Studies website where they can find a list of private accommodation offers, as well as links to some of the major real estate agents in Thessaloniki.

ERASMUS students and foreign students seeking accommodation for a short period of time can visit our accommodation website for more information.

For more information: <https://www.auth.gr/en/housing>

3. THE UNIVERSITY STUDENT CLUB. FOOD SERVICES

The University Student Club is an independent legal persona and is housed in a separate building situated on the eastern side of the campus. It provides a refectory, a medical service, a snack bar and a hair-dressers shop. The Student Club is responsible for the catering, accommodation, and medical care of the students of Aristotle University and the University of Macedonia. Additionally, it supports the organisation of artistic, cultural, sports and other events, houses a music department and a choir. Today it provides food services to over 12.000 students and two small rooms where members of the staff can also use the food service. Free food service is provided to all undergraduate and postgraduate students who are not graduates of any other university or technological institute and do not have a high income themselves or their families (as shown on the tax form), are of Greek descent, Cypriots, foreign students who have been granted a scholarship and other categories of students under certain conditions.

The Student Club is been upgraded with the extension of the kitchen services, the renovation of the existing facilities and the implementation of HACCP (Hazard Analysis Critical Control Point, that is, hazard analysis and control of critical areas) under the supervision of the Hellenic Food Authority (E.F.E.T.). HACCP is a system which ensures the production of safe food. This is achieved by means of prevention in the food production process where potential physical, chemical or biological hazards might exist.

In the Student Club there is also Counseling and Psychiatric Services that provide assistance, free of charge, to all students. These services are by appointment only every Monday and Thursday from 9:00 to 11:00 in the morning throughout the academic year (September-June).

Information

Secretariat, tel: 2310.99.2612

Catering Service: 2310.99.2623

Medical Service: 2310.99.2642

4. MEDICAL CARE AND COUNSELING

All students have the right to basic health care.

Students from the EU countries should have a “European Health Card” which is provided by the relevant authorities of their country of residence.

Students who undertake a traineeship should have a Health Insurance from their country of origin as well as an Insurance for Accident and Liability.

Students from non-EU countries can get a student medical care booklet from the Secretariat of their School, under the condition that they do not have any other form of health insurance. This covers them for full medical care, medication and hospitalisation.

For further information: https://eurep.auth.gr/en/students/info/medical_care

Health facilities and services of the Aristotle University of Thessaloniki also include:

4.1. Student Health Care Service

All undergraduate and postgraduate students of Higher Education Institutions, including PhD candidates, are provided with health care services (hospital and medical services), pursuant to relevant provisions of the presidential decree 327/83 (Government Gazette 117/7-9-83 issue A’).

Aristotle University students are provided with health care services free of charge. Standard hospitalisation is provided, and expenses are covered in accordance with the rates applied to civil servant expenditure that are in effect at the time when such aid is granted.

For more information: https://www.auth.gr/en/healthservices_students

4.2. Counseling and Guidance Centre

The Centre provides counseling and psychological support to students of the Aristotle University of Thessaloniki on issues related to: stress, difficulties adjusting to the university environment or problems with regard to their studies, family and personal problems, sexuality, psychosomatic problems, etc.

<http://kesypsy.web.auth.gr>

4.3. Social and Health Policy Committee/Insurance & Special Needs

<https://www.auth.gr/en/healthservices>

5.

OBSERVATORY FOR THE ACADEMIC PROGRESS OF STUDENTS FROM VULNERABLE SOCIAL GROUPS

The main goal of the Observatory of Students from Vulnerable Social Groups is to assist:

- students with disabilities
- foreign students
- minority students, foreign students of Greek descent or repatriate students, as well as any other category of students who face problems which hinder their studies
- For more information: <http://acobservatory.web.auth.gr/>

6.

EUROPEAN HEALTH INSURANCE CARD (E.H.I.C.)

Students who are holders of a Student Health Record Booklet and visit a member-state of the European Union are entitled to a European Health Insurance Card, which provides them with the opportunity to receive medical treatment during their stay in the EU member-state.

For further information, students may contact the Health Service of the University Student Club or the Registrar's Offices of the relevant Schools.

Students who have chosen another health insurance agency can be provided with this card from their insurance agencies. European Health Insurance Cards are not valid for medical trips.

Address:

Aristotle University of Thessaloniki
Health Service - University Student Club
University Campus
54124
Thessaloniki, Greece

Registrar's Office: +30 2310 992642,
General Practitioner: +30 2310 992653,
Counseling Centre: +30 2310 992643

7. ARISTOTLE UNIVERSITY SCHOLARSHIPS

Each academic year and through the **Department of Studies**, the Aristotle University of Thessaloniki offers scholarships to:

- Undergraduate students of the Aristotle University of Thessaloniki (Reciprocal scholarships).
- Undergraduate students and PhD candidates of the Aristotle University of Thessaloniki (CERN scholarships).
- Undergraduate and postgraduate students of the Aristotle University of Thessaloniki (2nd and 3rd cycle studies), who are foreign students - foreign students of non-Greek ethnic origin.
- Foreign students, foreign students of non-Greek ethnic origin or foreign students of Greek ethnic origin, coming from countries of south-eastern Europe, who have graduated from Modern Greek Studies departments and have been versed in the Greek language and literature, wishing to obtain MA and PhD degrees within the framework of corresponding programmes offered by the Aristotle University of Thessaloniki (“Al. Delmouzou” scholarship).
- Undergraduate and postgraduate students of universities abroad who are foreign students, foreign students of non-Greek ethnic origin or foreign students of Greek ethnic origin, and wish to attend the Greek language and culture programme offered by the School of Modern Greek Language (annual scholarship offered by the School of Modern Greek Language).
- Undergraduate and postgraduate students of universities abroad who are foreign students, foreign students of non-Greek ethnic origin or foreign students of Greek ethnic origin, and wish to attend the Intensive Summer Programme of the School of Modern Greek Language (summer scholarship offered by the School of Modern Greek Language).
- Foreign students - foreign students of non-Greek ethnic origin, with regard to conducting a three-month research (“Aristotle” scholarship).
- Postgraduate students (2nd and 3rd cycle studies) who come from Haiti (“Aristotle” scholarship).
- Researchers who come from Latin American and African countries (Coimbra Group scholarship).
- Students of the Aristotle University of Thessaloniki who are foreign students, foreign students of non-Greek ethnic origin or foreign students of Greek ethnic origin (financial aid).

For more information:

Department of International Relations AUTH

T: +30 2310 996742, 2310 995307

E: internat-rel@auth.gr

URL: <http://international-relations.auth.gr/>

A.U.TH. Research Committee

T: +30 2310 995140

E: research@rc.auth.gr

URL: <http://rc.auth.gr>

Endowments Department AUTH

T: +30 2310 995213, 2310 995214

E: admin-tkl@ad.auth.gr

URL: <http://www.klirodotimata.web.auth.gr>

8. EMPLOYMENT AND CAREER STRUCTURE (ECS) – AUTH ACADEMIC COUNSELLORS

The Employment and Career Structure (ECS) of Aristotle University of Thessaloniki has as main task to coordinate the actions and services of the Career Service Office, the Internship Office and the Unit of Innovation & Entrepreneurship. The ultimate goal of ECS is to efficiently interweave education with employment.

For more information: <https://www.dasta.auth.gr/About.aspx>

Academic Consultants are faculty members of AUTH voluntarily offering education and career experience they have gained. The consultants provide guidance for the development and achievement of meaningful educational, professional and personal goals.

Academic advisors can:

- inform you about the latest trends in a particular field of study and suggest appropriate readings,
- provide guidance related to your area of interest,
- give you information on postgraduate studies in Greece and/or abroad,
- provide information on job opportunities and the labor market of their field

Appointments with interested students or graduates are made with pre-arranged meetings at specific days and times set by the academic advisor.

For more information about the institution of academic advisors can have recourse to AUTH's Liaison Office.

Students and graduates who are interested in making use of the institution of academic advisors for the current academic year should contact the following teachers by Department/School.

School academic advisor:

Elissavet Chatziantoniou

Assistant Professor

Faculty of Philosophy, New Building, Office 408b, 4th floor

Tel. 2310 997333; e-mail: ehatzian@hist.auth.gr

9.

LIBRARIES – MUSEUMS – ARCHIVES - LABORATORIES

9.1. LIBRARIES

9.1.1. The Central Library of the Aristotle University of Thessaloniki

The Library and Information Centre is an independent decentralised unit of the Aristotle University of Thessaloniki, comprising the Central Library and its various branches. The Central Library is situated at the heart of the University Campus, opposite the Thessaloniki International Fair gate and between the Administration Building and the School of Engineering. It occupies two buildings: the old building, housing the administrative services and the student reading room, and the adjacent new building, housing the scientific reading room and the Online Reference, Loan & Interlibrary Loan Service.

For further information: <https://www.lib.auth.gr/en/central-library>



View of the scientific reading room of the Central library.

9.1.2. The School Libraries

Seven libraries, located within and outside the University Campus, fulfill the needs of the different Departments of the School of History and Archaeology.

Library of Classical Literature and Ancient History (Classics Department)

Faculty of Philosophy, New Building, Room 201, 2nd floor.

Opening hours: Monday to Friday, 9:00 am to 19:00 pm.

Tel. +30 2310 997049

For further information, <http://www.lib.auth.gr/en/b203>

Library of Archaeology and History of Art

Faculty of Philosophy, New Building, Room 301

Opening hours:

www.hist.auth.gr/el/content/αρχαιολογίας-και-ιστορίας-της-τέχνης

Tel. +30 2310 9972980, 997280

For further information,

<http://www.lib.auth.gr/en/b213>

**Library of Byzantine and Medieval History**

Faculty of Philosophy, New Building, Room 406

Opening hours:

www.hist.auth.gr/el/content/Βυζαντινής-και-μεσαιωνικής-ιστορίας

Tel. +30 2310 997027

For further information,

<http://www.lib.auth.gr/en/b212>

**Library of Modern and Contemporary History**

Faculty of Philosophy, New Building, Room 401

Opening Hours: Monday-Thursday, 10:00 am to 19:00 pm; Friday, 10:00 am to 14:00 pm.

Tel. +30 2310 997183

For further information:

<http://www.lib.auth.gr/en/b211>

**Library of Folklore and Social Anthropology**

Faculty of Philosophy, Old Building, Room 105

Opening Hours: Monday to Friday 09.00-14:30 pm.

Tel. +30 2310 997288

For further information,

<http://www.lib.auth.gr/en/b214>

Faculty of Philosophy Subject Library

Faculty of Philosophy, New Building, Basement.

Opening Hours: Monday to Friday 07:30-15:00 pm.

Tel. +30 2310 997306, 997307

For further information, themlibrary@phil.auth.gr

Library of the Centre for Byzantine Research

Neoclassical Building “Melissa”, Vassilisis Olgas 36, Thessaloniki.

Opening Hours: contact the library.

Tel. +30 2310 992005, 992008; E-mail: info@kbe.auth.gr.

For further information, lib., <http://www.lib.auth.gr/en/b051>

9.2. MUSEUMS, ARCHIVES, COLLECTIONS AND LABORATORIES OF THE SCHOOL

Museum of Casts and Antiquities

Director: E. Manakidou, Professor of Classical Archaeology, email: hmanak@hist.auth.gr

Personnel: Dr. Em.Gounari, email: emma@hist.auth.gr

The collection of about 700 casts of ancient sculptures hosted in the Museum offers students the opportunity to approach closely some of the most representative sculptures of the ancient antiquity. Their originals date from the Minoan to Byzantine times and today stand in many Greek and European museums. The Museum also hosts a remarkable collection of original artifacts of antiquity, with more than 2000 pottery fragments/vessels, miniatures and coins from the geometric to the Byzantine period, some of which are indicative of the region of Macedonia. In addition, the photographic archives of the Museum include over 7000 photographs.

For further information, <http://castmuseum.web.auth.gr/en>.



Casts of the pediment sculptures of the Zeus Temple in Olympia exhibited in the Konstantinos Romaïos Hall of the Museum of Casts and Antiquities, AUTH.



Exhibits at the Folklore Museum, AUTH.

Folklore Museum and Archive of the Faculty of Philosophy

Director: G. Aggelopoulos, Assistant Professor of Social Anthropology,

email: agelop@hist.auth.gr

Personnel: Dr. Ch. Kallini, email: kallini@hist.auth.gr

The material displayed in the Folklore Museum and Archive of the Faculty of Philosophy of the Aristotle University of Thessaloniki is divided in two large categories of collections:

Museum items: folk costumes, embroidery, hand-woven material, silver pieces, metal works, wood curving, pottery, musical instruments, paintings and old photographs.

Archive material: unpublished papers, proverbs and songs, recorded music from various places of Greece and N. G. Politis' archive of excerpts.

For further information, https://www.auth.gr/en/museums_archives/laografiko

History Archive

The History Archive of the University of Thessaloniki contains pages from the newspaper *Hermes* and other newspapers of Thessaloniki (published from 1876 to 1901), printed statutes, regulations, council reports, reports of the Charitable Society, the Society of the Friends of Education and other education institutions, as well as of hospitals and public welfare societies, unions and associations of Thessaloniki (of the 1872-1917 period), photographs of manuscripts and documents from libraries and archives of Mount Athos, Athens, the Kapodistrian Archive, documents from the Ma-muka Archive (of the 1822-1835 period), original unbound documents from Syros and Siatista (from the 17th to the 20th century), private documents from Thasos and Macedonia (of the 1797-1904 period), as well as 6 Turkish documents and a decree (of June 7th, 1810) of Sultan Mahmud II regarding the island of Thasos.

The Archive also contains about 100 historical and geophysical maps (of Europe, the Ottoman Empire, and Greek areas) dating from medieval and modern times, and 170 volumes of photographed, rare travel texts and history dissertations of the 16th-19th centuries. There is also a significant number of microfilms regarding manuscripts,

documents and rare printed material from various libraries and archives, as well as a collection of clippings from Greek and foreign newspapers and journals which were published during 1968-1974 and concerned the Greeks abroad.

For further information, https://www.auth.gr/en/museums_archives/istoriko.

Archaeobotanical Collection

Comparative collection comprising more than 6.000 seed specimens.

For further information: S.-M. Valamoti, Professor, Prehistoric Archaeology, email: sval@hist.auth.gr

Archaeozoological Collection

Comparative collection of animal bones.

For further information: S. Triantafyllou, Assistant Professor, Prehistoric Archaeology, email: strianta@hist.auth.gr

Laboratory for the Auxiliary Sciences of History

Director: I. Xydopoulos, Associate Professor, Ancient Greek History, email: ixydopou@hist.auth.gr

The principal mission of the Laboratory for the Auxiliary Sciences of History is to support the historical education offered by the Department of History and Archaeology. Its focus is on academic sectors, methods, languages and scientific approaches which are not part of the standard undergraduate and graduate curriculum, yet they are crucial for the development of research skills. In this context speakers are invited to lecture on the relation of History with the Social Sciences, seminars are offered on Greek and Ottoman palaeography and annual introductory language courses (Turkish and Ladino) are organised, along with other activities which aim to familiarise students with Oral, Digital, Public History, and modern trends in historiography.

Laboratory for Interdisciplinary Research in Archaeology (L.I.R.A.)

Director: S. M. Valamoti, Professor, Prehistoric Archaeology, email: sval@hist.auth.gr
L.I.R.A. hosts the laboratory sessions of the following undergraduate courses: APR 601, APR 308.

Archaeobotanical courses are offered on a postgraduate level (M.A., PhD). The laboratory's facilities are used by postgraduate and PhD students for the implementation of their analytical work. LIRA participates in national and European research projects (ELIDEK, ERC, Erevno-Kainotomo). It collaborates with various archaeological excavations (Toumba Thessalonikis, Nestor's Palace-Pylos, P.O.T.A. Romanou, Dikili Tash, Kleitos, Kyparissi, Skala Sotiros and many more) and trains a small number of students in various field techniques for the retrieval of bioarchaeological remains. LIRA participates in various outreach activities.

e-mail: liralab@hist.auth.gr

webpage: <http://edae.hist.auth.gr/>

<http://lab.web.auth.gr/auth-labs/>



The excavation of the Palaeolithic campsite of "Ouriakos" in Lemnos (11th mill. BC).

9.3. ARCHAEOLOGICAL EXCAVATIONS AND SURVEYS

Of particular importance for the research profile of the Department of Archaeology and for training students are the systematic University excavations that are carried out by professors of the Department across Northern Greece, Crete, Lemnos, Nafpaktos and the Peloponnese, as well as in Cyprus. For further information, https://www.auth.gr/en/arch_sites and <http://www.hist.auth.gr/el/αρχαιολογικές-ανασκαφές>.

Prehistoric Archaeology

Archontiko, Yannitsa (A. Papanthimou)

Dikili Tash, Kavala (S.-M. Valamoti)

Dispilio, Lake Settlement (K. Kotsakis)

Ouriakos, Lemnos (M. Ntinou)

Paliambela, Kolindros (K. Kotsakis)

Roudias, Cyprus (M. Ntinou)

Thessaloniki Toumba (S. Andreou, S. Triantafyllou)

Classical Archaeology

Dion (D. Pandermalis, S. Pingiatoglou, E. Papagianni, K. Vasteli)

Karabournaki, Thessaloniki (E. Manakidou, Dr. K. Tsonaka)

Kastri, Grevena (S. Drougou)

Nafpaktia, Sanctuary of Poseidon (;) ancient "Molykreion" (A. Moustaka)

Olympia, Sanctuary of a chthonian god (;) north of Kronion (A. Moustaka)

Pella (I. Akamatis)

Vergina (S. Drougou, C. Saatsoglou-Paliadeli, P. Faklaris, Dr. Ch. Kallini, Dr. A. Kyriakou)

Byzantine Archaeology

Amyntaio, Florina. Archaeological site “Kale”. Byzantine fortress (M. Paisidou)
 Crete, Mochlosregion (N. Poulou)
 Fillipoi, Kavala (N. Poulou)
 Lechaio, Peloponnese (N. Poulou)

9.4. COLLOQUIA, SEMINARS, CONGRESSES

Colloquium of PhD candidates and postgraduate students of the Department of Ancient Greek and Roman, Byzantine and Medieval History

It usually takes place between 10 and 30 January in the Library of Byzantine and Medieval History, Faculty of Philosophy, New Building, Room 406.

For further information, <http://www.hist.auth.gr/el/εκδηλώσεις-σεμινάρια>.

Colloquium of the Department of Archaeology

It usually takes place on Thursdays at 19:00 pm in the Amphitheatre of the Museum of Casts and Antiquities, Faculty of Philosophy, New Building, basement.

For further information, <http://www.hist.auth.gr/el/εκδηλώσεις-σεμινάρια>.

Seminars of the Department of Modern and Contemporary History, Folklore and Social Anthropology.

They usually take place on Thursdays at 19:15 pm. Historical Archive, Faculty of Philosophy, New Building, Room 401.

For further information, <http://www.hist.auth.gr/el/εκδηλώσεις-σεμινάρια>.

Lectures on anthropological and folklore topics AUTH/University of Macedonia

They usually take place on Fridays at 18:30 pm. Library of Folklore and Social Anthropology, Faculty of Philosophy, Old Building, Room 105.

For further information, <https://seminarialak.wordpress.com/> and <http://www.hist.auth.gr/el/εκδηλώσεις-σεμινάρια>.



Archaialogiko Ergo sti Makedonia kai Thrake (AEMTh)

Annual meeting for the archaeological excavations in Macedonia and Thrace that took place the preceding year. Faculty of Philosophy, Old Building, Aula.

For more details please visit: <https://www.aemth.gr/en/> and <http://www.hist.auth.gr/el/εκδηλώσεις-σεμινάρια>.

Noctua

Noctua HistAuth is a discussion group formed in September 2018, initially by a small number of students with a common goal: to create a cradle for exploratory reflection on issues of historical and archaeological interest for undergraduates. For information and scheduling: <https://www.facebook.com/noctua.histauth.3>

10. DEPARTMENT OF EUROPEAN EDUCATIONAL PROGRAMMES AUTH

Responsible for the implementation of the ECTS is the Department of European Educational Programmes of the Aristotle University of Thessaloniki. Some of the key responsibilities of the Programme are the following:

- Promoting bilateral agreements between the Aristotle University of Thessaloniki and other institutions within the framework of European educational programmes: Erasmus+, Erasmus+ International, Erasmus MUNDUS (for Studies & Traineeship, mobility of Academic and Administrative Staff).
- Drafting and implementing agreements with other universities and organisations abroad within the framework of European Educational Programmes, managing financial resources, as well as submitting final reports to official bodies like the European Commission and the National Agency-IKY.
- Applying the principles of the Erasmus University Charter (EUC); and implementing the European Credit Transfer & Accumulation System (ECTS) as well as the Diploma Supplement (DS). Furthermore, the Aristotle University of Thessaloniki is awarded with the DS Label (2012-2015).
- Cooperating with European and International universities with regard to all mobilities, as well as welcoming and assisting (incoming and outgoing) academic and administrative staff, as well as students.
- Providing all interested members of the university community with information about European Educational Programmes, creating and editing brochures, posters and other informative material for the promotion of the above mentioned programmes.
- Organising events and informative sessions for incoming and outgoing mobility students.

URL: <https://eurep.auth.gr/en>

Administration Building, 1st Floor

University Campus

Tel: +30 2310.99.5293

E-mail: eurep-dept@auth.gr

Head of the Department

Ioanna Georgiadou

E-mail: eurep-dept@auth.gr & ioan@auth.gr

10.1. ECTS Coordinator of the School of History and Archaeology

Sevasti Triantafyllou

Assistant Professor

Faculty of Philosophy, New Building, Office 304

Tel. +30 2310 997300

E-mail: strianta@hist.auth.gr

10.2. Registration of Incoming Students

Registration for the winter semester is held between the 1st and the 30th of September and for the spring semester between the 1st and the 31st of January.

The Senate issued a resolution according to which Erasmus students are regarded as home students and therefore they have the same obligations and rights as Greek students, namely:

- Free registration and attendance in the School
- Discount card for urban and trans-urban transportation
- Health insurance card, hospitalisation and medication free of charge
- Free meals at the Student Refectory

10.3. Services to Incoming Students

More information on practical matters can be acquired at the webpage of the Department of Educational Programmes, AUTH: <https://eurep.auth.gr/en/students/info>.

10.4. Accommodation

In order to help the Incoming Erasmus+ and Erasmus Mundus students to find accommodation in Thessaloniki, the Department of European Educational Programmes has added in its current website a link showing flat and/or room advertisements from independent landlords.

For further information: <https://eurep.auth.gr/accommodation-list>

11.

TRANSPORTATION MANAGEMENT OFFICE

The Transportation Management Office is part of the Directorate of Facilities Maintenance and Operation and is responsible for:

- Monitoring the use, transportation, and maintenance of the vehicles of the Aristotle University of Thessaloniki.
- Issuing special parking cards for vehicles used on campus.
- Organising the timetable with regards to the transportation of students to the university facilities which are located outside the main campus.

Address: Aristotle University of Thessaloniki

Directorate of Maintenance and Operation of Facilities

Transportation Management Office

Administration Building“K. Karatheodori”, 1st floor

University Campus

54124 Thessaloniki

Greece

For more information: <https://www.auth.gr/en/office/8286>

12. FOREIGN LANGUAGE COURSES

12.1. The School of Modern Greek Language

The School of Modern Greek Language in cooperation with the Department of European Educational Programmes offer Greek Language lessons to Erasmus+ students of coming to the Aristotle University of Thessaloniki. The lessons give the opportunity to the students to gain basic knowledge of the Modern Greek Language. The courses are free of charge and are addressed to Erasmus+ students with no knowledge (level A1) or basic knowledge (level A2) of Greek. They take place twice a year at the beginning of each academic semesters.

Further information: Department of European Educational Programme AUTH <http://www.eurep.auth.gr/> and School of Modern Greek Language, AUTH 54124 Thessaloniki, tel: +30 2310 997571 / +302310 997572, 997571, 997576, <http://www.smg.auth.gr/>

A number of monthly scholarships are awarded to foreign undergraduate or postgraduate students of universities abroad for the purpose of attending the Summer Intensive Course in Modern Greek Language that takes place every year between mid-August to mid-September.

The scholarship covers the registration and tuition fees of the Course provided that grantees meet all their obligations to the programme.

For more information: <http://www.dps.auth.gr/en/course-in-modern-greek>

12.2. Centre for Foreign Language Teaching

The Centre for Foreign Language Teaching is an Academic Unit of the Aristotle University of Thessaloniki and offers courses in Languages for Specific Purposes (LSP). The main languages taught are English, German, French, and Italian. Within the framework of lifelong language learning, and in an effort to expand the range of languages offered - according to a unanimous decision by the Senate - the Centre now provides students with the option to choose among additional language courses. It introduced the pilot teaching of Turkish (following an interuniversity agreement with the Canakkale University) and Russian (Iason Programme: Greek studies in the Black Sea countries).

For more information: <https://www.auth.gr/en/units/8163>

13.

INTERNSHIP PROGRAMME OF SCHOOL OF HISTORY AND ARCHAEOLOGY 2014-2020



Operational Programme
Human Resources Development,
Education and Lifelong Learning
Co-financed by Greece and the European Union

ΕΡΑΝΕΚ 2014-2020
OPERATIONAL PROGRAMME
COMPETITIVENESS
ENTREPRENEURSHIP
INNOVATION



The Internship Program of School and Archaeology participates in the Internship Programme of AUTH. It is funded by the European Social Fund (ESF) and co-financed by National Resources through the Operational Program “Competitiveness, Entrepreneurship and Innovation” of the Partnership Agreement for the Development Framework 2014-2020, under the supervision of the Managing Authority of the Operational Program “Human Resources Development, Education and Lifelong Learning”. For more information about Internship in AUTH:

<https://dasta.auth.gr/cmsitem.aspx?id=96&sid=3>

Only **undergraduate students of AUTH** could participate in the Internship Programme.

Scientific/Academic Manager of School of History and Archaeology:

Paisidou Melaxroini, Professor

Tel: +30 2310 -997127, e-mail: mpaisidou@hist.auth.gr

Entities' and students' support: Gavriilidou Efi, +30 2310 - 997067,
gavriilidou@auth.gr

14.

AUTH SPORTS CENTRE

The Aristotle University Sports Centre covers approximately 22 acres and provides facilities and fitness programmes for all students and staff of the University. There are teams in all sports which represent the University in competitions, both in Greece and abroad. There is also a traditional Greek folk dancing group.

For further information: <http://www.gym.auth.gr/en>

15.

LEISURE ACTIVITIES IN AUTH

For more information:

<https://www.auth.gr/en/culture>

<https://www.auth.gr/en/units/8170>

16.

STUDENT ASSOCIATIONS

Students of all Faculties / Departments are entitled to enroll as members of the Student Association of their School / Department, which operates in accordance with the law and must be recognised by the Court of First Instance. Students' representatives participate in accordance with the applicable provisions of the Law in the Collective Bodies of their School / Department and the University.

Student Elections are held every year in May.

For more information: https://www.auth.gr/en/student_unions

PART FOUR: POSTGRADUATE STUDIES

2022-2023



1. POSTGRADUATE STUDIES IN HISTORICAL RESEARCH. DESCRIPTION OF COURSES

a) Ancient History

WINTER SEMESTER

Ilias SVERKOS

ARCH 701 Sources of Ancient Greek and Roman History

The aim of the course is to familiarize postgraduate students with the tools and methodology of study and research of ancient Greek and Roman history. The focus lies on the primary sources as well as on the problems that a modern historian of antiquity faces in studying and interpreting them. The themes to be addressed are the literary sources, especially the historical tradition of ancient Greek and Roman, the contribution of inscriptions and papyri to the study of the political, social, economic, and religious history but also of the everyday life in ancient cities, the coins as symbol of public communal identities and propaganda, and the archaeological findings as source for the study of the material culture in relation to specific cultural and historic contexts, communities and belief systems. Trends and prospects of research in all above fields as well as the contribution of other sciences in the study of the ancient world will also be discussed

Ioannis XYDOPOULOS

HAN 702 Ancient Greek Historiography: Herodotus and Macedonia

The issue of the origin of the Macedonians as a whole - and not exclusively of the royal family - seems to have been clear to Herodotus. His references to the kingdom and its inhabitants are numerous, but the personality of the prince and later king of Macedonia Alexander I is covered in many passages in the nine books of his Historie. The purpose of this course is to present these references and analyse them in the context of both Macedonia's relations with Athens and the rest of the Greek world and the propaganda emanating from the Macedonian court, aimed at integrating the kingdom into the rest of the Greek world.

SPRING SEMESTER

Maria KANTIREA

ARCH702 Research methods in Ancient History and exercises

The aim of the course is to familiarize the students with the research tools of Ancient History, especially with the Greek and Roman literary and historiographic editions, the epigraphic and papyrological corpora (including the reading of squeezes), the numismatic collections, the publications of the results of the archaeological excavations, and with the different methodological ways of study by writing short personal or collective essays.

Ilias SVERKOS

HRO 705 The Provinces of the Roman Empire

Starting with Rome's expansive policy, from the second half of the 3rd cent. B.C. onwards, and the Roman administration's main objectives (law and order maintenance and tax collection) the course will examine the provincial administrative system of the Roman Empire. The successive incorporations of the different regions into the provincial administrative system of the empire (*provinciae*) will constitute the frame, within which the following topics will be studied on the basis of selected literary, epigraphic and papyrological sources: Augustus' administrative reforms, the distinction between senatorial and imperial provinces, the personnel of the provincial administration, the provincial jurisdiction, the relations between the Roman administration and the emperor, the intermediate role of the local administrations or of the army within the Imperial administration. Particular attention will be given to the taxation system and the judicial power of the Roman provincial authorities.

b) Byzantine and Medieval History

WINTER SEMESTER

Georgios LEVENIOTIS (coordinator)

HBM 701 Written sources of Byzantine and Medieval History

This is a modular course with multiple instructors. It provides to the postgra-

duate students a general introduction to the various types of Byzantine - Medieval sources: Narrative Sources of Byzantine History; Sources and Research tools of Byzantine Historical Geography; Byzantine Legal sources and “Taktika”; Byzantine Documents; Byzantine Seals; Byzantine Numismatics; Written Sources for the History of the Medieval West; Written Sources for the History of the Slavic world.

Post-graduate students who attend the course are expected, after its completion, to be familiar with the above types of sources and to be able to read written sources on multiple levels to extract reliable historical information.

Syllabus:

1st - 2nd Week: Georgios Leveniotis - General Introduction, Narrative Sources of Byzantine History, Sources of Historical Geography

3rd - 4th Week: Andreas Gkoutzioukostas - Byzantine Legal Sources and “Taktika”

5th- 6th Week: Elisabeth Chatziantoniou - Byzantine Diplomatic Sources (Documents)

7th- 8th Week: Alexandra Vasileiou-Seibt - Byzantine Sigillography (Seals)

9th Week: Eleni Lianta - Byzantine Numismatics (Coinage)

10th- 11th Week: Eleni Tounta - Written Sources for the History of the Medieval West

12th- 13th Week: Aggeliki Delikari - Written Sources for the History of the Slavic World

Alexandra-Kyriaki VASILEIOU-SEIBT

HBY 703 Prosopography and social networks

Prosopography, a special historical discipline, is the scientific research about specific groups of people (or peoples) in a geographical region (or empire), in a certain time-span, sometimes under concrete economic, religious, professional and other criteria, but can also comprehend the persons mentioned in an special source (or sources). Sometimes prosopographical studies overlap with the study of specific networks, though the intensity of the inclusion in such a network can be estimated often only quite indeterminate. It is possible to design networks according special mathematical formulas. The etymology of names is not part of prosopography but can offer sometimes prosopographical information, especially concerning foreign names, not normally used in the Byzantine nomenclature. On the other hand, genealogy of families is a subchapter of

prosopography.

The participants will: (i) become familiar with the different kinds of sources and the correct use of them, (ii) be trained in the right search for the relevant bibliography (in Modern Greek and in Western languages), (iii) understand the content of the sources and the relevant bibliography, (iv) learn to use critical the prosopographical lexica or monographs, (v) structure a special thematic topic, and (vi) compose and present a synthetical thesis.

SPRING SEMESTER

Elisabeth CHATZIANTONIOU (coordinator)

HBM 702 Research Methodology and Exercises

The course involves the study of various kind of sources from the medieval world. It includes understanding the historical text and context, assessing the credibility of the historical author/text, interpreting technical terms, locating places and identifying persons, etc. The aim of the course is for students to become aware of the problems that arise in studying byzantine and medieval written sources. The course also entails critical reading of chapters and articles (in Greek or in a foreign language), their oral or written presentation and multi-level analysis using a variety of methodological tools. Upon the successful completion of the course, students are expected to be able to approach sources in a critical and methodological way and to be familiar with the primary and secondary bibliography in their field.

1st - 2nd Week: Georgios Leveniotis - General Introduction, Narrative Sources of Byzantine History, Sources of Historical Geography

3rd - 4th Week: Andreas Gkoutzioukostas - Byzantine Legal Sources and "Taktika"

5th- 6th Week: Elisabeth Chatziantoniou - Byzantine Diplomatic Sources (Documents)

7th- 8th Week: Alexandra Vasileiou-Seibt - Byzantine Sigillography (Seals)

9th Week: Eleni Lianta - Byzantine Numismatics (Coinage)

10th- 11th Week: Eleni Tounta - Written Sources for the History of the Medieval West

12th- 13th Week: Aggeliki Delikari - Written Sources for the History of the Slavic World

Andreas GOUTZIOUKOSTAS**HBY 704 Administration of Justice in Byzantium [s.s.]**

The course focuses on the administration of justice in Byzantium (324-1453) and, in particular, the courts and the judicial officers of the capital and provinces. The relevant testimonies of legal and narrative sources, documents and seals will be studied and the controversial views of modern research concerning the courts and the judges will be critically approached. The special features of the Byzantine judicial system in each period will be underlined and the changes introduced by the emperors will be analysed. Specific examples of legal disputes will be examined. Upon successful completion of the course students are expected to learn the structure and the function of the justice system in Byzantium, to comprehend the different perception of the law by the Byzantine judges compared to today's legal thought, understand how the Byzantines could resolve their legal disputes in provinces and the capital through concrete examples and in connection with the administrative organization of the empire, become aware of methodological and practical issues related to their field of study, and practice their skills in analysing and interpreting the primary sources concerning the administration of justice.

Aggeliki DELIKARI**HSL 702 History and Culture of the Southern Slavs**

The seminar focuses on the research of special issues about the history and culture of the Bulgarians and Serbs and the communication and social networks in the Balkans. Special emphasis will be placed on specific features of the acculturation process and on the political, cultural, social and ecclesiastical development of the medieval slavic states of Bulgaria and Serbia from 7th to 15th centuries. Aspects of relations between the Bulgarians and Serbians and the monasteries of Athos and of Macedonia in general will be also discussed as well as the influence of hesychast movement (14th century) and the heresy of Bogomilism. Students who attend the course are expected to understand the theoretical questions concerning the political and cultural history of Southern Slavs during the Middle Ages, learn the basic features of the Bulgarian, Serbian culture (literature, etc.), familiarize themselves with the mechanisms of creation of political and ecclesiastical leaders, comprehend the process and the impact of shaping and disseminating stereotypical images in the world of the Southern Slavs, become sensitive to methodological and practical issues related to their field of study and practice their skills to present orally and in written their ideas and arguments.

c) Modern and Contemporary History

WINTER SEMESTER

Dimitrios PAPASTAMATIOU

IST 701 Archives and sources of Modern and Contemporary History

The seminar aims at training students: a) to be able to distinguish, discuss and choose different methodological approaches suitable for historical research and in particular to appreciate interdisciplinary approaches; b) to understand deeply the methodological problems related to the different categories of historical sources, archival, published, artifacts and oral testimonies; c) to be familiar with the principal Greek archives as well as the foreign, relevant to Modern and Contemporary Greek History; d) to be competent to choose the sources suitable for their research; e) to be competent to schedule and handle an archival or other historical research evaluation.

Phokion KOTZAGEORGIS

HBT 702 Institutions and Ideology in the Ottoman Empire: Ottoman Wars

General introduction. Discussion on the role of war in Ottoman history. An attempt is made to study all the parameters that a war causes, and not just the war events themselves. Based on this, issues related to the event of the war will be discussed, i.e. population, economic, social and cultural changes. The topic will be approached through sources, books to be presented and the writing of short research essays. The learning outcomes of the course are for students to delve into the concept of war in the Ottoman Empire, to understand the complexity of the phenomenon, to come into contact with sources, to search and critically read the literature, to organize a research project and to write a research academic work with all its specifications.

Georgios AGGELOPOULOS - Athina PEGKLIDOU

IAL701 Anthropological and folklore studies research

The course discusses the theoretical foundations and the methodological premises of social anthropology to examine further ethnography and its transformations both as a research method and as the production of ethnographic texts and images. Since the "objective depiction" of social reality to cultural criticism and the reflexive turn, ethnography as the preeminent qualitative method remains at the core of anthropological epistemology. Ethnographic participatory observation, field work, contextualization and comparative analysis or transcultural perspective are its main axes. We will examine the relationship of folklore studies to the concept of culture and tradition, the transition from the study of exotic and rural societies to the indigenous or anthropology at home, ethical issues in ethnographic research.

SPRING SEMESTER

Georgios ANTONIOU

IST 702 Methodology of historical research

The aim of the course is to familiarise students with the methodology of historical research and, in particular, with the types of historical sources available to modern historians in order to be ready for field research. Exercise will include transcription, exploitation, and commentary on sources of different types and different periods, following a relevant introduction to paleographic data and the spoken language of the time. It will also include familiarisation with interviewing techniques and approaches to oral and public history, as well as techniques and rules for the exploitation of electronic sources. The course will be combined with practical training in archives and libraries in the city of Thessaloniki.

Athanasios SFIKAS - Loukianos HASSIOTIS

HMC 704 Revolutions in the modern and contemporary era

The seminar attempts a comparative approach to the phenomenon of Revolution in the modern and contemporary eras. The starting point is the clarification of the concept of 'Revolution', its affinity or otherwise with concepts such as 'insur-

rection' and 'civil war' and the theorizing attempts by sociologists and political scientists. Such unifying attempts are examined in the light of the analytical tools currently employed by historians to bring out similarities and, more importantly, dissimilarities among diverse historical phenomena that are all labelled as 'revolutions'. The relative and comparative interpretative radius of theoretical approaches and analytical tools will be tested in the study of a diverse range of revolutions, stretching in time and place from the English and the American Revolutions to the Chinese Revolution, with special attention to the French and the Russian Revolutions.

Upon successfully completing the course students will be able to:

- appreciate the historicity of Revolutions
- grasp the epistemological diversity of attempts to theorize on Revolutions
- recognize in practice the epistemological differences between history and disciplines such as political science and sociology, which have attempted to theorize, generalise and interpret accordingly the phenomenon of revolution
- appreciate the importance, nuances and method of the comparative approach
- understand the causes, the course, the importance and the attempts to define the essence of diverse revolutions (English, American, French, Russian, Chinese, Latin American Revolutions)
- discern and differentiate between similarities and qualitative dissimilarities among seemingly 'kindred' historical phenomena
- construct and present orally and in writing a historical argument based on the critical analysis of primary and secondary sources

Stratos DORDANAS

HAT 701 Inter-Balkan relations in 19th and 20th centuries

The course examines the context of the formation of inter-Balkan relations in the long 19th and 20th centuries. The "Great Idea" of the Balkan states and individual issues such as the Macedonian conflict or the interventions of the Great Powers determined the relations between them accordingly. Particular emphasis will be placed on the two world wars (including the inter-war period) and the Cold War period.

2. POSTGRADUATE STUDIES IN ARCHAEOLOGICAL RESEARCH. DESCRIPTION OF COURSES

a) Prehistoric Archaeology

WINTER SEMESTER

Maria NTINOI

APR 705 Prehistoric landscapes: humans societies and environment

The seminar will present interdisciplinary research topics that examine the ancient environment in relation to prehistoric societies. Students will familiarize themselves with the questions and methods of Environmental Archaeology. They will examine examples of archaeological sites where such methods have been applied in order to understand and comment on issues of prehistoric research related to early movements of people, different forms of settlement, selection, management and shaping of environments, as well as questions of dating and correlation of cultural phenomena with large-scale past climate events.

Nikos EFSTRATIOU

APR 710 Prehistoric archaeology - ethnoarchaeology - experimental archaeology

The aim of the seminar is to discuss the multifaceted relationship between prehistoric archaeology, ethnoarchaeology and experimental archaeology. Moreover, to study the contribution of ethnography and social anthropology for the understanding of prehistoric cultural change. Questions such as if and how the ethnographic present can help the understanding of the archaeological past will be systematically addressed. Finally, specific ethnoarchaeological case-studies which were carried out in Greece during the last decades will be examined and presented by the participants.

SPRING SEMESTER**Soultana Maria VALAMOTI****APR 712 Archaeobotany – Plants and People in Prehistoric Southeastern Europe and Eastern Mediterranean**

Major changes in human societies have involved plants such as the emergence of agriculture and food production, the use of land for surplus production and the first urban centres. The factors underlying the various changes occurring in the relationship between prehistoric societies and plant resources are often disputed in archaeological discourse. Archaeobotany offers a powerful tool for approaching past human societies and understanding aspects of their social and economic life. This course aims to offer an overview of the potential of Archaeobotanical research to unlock the complex factors influencing prehistoric societies that lived in Southeastern Europe and the Eastern Mediterranean. Field and laboratory methods of Archaeobotany are discussed, in particular their potential and limitations in archaeological interpretation. The course aims to move beyond the taphonomic constraints posed by formation processes of the archaeobotanical record and attempt insights of the various aspects of prehistoric life and socioeconomic organization. The main themes explored during the semester are as follows: the contribution of archaeobotany towards understanding the emergence of agriculture in the Near East and the Balkans, agricultural practices and their change over time in the Aegean, food choices and culinary transformation of plant food ingredients, the various uses of plants by prehistoric people, the use of plants as identity signifiers and the role of alcohol and hallucinogenic plants in rituals, feasts and elite emergence, the contribution of Archaeobotany in exploring contact networks of prehistory. The course is taught in the form of seminars, each topic explored and discussed on the basis of the available bibliography. In addition to the literature for the study area, publications on similar topics from different parts of the world are occasionally discussed in comparison. An oral presentation is given by each student at the end of the semester as well as a written essay of 4000 words (including bibliography).

Sevasti TRIANTAFYLLOU**APR 716 Aegean societies in the 3rd and 2nd mill. BC: major problems and current debates**

The seminar will examine issues related to current problems and debates in the formation of Aegean societies in the 3rd and 2nd mill. BC. In particular, themes which will be extensively discussed include: the passage from Neolithic sharing to the EBA independent household, the emergence of social complexity

in the Early Bronze Age and the dominant role of the Cyclades in the exchange networks of the Aegean, the formation of the Middle Helladic societies in the Greek mainland and the emergence of local leaderships in the early Mycenaean period, the role of trading systems in the Aegean and the eastern Mediterranean as well as the interaction of the Aegean with their neighbors, the modern interpretative approaches to the emergence of 'foreign' cultural features in the formation of local communities, e.g. minoanisation, mycenaeanization.

b) Classical Archaeology

WINTER SEMESTER

Eleni PAPAGIANNI

ACL 704 Roman Period

Emphasis will be given to the examination of the various categories of Sculpture in the Greek region during Roman Era and mainly at the height of the Roman Empire. It will be discussed also the complicated issue of "Romanization", which is highly interesting, in order to examine to what extent and in which way the tradition can be combined with the new elements adopted gradually from the West. Students who attend the course are expected to study the basic categories of Sculpture in Roman Greece, to become sensitive to methodological and practical issues related to their field of study and to practice their skills to present orally and in written their essays and to comment relevant articles and studies. The ultimate goal is to be provided by this course specialized knowledge on Sculpture of the Roman period in Greek region.

Eleni MANAKIDOU

ACL 709 Iconography - Iconology

The seminar focuses on the hermeneutic approach of "images" on objects and monuments of various periods (Geometric, Archaic, Classical, Hellenistic, Roman). The interpretation of pictorial representations in various categories of artifacts and buildings has been one of the most common fields of archaeological research since the 19th century. The theoretical approaches adopted by archaeologists from time to time have influenced the reading and understanding of ancient "images" accordingly (e.g. historical-typological direction in the first half of the 20th century, sociological and political mainly in the 1960s-1970s, semiological-structuralist and anthropological-post-

structuralist in the second half of the 20th century). Erwin Panofsky's iconographic and iconological views with his application of a triple hermeneutic scheme concerning the interpretation of works of contemporary art, which were embraced by many scholars for the representations in ancient art, were particularly influential.

Pictorial scenes consist of individual iconographic units (figures, objects) with different identities and significance. The iconographic reading is analytical and descriptive, while the iconological reading is synthetic and interpretive. Apart from the generally accepted notion that ancient "pictures" are not photographic documents, any attempt at interpretive readings is not an end, but a basic prerequisite for a comprehensive and deeper understanding of the past and its material culture.

SPRING SEMESTER

Panagiotis TSELEKAS

ACL 702 Classical Period. From the Athenian hegemony to the kingdom of Macedonia: The Athenian and Macedonian presence in Chalkidike during the 5th and 4th centuries BC. [s.s.]

The Chalkidike peninsula in north Aegean comprises a region of particular strategic and economic significance. Rich in natural resources, such as fertile lands, abundant supply of wood and ore deposits, it was included early in the naval routes becoming a prominent transport station of goods and ideas as well as of population movements and settlements. After the Persian Wars and the development of the Athenian League/hegemony until the expansion of the kingdom of Macedonia under Philip II, the region was a place of intense interest and confrontation for powerful states of the Classical era (Athens, Sparta, kingdom of Macedonia). The course looks into various aspects of the Athenian and Macedonian presence and influence in the Chalkidike during the 5th and 4th centuries BC by the combined use of ancient literature, coins, inscriptions and archaeological research.

Following the successful completion of the course, students will become familiar with the history and topography of the Chalkidike during the 5th and 4th centuries BC, be able to use in combination the testimonies of ancient literature, coins, inscriptions and excavations to study issues related to ancient economy and society, learn to compose and verify written assignments and practise their skills to present orally their ideas and arguments.

Athanasia KYRIAKOU

ACL703 Hellenistic Period. Funerary monuments of the late classical and Hellenistic periods

The subject of the course is funerary monuments of the late classical and Hellenistic periods in terms of their architecture and decoration in relation to funerary ideology. Emphasis will be placed on a type of monument characteristic of ancient Macedonia, the "Macedonian" tombs, while characteristic examples from the region of Thrace will also be examined. The aim of the course is a) to familiarize the students with the typological characteristics of the specific category of monuments and to understand the constructions in question as an integral part of the burial process, b) to come into contact with ancient Greek painting through the literary sources, its reflection in other art forms and the authentic examples from the area of Macedonia c) to perceive the painted decoration of funerary monuments as a social practice linked to the rites of passage related to death and the formation of identity in the context of the community and d) to realize the relations of interaction between cultures, as they are detected in the monuments of Macedonia and Thrace.

The course is articulated in a limited number of lectures by the instructor and mainly in the presentation of essays by the students, as well as in some visits to selected monuments. The assessment is based on the written assignment to be submitted at the end, the presentation with power point and the interaction during the educational process.

Upon successful completion of the course, students are expected to be able to comment critically on the methodology of approaching the ancient monuments and art in relation to the archaeological, historical and social contexts, to have familiarized themselves with the scholarly output especially in issues related to ancient Macedonia and to be able to compose with a critical spirit an integrated work that includes the necessary information in combination with the questions posed by the scientific research.

c) Byzantine Archaeology

WINTER SEMESTER

Melina PAISIDOU

ABY 701 Themes in Byzantine Archaeology and Art I

Anastasios TANTSIS

ABY 703 Material culture of the Byzantine Era I. Cities and settlements of Asia Minor in the Byzantine era.

The subject of the course, for the winter semester of the academic year 2022-2023, is the topography of cities and settlements in southern Asia Minor during the Byzantine period. We will deal with cities of Lycia, Pisidia, Pamphylia and Cilicia.

Through the study and interpretation of archaeological remains, we will examine issues of historical topography and organization of space in the cities and settlements of these regions. The study will be based on existing literature and the opinions expressed for the transition of the cities from the Roman to the Byzantine era, focusing on the transformations and changes in the image of the space. The aim is to deal with issues of monumental topography, transformations in the structure of the urban space and the communication network between settlements. In addition, the opinions expressed from time to time about the continuities and discontinuities in the life and space of cities and settlements will be analyzed. Students will be asked to write a paper through bibliographic research on one or more cities in the region.

SPRING SEMESTER

Pagona PAPADOPOULOU

ABY 704 Material culture of the Byzantine Era II. Byzantine inscribed objects of the Minor Arts.

The seminar focuses on the study of objects of the Minor arts (encolpia, rings, reliquaries, *staurothekai* etc.) and relevant objects (coins, seals) that bear

inscriptions, either metrical or not. Topics that will be discussed include the inscribing techniques, the character of inscribed texts (donor inscription, invocation, apotropaic inscription etc.), the function of the written text with regard to its content, but also to its form. Besides inscribed objects that have survived, also texts intended to be inscribed on objects that no longer exist will also be considered. Finally, special attention will be given to the characteristics of the Byzantine society that created these objects - e.g. the degree of literacy, personal piety, self-projection and promotion, the role of gender identity in the choices made - and their evolution through time. The learning goals of the seminar include the acquaintance of students with the literary and artistic production of Byzantium, the realization of the necessity of combining the written sources with the archaeological evidence and the comprehension of their contribution to the study of Byzantine society.

Natalia POULOU

ABY 707 Spatial Organization and Use of Space in Byzantium III

3. Doctoral Studies. Programme Regulation

Cf. the Greek version of this Catalogue (pp. 283 f.)

4. Post-Doctoral Studies. Programme Regulation

Cf. the Greek version of this Catalogue (pp. 294 f.)