

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

Undergraduate and Postgraduate Studies
2023-2024



Editors

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THESSALONIKI 2023



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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 (ATh). 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 2023-2024, 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.studyingreece.edu.gr/>

PART ONE
General Information

2023-2024



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: K. Bikos, Professor, School of Philosophy and Education

HEADS OF SCHOOLS

School of Philology:	I. Karamanou
School of History and Archaeology:	I. Michailidis
School of Philosophy and Education:	K. Tsioumis
School of Psychology:	M. E. Kosmidou
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 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

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

Deputy Chair of the School of History and Archaeology

A. Semoglou, Professor, office 302, tel. 2310997275

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

I. Pazarloglou, 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. 2310 997982

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

4.2.2. Department of Modern and Contemporary History and Social Anthropology

Head: A. Sfikas, Professor, office 401, tel. 2310 997517

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: S.-M. Valamoti, Professor, office 304, tel. 2310 997310

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: I. Michailidis
 Deputy Chair: A. Semoglou
 Heads of the Departments: A. Gkoutzioukostas, A. Sfikas, S.-M. Valamoti
 Faculty members: G. Aggelopoulos, P. Androudīs, G. Antoniou, E. Chatziantoniou, B. Gounaris, A. Delikari, L. Hassiotis, M. Kantirea, P. Karvonis, Ph. Kotzageorgis, A. Kyriakou, G. Leveniotis, E. Manakidou, E. Manta, M. Ntinou, M. Paisidou, P. Papadopoulou, E. Papagianni, D. Papastamatiou, A. Pegklidou, N. Poulou, A. Semoglou, I. Sverkos, A. Tantsis, E. Tounta, S. Triantafyllou, P. Tselekas, V. Vlachou, A.-K. Wassiliou-Seibt, I. Xydopoulos, I. Zarra.

Representative of the Laboratory Teaching Staff: Ordinary: Ch. 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	231099.7982,99.7207 agkoutzi@hist.auth.gr
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ASSOCIATE PROFESSORS

1. Alexandra-Kyriaki Wassiliou-Seibt (Byzantine History - Sigilography)	409	231099.7228 avassili@hist.auth.gr
2. Aggeliki Delikari (History of the Slavic People)	412	231099.7286 adelikar@hist.auth.gr
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4. Ioannis Xydopoulos (Ancient Greek History)	411	231099.7184 ixydopou@hist.auth.gr

5. Ilias Sverkos (Ancient Greek History)	422	231099.7205 sverkos@hist.auth.gr
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2. Elissavet Chatziantoniou (Byzantine History)	408	231099.7333 ehatzian@hist.auth.gr
3. Konstantinos Takirtakoglou (Byzantine History)	405	231099.7982 ktakirta@hist.auth.gr

PROFESSORS EMERITI

1. Chrysoula Veligianni-Terzi (Ancient History)
2. Martha Grigoriou-Ioannidou (Byzantine History)
3. Yana Katsosfska-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)

Department of Archaeology**PROFESSORS**

1. Soultana-Maria Valamoti (Prehistoric Archaeology)	304	231099.7310 sval@hist.auth.gr
2. Eleni Manakidou (Classical Archaeology)	311	231099.7279 hmanak@hist.auth.gr
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4. Natalia Poulou (Byzantine Archaeology)	314	231099.7273 npoulou@hist.auth.gr
5. Athanasios Semoglou (Byzantine Archaeology)	314	231099.7275 semoglou@hist.auth.gr

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1. Eleni Papagianni (Classical Archaeology)	303	231099.7493 elpapag@hist.auth.gr
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2. Vasiliki Vlachou (Classical Archaeology)	311	vikyvlachou@hist.auth.gr
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4. Athanasia Kyriakou (Classical Archaeology)	302	2310997990 akyriak@hist.auth.gr
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6. Pagona Papadopoulou (Byzantine Archaeology)	314	231099.7141 pagonapapa@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. Aristotelīs Mentzos (Byzantine Archaeology)
8. Alikī 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. Michalīs 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 Kotidīs (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 and Social Anthropology

PROFESSORS

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| 1. Basil Gounaris (Modern History) | 401 | 231099.7470
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| 2. Iakovos Michailidis (Modern and Contemporary History) | 401 | 231099.7973
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| 3. Athanasios Sfikas (International and Greek History of the 20th Century) | 401 | 231099.7517
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ASSOCIATE PROFESSORS

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| 2. Phokion Kotzageorgis (Modern Greek History) | 401 | 231099.7206
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| 3. Loukianos Hassiotis (Modern History) | 401 | 231099.7449
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ASSISTANT PROFESSORS

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| 2. Eleftheria Manta (Modern Greek History) | 401 | 231099.7500
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| 4. Pegklidou Athina (Social Anthropology) | 104 (OB) | 231099.7285
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| 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
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|--|-----|---|

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

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| 1. Dr. Alagkiozidou Sofia (Ancient Greek Literature) | 403 | alagsofia@hist.auth.gr |
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Department of Modern and Contemporary History and Social Anthropology

- | | | |
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School of History and Archaeology

- | | | |
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CBR | 231099.2008/99.7442
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| 6. Dr. Anastasia Pliota (Byzantine Archaeology) | 301A/
CBR | 231099.2007/99.7442
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| 7. Dr. Konstantina Tsonaka (Classical Archaeology) | 301A | 231099.7281
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¹ Under the supervision of the Dean of Faculty of Philosophy AUTH.

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

Maria Kantirea

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4.6.2 Advisor for Students of Sensitive Social Groups

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4.6.3 Department of Ancient Greek and Roman, Byzantine and Medieval History Advisor

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4.6.4 Department of Modern and Contemporary History and Social Anthropology Advisor

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4.6.5 Department of Archaeology Advisor**Maria Ntinou**

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

Professor

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4.7 SABBATICAL LEAVES OF ACADEMIC YEAR 2023-2024**Winter semester**

M. Paisidou 1/10/2023-31-31/1/2024 (4 months)

Spring semester:

E. Manakidou 1/3/2024-31/5/2024 (3 months)

P. Papadopoulou 1/4/2024-30/6/2024 (4 months)

Annual

V. Gounaris 11/9/2023-7/7/2024 (10 months)

P. Tselekas 1/10/2023-31/5/2024 (8 months)

5. ACADEMIC CALENDAR

Semesters

	From	Until
Winter semester	2 October 2023	12 January 2024
Spring semester	12 February 2024	25 May 2024

Exam Periods

	From	Until
September 2023 (Resit Exam)	1 September 2023	22 September 2023
January - February 2024	22 January 2024	9 February 2024
June 2024	3 June 2024	21 June 2024

Bank Holidays

26 October 2023 (Saint Dimitrios Day - Celebration of the City's Patron Saint. Liberation of Thessaloniki from the Ottoman occupation)

28 October 2023 (National Bank Holiday)

17 November 2023 (Students' uprising in the National Technical University of Athens against the junta in 1973)

23 December 2023 - 6 January 2024 (Christmas Holidays)

30 January 2024 (The Three Patron Saints of Education Day)

14 March - 19 March 2024 (Carnival Holidays)

25 March 2024 (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)

29 April - 10 May 2024 (Easter Holidays)

1 May 2024 (Labour Day)

24 June 2024 (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 (2023-2024)

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	2015-2029	F
Université catholique de Louvain (UCL)	B LOUVAIN01	Triantafyllou Sevasti	2016-2029	FST
Universiteit Antwerpen	B ANTWERP01	Hassiotis Loukianos	2023-2029	
BULGARIA				
Bulgarian Academy of Sciences	BG SOFIA30	Delikari Aggeliki	2020-2029	
CROATIA				
Sveučilište u Rijeci	HR RIJEKA01	Semoglou Athanasios	2014-2029	FS
Sveučilište u Zagrebu	HR ZAGREB01	Triantafyllou Sevasti	2018-2029	FST
CYPRUS				
University of Cyprus	CY NICOSIA01	Michailidis Iakovos	2017-2029	FS
CZECH REPUBLIC				
Charles University	CZ PRAHA07	Delikari Aggeliki	2014-2029	FS
University of Ostrava	CZ OSTRAVA02	Semoglou Athanasios	2020-2029	
Charles University	CZ PRAHA07	Triantafyllou Sevasti	2014-2029	ST
FRANCE				
Ecole Pratique des Hautes Etudes - EPHE	F PARIS054	Papadopoulou Pagona	2014-2029	FS
Université Charles de Gaulle - Lille III	F LILLE03	Poulou Natalia	2018-2028	FS
Aix-Marseille Université	F MARSEIL84	Papadopoulou Pagona	2014-2029	FST
Université de Nantes	F NANTES01	Tounta Eleni	2020-2023	ST
Université Paris 1 Panthéon-Sorbonne	F PARIS001	Valamoti Soultana-Maria	2014-2029	
Université Paris Ouest Nanterre La Défense	F PARIS010	Manakidou Eleni	2019-2029	FST
GERMANY				
Ruprecht-Karls-Universität Heidelberg	D HEIDELB01	Triantafyllou Sevasti	2014-2029	FST
Rheinische Friedrich-Wilhelms-Universität Bonn	D BONN01	Semoglou Athanasios	2023-2029	
Christian-Albrechts-Universität zu Kiel	D KIEL01	Manakidou Eleni	2015-2029	

COUNTRY / UNIVERSITY	CODE	COORDINATOR	DURATION	LEVELS
Freie Universität Berlin	D BERLIN01	Manakidou Eleni	2014-2028	F
Universität Augsburg	D AUGSBURG01	Triantafyllou Sevasti	2014-2029	FS
Humboldt-Universität zu Berlin	D BERLIN13	Manakidou Eleni	2015-2029	FST
Albert-Ludwigs-Universität Freiburg im Breisgau	D FREIBUR01	Manakidou Eleni	2014-2028	FST
Universität Hamburg	D HAMBURG01	Manakidou Eleni	2014-2029	F
Ruprecht-Karls-Universität Heidelberg	D HEIDELB01	Tounta Eleni	2015-2029	FST
Friedrich-Schiller-Universität Jena	D JENA01	Triantafyllou Sevasti	2017-2029	FST
Universität zu Köln	D KOLN01	Nigidelis Pantelis	2014-2029	F
Johannes Gutenberg-Universität Mainz	D MAINZ01	Manakidou Eleni	2015-2029	FST
Philipps-Universität Marburg	D MARBURG01	Papagianni Eleni	2017-2029	FST
Universität Trier	D TRIER01	Papagianni Eleni	2014-2029	F
Universität Trier	D TRIER01	Kalfoglou-Kaloteraki Vasiliki	2014-2029	FS
Julius-Maximilians-Universität Würzburg	D WURZBUR01	Manakidou Eleni	2014-2029	FST
ITALY				
Università degli Studi di Salerno	I SALERNO01	Tselekas Panagiotis	2015-2029	
Università degli Studi di Bologna 'Alma Mater Studiorum'	I BOLOGNA01	Poulou Natalia	2014-2029	FST
Università degli Studi di Cagliari	I CAGLIARI01	Aggelopoulos Georgios	2014-2029	F
Università degli Studi di Catania	I CATANIA01	Triantafyllou Sevasti	2016-2029	FST
Università degli Studi di Firenze	I FIRENZE01	Tselekas Panagiotis	2014-2029	FS
Università degli Studi di Genova	I GENOVA01	Tounta Eleni	2015-2029	FS
Università degli Studi di Napoli Federico II	I NAPOLI01	Semoglou Athanasios	2014-2029	ST
Università degli Studi di Napoli Federico II	I NAPOLI01	Manakidou Eleni	2015-2029	F
Università degli Studi di Napoli 'L'Orientale'	I NAPOLI02	Manakidou Eleni	2014-2024	F
Università degli Studi di Padova	I PADOVA01	Kantirea Maria	2014-2029	FST
Università degli Studi di Perugia	I PERUGIA01	Manakidou Eleni	2014-2029	FST
Università degli Studi di Perugia	I PERUGIA01	Aggelopoulos Georgios	2014-2029	F
Università degli Studi di Pisa	I PISA01	Manta Eleftheria	2014-2029	FST
Università degli Studi della Basilicata	I POTENZA01	Tselekas Panagiotis	2014-2029	FST
Università degli Studi Roma Tre	I ROMA16	Manta Eleftheria	2014-2029	F

COUNTRY / UNIVERSITY	CODE	COORDINATOR	DURATION	LEVELS
THE NETHERLANDS				
Rijksuniversiteit Groningen	NL GRONING01	Valamoti Soultana-Maria	2014-2029	FS
POLAND				
Uniwersytet Im. Adama Mickiewicza	PL POZNAN01	Triantafyllou Sevasti	2014-2029	F
Cardinal Stefan Wyszyński University in Warsaw	PL WARSZAW07	Semoglou Athanasios	2014-2029	F
PORTUGAL				
Universidade de Coimbra	P COIMBRA01	Triantafyllou Sevasti	2014-2029	F
ROMANIA				
Alexandru Ioan Cuza University of Iași	RO IASIO2	Triantafyllou Sevasti	2014-2029	FST
SLOVENIA				
Univerza v Ljubljani	SI LJUBLJA01	Triantafyllou Sevasti	2014-2029	F
Univerza v Ljubljani	SI LJUBLJA01	Aggelopoulos Georgios	2015-2029	FST
Univerza na Primorskem - Università di del Litorale	SI KOPER03	Triantafyllou Sevasti	2023-2029	
SPAIN				
Universidad de Valladolid	E VALLADO01	Hassiotis Loukianos	2014-2029	F
Universitat Autònoma de Barcelona	E BARCELO02	Semoglou Athanasios	2016-2029	F
Universitat Autònoma de Barcelona	E BARCELO02	Valamoti Soultana-Maria	2014-2029	F
Universidad de Zaragoza	E ZARAGOZ01	Hassiotis Loukianos	2014-2029	S
SWEDEN				
Stockholms Universitet	S STOCKHO01	Triantafyllou Sevasti	2019-2029	
TURKEY				
Ankara Üniversitesi	TR ANKARA01	Triantafyllou Sevasti	2018-2029	FST
Mimar Sinan Güzel Sanatlar Üniversitesi	TR ISTANBU06	Papadopoulou Pagona	2018-2029	T
Ege Üniversitesi	TR IZMIR02	Triantafyllou Sevasti	2014-2029	FST
Ege Üniversitesi	TR IZMIR02	Kotzageorgis Phokion	2014-2029	FS
Üsküdar Üniversitesi	TR ISTANBU46	Kotzageorgis Phokion	2020-2029	
Bilkent Üniversitesi	TR ANKARA07	Triantafyllou Sevasti	2022-2026	
Ibn Haldun University	TR ISTANBU66	Delikari Angeliki	2023-2029	
Karadeniz Teknik Üniversitesi	TR TRABZON01	Papadopoulou Pagona	2023-2029	

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: 240

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
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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	50
	+ 2 courses of Ancient Greek Language (Exercises)	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	24
	2 courses from the other specialisation	12
	4 courses offered by the School of Philology	20
	3 CPTC courses	18
Free option	1	6
Total	42	240

9.3.3. Sign-off Procedure

1. 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.
2. 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 2023-24 academic year, i.e. the 4th 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 Internship Regulation is available at the School's website. Under the OPUS, the Internship is graded. Under the RPUS it is not graded, but it is recorded in the Diploma Supplement. 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) and is recorded in the Diploma Supplement. It is indicated whether the NSRF Internship was "pass" or "fail". The students are evaluated by the Internship Institute and the faculty member who supervises him/her.

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 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.

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

2023-2024



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: 1) 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
(2023/24 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-E. Tounta (contribution M. Kantirea)
ARCH 151	C	Introduction to Archaeological Studies	5	E. Manakidou- P. Papadopoulou- S. Triantafyllou
APR 151	C	Introduction to Prehistoric Archaeology	5	S. Valamoti- I. Fappas- M. Ntinou
ACL 151	C	Introduction to Classical Archaeology	5	A. Kyriakou
ASK 151	C	Exercises on Historiographic Texts	5	S. Alagkiozidou G. Kallinis

SECOND SEMESTER

COURSE CODE	COURSE TYPE	COURSE TITLE	ECTS	TAUGHT BY
HBY 151	C	Introduction to Byzantine History	5	A. Gkoutzioukostas
HMO 151	C	Introduction to Modern and Contemporary History	5	I. Michailidis
FSA 151	C	Introduction to Social Anthropology	5	A. Pegklidou Teaching assistance: A. Tzintziova
ABY 151	C	Introduction to Christian and Byzantine Archaeology	5	P. Androudis
HIA 151	C	History and Theory of Art	5	I. Zarra
ASK152	C	Exercises on Historiographic Texts II	5	S. Alagkiozidou G. Kallinis A. Mandalaki

SPECIALISATION IN HISTORY

THIRD SEMESTER

COURSE CODE	COURSE TYPE	COURSE TITLE	ECTS	TAUGHT BY
HAN 651	CM	Ancient Greek History I. Archaic and Classical period	6	I. Xydopoulos
HRO 651	CM	Roman History	6	M. Kantirea
HBY 651	CM	Byzantine History I	6	G. Leveniotis
HME 651	CM	History of Medieval Western Europe	6	E. Tounta
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
HSL 651	CM	Medieval History of the Slavic People	6	A. Delikari
HMG 651	CM	Modern Greek History	6	E. Manta
HMO 651	CM	Modern European and World History	6	L. Hassiotis
HCG 651	CM	Contemporary Greek History	6	Th. Sfikas

FIFTH SEMESTER

COURSE CODE	COURSE TYPE	COURSE TITLE	ECTS	TAUGHT BY
HBY 901 HME 901 HMG 901 HBA 901	CMS (CPTC/2)	Seminar. Specialisation in History	7	A. Gkoutzioukostas K. Takirtakoglou E. Chatziantoniou E. Tounta L. Chasiotis S. Dordanas
HMO 652	CM	Contemporary European and World History	6	Th. Sfikas
	O	Philology course	5	
Option or HAN 261	O (CPTC/1)	CPTC course-or Culture and Education in the Ancient World	6	A. Mandalaki
HIST 461 or option CPTC Archaeology	O (CPTC/3)	CPTC course-Didactics of History or O/CPTC Archaeology (see p. 44)	6	E. Manta

SIXTH SEMESTER

COURSE CODE	COURSE TYPE	COURSE TITLE	ECTS	TAUGHT BY
HAN 901 HBY 901 HSL 901 HTP 901 FSA 901	CMS (CPTC/2)	Seminar. Specialisation in History	7	M.Kantirea A. Vasileiou K.Takirtakoglou A. Delikari Ph.Kotzageorgis A. Pegklidou
HBA 651	CM	Modern and Contemporary Balkan History	6	S. Dordanas
	O	Philology course	5	
HBY 541 HME 352 HEH 252 HMO 451, 455 HMG 251, 253 HIST 457 HTP 252 FSA 372, 466	O	Optional course-Same specialisation	6	A. Vasileiou E. Tounta K. Chatzikyriakidis D. Papastamatiou Th. Sfikas G. Antoniou Ph. Kotzageorgis G. Aggelopoulos
Option or HBY 254	O (CPTC/1)	CPTC course or Culture and Education in Byzantium	6	K. Takirtakoglou

SEVENTH SEMESTER

COURSE CODE	COURSE TYPE	COURSE TITLE	ECTS	TAUGHT BY
HBY 501 HSL 501 HMG 501 HMO 501 HBA 501 FSA 501	CM	Thematic Area course	7	A. Goutzioukostas A. Delikari E. Manta I. Michailidis S. Dordanas G. Aggelopoulos (Teaching Assistance A. Tzintziova)
HBY 357 HBY 456 HSL 452 HEH 251, 252 HJP 451 HMO 253 FSA 353, 463, 465	O	Optional course of specialisation in History-Same specialisation	6	S. Kordosis E. Chatziantoniou A. Delikari K. Chatzikyriakidis G. Antoniou L. Hassiotis A. Pegklidou G. Aggelopoulos (Teaching Assistance A. Tzintziova)
	O	Optional course of specialisation in Archaeology	6	See O and CM courses of

				specialisation in Archaeology, seventh semester
	O	Philology course	5	
	FO	Free option	6	

EIGHTH SEMESTER

COURSE CODE	COURSE TYPE	COURSE TITLE	ECTS	TAUGHT BY
HAN 501 HRO 501 HBY 503 HMG 501 HMO 501 HTP 501	CM	Thematic Area course	7	I. Xydopoulos I. Sverkos G. Leveniotis G. Antoniou L. Hassiotis Ph. Kotzageorgis
	O	Optional Course of specialisation in History	6	
HBY 451 HME 352 HEH 252 HMO 451, 455 HMG 251, 253 HIST 457 HTP 252 FSA 372, 466	O	Optional Course of specialisation in History	6	A. Vasileiou E. Tounta K. Chatzikyriakidis D. Papastamatiou Th. Sfikas G. Antoniou Ph. Kotzageorgis G. Aggelopoulos
	FO	Free Option of specialisation in Archaeology	6	See O and CM courses of specialisation in Archaeology, eighth semester
	O	Philology course	5	

SPECIALISATION IN ARCHAEOLOGY AND HISTORY OF ART

THIRD SEMESTER

COURSE CODE	COURSE TYPE	COURSE TITLE	ECTS	TAUGHT BY
APR 651	CM	Prehistoric Archaeology: Theory and Method	6	M. Ntinou
APR 653	CM	Prehistoric Archaeology: Societies of the Aegean and the Eastern Mediterranean in the Bronze Age	6	I. Fappas
ACL 652	CM	Classical Archaeology: Sculpture	6	E. Papagianni
ACL 653	CM	Classical Archaeology: Pottery	6	V. Vlachou
ABY 651	CM	Byzantine Architecture	6	P. Androudis

FOURTH SEMESTER

COURSE CODE	COURSE TYPE	COURSE TITLE	ECTS	TAUGHT BY
APR 652	CM	Prehistoric Archaeology: Societies of the Aegean and the Balkans	6	S. M. Valamoti
ABY 652	CM	Byzantine Painting	6	M. Paisidou
ABY 653	CM	Byzantine Sculpture and Miniature Art	6	P. Androudis
HIA 651	CM	The Art of the Early Renaissance	6	I. Zarra
ACL 651	CM	Classical Archaeology: Architecture and Town Planning	6	P. Karvonis

FIFTH SEMESTER

COURSE CODE	COURSE TYPE	COURSE TITLE	ECTS	TAUGHT BY
APR 901 ACL 901 ABY 901 HIA 901	CM (CPTC2)	Seminar. Specialisation in Archaeology and Art	7	S. Valamoti (Teaching Assistance E. Voulgari) E. Papagianni (Teaching Assistance K. Vasteli) A. Semoglou- (Teaching Assistance Ch. Papakyriakou) I. Zarra (Teaching Assistance Ph. Sidera)
HIA 652	CM	European Art from Renaissance to the Present (with emphasis on the Period	6	I. Zarra

		from 1880 to World War I)		
	O	Philology course	5	
Option or HAN 261	O (CPTC/1)	CPTC course (Issues in Learning and Teaching) or Culture and Education in the Ancient World	6	A. Mandalaki
APR 351 ACL 351 ABY 351 ARCH 351 HIA 262 HIST 461	O (CPTC /3)	Practice in Archaeological Sites and Museums. Seminar Introduction to Museum Studies. Seminar Teaching Humanities through Art Didactics of History	6	I. Anagnostou- E. Voulgari I. Vasileiadou- Ch. Kallini A. Pliota A. Tantsis A. Kotidis E. Manta

SIXTH SEMESTER

COURSE CODE	COURSE TYPE	COURSE TITLE	ECTS	TAUGHT BY
APR 901 ACL 901 ABY 901 HIA 901	CMS (CPTC/2)	Seminar. Specialisation in Archaeology and Art	7	S. Triantafyllou (Teach. Assistance E. Voulgari) V. Vlachou (Teach. Assistance I. Vasileiadou) A. Semoglou (Teach. Assistance Ch. Papakyriakou) Faculty member under appointment
HIA 653	CM	Modern and Contemporary Greek Art	6	A. Kotidis
	O	Philology course	5	
HBY 254	O (CPTC/1)	CPTC course (Issues in Learning and Teaching) or Learning and Education in Byzantium	6	K. Takirtakoglou
APR 265 APR 261 APR 268 ACL 266 ABY 263 ABY 352 ARCH 251 HIA 259	O	Optional course of specialisation in Archaeology and History of Art	6	M. Ntinou I. Fappas S. Valamoti- D. Kostopoulos- S. Panagiotidis- G. Syridis E. Papagianni N. Poulou N. Poulou (Teach. Assistance Ch. Papakyriakou) M. Ntinou- M. Paisidou- E. Papagianni- P. Papadopoulou- A. Tantsis- S. Triantafyllou Faculty member under appointment

SEVENTH SEMESTER

COURSE CODE	COURSE TYPE	COURSE TITLE	ECTS	TAUGHT BY
APR 502, ACL 501 ABY 501	CM	Thematic Area Course	7	S. Triantafyllou (Teaching Assistance E. Voulgari) E. Manakidou (Teaching Assistance K. Tsonaka) P. Papadopoulou (Teaching Assistance A. Pliota)
APR 360 ACL 263 ACL 276 ABY 251 ABY 358 ABY 365	O	Optional course of specialisation in Archaeology and History of Art	6	S. Triantafyllou P. Karvonis V. Vlachou P. Papadopoulou A. Semoglou N. Poulou (Teaching Assistance Ch. Papakyriakou)
	CM/O	Optional course of specialisation in History	6	See O and CM courses of specialisation in History, seventh semester
	FO	Free Option course	6	
	O	Philology course	5	

EIGHTH SEMESTER

COURSE CODE	COURSE TYPE	COURSE TITLE	ECTS	TAUGHT BY
APR 501 ACL 502 ABY 502	CM	Thematic Area Course	7	S. Valamoti (Teaching Assistance E. Voulgari) A. Kyriakou M. Paisidou (Teaching Assistance A. Pliota)
APR 265 APR 261 APR 268 ACL 266 ABY 263	O	Optional course of specialisation in Archaeology and History of Art	6	M. Ntinou I. Fappas S. Valamoti- D. Kostopoulos- S. Panagiotidis- G. Syridis E. Papagianni N. Poulou

SCHOOL OF HISTORY AND ARCHAEOLOGY AUTH

UNDERGRADUATE STUDIES 2023-2024

ABY 352 ARCH 251 HIA 259				N. Poulou (Teaching Assistance Ch. Papakyriakou) M. Ntinou- M. Paisidou- E. Papagianni- P. Papadopoulou- A. Tantsis- S. Triantafyllou Faculty member under appointment
	FO	Free option course of specialisation in Archaeology and History of Art	6	
	CM/O	Optional Course of specialisation in History	6	See O and CM courses of specialisation in History, eighth semester
	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	0
HME 502	Medieval Historiography	7	0
HSL 501	Medieval History of the South Slavic Peoples	7	0
HSL 501	Medieval History of the Slavic Peoples: Ideology and Politics	7	0
HBY 501	Byzantine History: Central and Provincial Administration	7	0
HBY 502	Byzantine History: Society and Economy	7	0
HBY 503	Byzantine History: Politics, Defence and Diplomacy	7	0
HBY 504	Byzantine History: Political System, Court Hierarchy, Church and Administration of Justice	7	0
HAN 501	Ancient Greek History I: Political Institutions - Political Theory and Ideology	7	0
HAN 502	Ancient Greek History II: Topics in Social and Economic History	7	0
HAN 503	Late Antiquity	7	0
HRO 501	Roman History I: Political Institutions - Political Ideology	7	0
HRO 502	Roman History II: Topics in Social and Economic History	7	0

COURSE CODE	Department of Modern and Contemporary History and Social Anthropology	ECTS	COURSE TYPE
HMG 501	Greek History: Politics, Diplomacy, Society, Economy, Ideology	7	0
HMO 501	European and World History: Diplomacy, Society, Economy, Ideology	7	0
HBA 501	Balkan History: Diplomacy and Politics (20th century)	7	0
HTP 50	Ottoman History: Institutions, Society and Economy	7	0
FSA 501	Selected topics in Social Anthropology and Folklore Studies	7	0
HJP 501	History of the Jews in Greece	7	0

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	0
APR 502	Prehistoric Archaeology: Bronze Age	7	0
ACL 501	Classical Archaeology: Geometric - Classical Period	7	0
ACL 502	Classical Archaeology: Hellenistic - Roman Period	7	0
ABY 501	Byzantine Archaeology: Aspects of Material Culture in Byzantium	7	0
ABY 502	Byzantine Archaeology: Monuments and Monumental Space in Byzantium	7	0
HIA 501	History of Art I	7	0
HIA 502	History of Art II	7	0

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
HBY 251	Prosopography and Social Networks in the Byzantium	6	O
HBY 252	Aspects of the Byzantine Society	6	O
HBY 253	Byzantium and the Other: Policies of Integration in the Byzantine Society	6	O
HBY 254	Learning and Education in Byzantium	6	O

COURSE CODE	HISTORY	ECTS	COURSE TYPE
HBY 255	Political, Religious and Social Conflicts in Byzantium	6	0
HBY 256	Topics in Economic History of Byzantium	6	0
HBY 351	Political Theory and Ideology of the Byzantine Empire	6	0
HBY 352	Administrative Institutions in Byzantium	6	0
HBY 353	Military Organisation and Wars in Byzantium	6	0
HBY 354	Church and Society in Byzantium	6	0
HBY 355	Byzantium as Space. Topics in Historical Geography	6	0
HBY 356	Byzantine Diplomacy	6	0
HBY 357	Sino-Byzantine Relations	6	0
HBY 451	Byzantine Sigillography	6	0
HBY 452	Byzantine Diplomatics	6	0
HBY 453	Byzantine Epigraphy	6	0
HBY 454	Special Topics in History of the Early Byzantine Period	6	0
HBY 455	Special Topics in History of the Middle Byzantine Period	6	0
HBY 456	Special Topics in History of the Late Byzantine Period	6	0
HBY 457	Byzantium in the Digital Era	6	0
HAR 251	Medieval History of the Arab-Islamic World	6	0
HAR 252	The Arab-Islamic State: Administration, Society and Economy	6	0
HAR 253	Arab World and Byzantine Influences: Society and Culture		0
HAR 351	Arab-Byzantine relations (5th-11th century): Politics and Diplomacy	6	0
HAR 451	Arab-Islamic Historiography and Byzantine Influences	6	0
HPC 251	Medieval History of the Peoples of the Caucasus	6	0
HPC 252	History of the Armenian Kingdom of Cilicia	6	0
HPC 351	The Caucasus Region between Byzantium and the Arabs	6	0
HPC 352	Relations between the Peoples of the Caucasus and Byzantium	6	0
HPS 251	Medieval History of the Steppe Peoples	6	0
HPS 351	Relations between the Peoples of the Steppe and Byzantium	6	0
HPS 352	The Turks between Byzantium and China: Politics, Diplomacy, Strategy	6	0
THS 151	Thessaloniki: History and Archaeology from Prehistoric Times to the Present Day	6	0
HIST 451	Demographic History	6	0
HIST 452	Spatial and Urban History	6	0
HIST 453	Modern and Contemporary Environmental History	6	0
HIST 454	Quantitative History: Methods and analytical tools	6	0
HIST 455	History, Cinema and Documentary	6	0
HIST 456	Public History	6	0
HIST 457	Trauma, Memory and Oral History of the Wars	6	0

COURSE CODE	HISTORY	ECTS	COURSE TYPE
HIST 458	Oral History	6	0
HIST 459	Digital History	6	0
HIST 460	Archival Science	6	0
HIST 461	Didactics of History	6	0
HIST 462	Issues of Economic History	6	0
HIST 463	History and Historiography: Theory and Methods	6	0
HIST 464	Research Issues in Contemporary Historiography	6	0
HMG 251	The Greeks in the Ottoman Empire	6	0
HMG 252	Modern Greek Enlightenment	6	0
HMG 253	The Greek War of Independence	6	0
HMG 351	Institutions and Ideology in Modern Greek History	6	0
HMG 352	Social and Economic Modern Greek History	6	0
HMG 353	Hellenic Diaspora	6	0
HMG 354	The Refugee Issue in Greece (19 th -20 th c.)	6	0
HMG 451	The Cyprus Issue	6	0
HMO 253	History of Imperialism and Colonialism	6	0
HMO 254	Fascism and Extreme Right in Modern and Contemporary History	6	0
HMO 255	History of the Iberian Peninsula/Latin America	6	0
HMO 351	European History: Ideology, Society, Economy	6	0
HMO 352	Nation and Nation State in Modern Era	6	0
HMO 353	Modern and Contemporary International History	6	0
HMO 354	Global History: Ideology, Society, Economy	6	0
HMO 355	Political Institutions in Modern Europe	6	0
HMO 356	Cultural History of Modern Europe	6	0
HMO 357	Revolutions and Social Issues in Modern and Contemporary Times	6	0
HMO 358	Pirates and Privateers in Modern Times	6	0
HMO 451	History of the Eastern Question: European Great Powers and Ottoman Empire	6	0
HMO 452	WWII and its Legacy	6	0
HMO 453	Genocide and Ethnic Cleansing in SE Europe	6	0
HMO 454	European and World History: Hot and Cold Wars	6	0
HMO 455	History of the United States of America	6	0
HJP 451	Holocaust and Memory in Greece and Europe	6	0
HJP 452	History of the Greek Jewish Communities	6	0
HBA 351	National Questions and Minorities in the Balkans	6	0
HBA 352	SE Europe in the Era of Imperialism (1878- 1918)	6	0
HBA 353	Balkans from Orientalism to Balkanisation	6	0
HBA 354	Economic History of the Balkan States	6	0
HBA 355	Population Movements in the Balkan Peninsula	6	0

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 463	Anthropological Studies in the Balkans	6	O
FSA 464	Symbolic Systems: Anthropological Perspectives	6	O
FSA 465	Visual Anthropology and Ethnographic Film	6	O
FSA 466	Culture and Politics in the Balkans: Anthropological Perspectives	6	O

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	0
ACL 260	Cities of Greece during the Roman Period	6	0
ACL 261	Architecture and Town Planning: Geometric - Archaic Period	6	0
ACL 262	Architecture and Town Planning: Classical Period	6	0
ACL 263	Architecture and Town Planning: Hellenistic Period	6	0
ACL 264	Architecture and Town Planning: Roman Period	6	0
ACL 265	Sculpture: Geometric - Classical Period	6	0
ACL 266	Sculpture: Hellenistic - Roman Period	6	0
ACL 267	Pottery: Geometric - Classical Period	6	0
ACL 268	Pottery: Hellenistic - Roman Period	6	0
ACL 269	Painting - Mosaics	6	0
ACL 270	Inscribed Monuments	6	0
ACL 271	Coinage and Economy in the Ancient Greek World	6	0
ACL 272	Coinage and Economy in the Roman World	6	0
ACL 273	Coinage and Ideology in the Ancient World	6	0
ACL 274	Private and Public Life in Ancient Greece	6	0
ACL 275	Funerary Monuments and Burial Practices	6	0
ACL 276	Ancient Greek Religion: The Religious Festivals of the Ancient Greek Cities	6	0
ACL 277	Ancient Greek Mythology	6	0
ACL 278	Arts and Technology with the Use of Excavation Finds / Artefacts	6	0
ACL 279	Topics of Classical Archaeology	6	0
ACL 351	Practice in Archaeological Sites and Museums. Seminar	6	0
ACL 352	Topography. Seminar	6	0
ACL 353	Architecture and Town Planning. Seminar	6	0
ACL 354	Sculpture. Seminar	6	0
ACL 355	Pottery. Seminar	6	0
ACL 356	Epigraphy. Seminar	6	0
ACL 357	Numismatics. Seminar	6	0
ACL 358	Aspects of Private and Public Life in Ancient Greece. Seminar	6	0
ACL 359	Funerary Monuments. Seminar	6	0
ACL 360	Religion. Seminar	6	0
ACL 361	Mythology - Hermeneutics. Seminar	6	0
ACL 362	Gender Approaches of the Material Culture in Ancient Greece and Rome. Seminar	6	0
ACL 363	Ancient Technology. Seminar	6	0
ABY 251	Monumental Topography of Constantinople	6	0
ABY 252	Monumental Topography of Thessalonica	6	0
ABY 253	Monumental Topography of Thrace	6	0

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	0
ABY 358	Art and Ideology in Byzantium. Seminar	6	0
ABY 359	Selected Topics of Byzantine Architecture. Seminar.	6	0
ABY 360	Selected Topics of Byzantine Painting. Seminar	6	0
ABY 361	Byzantine Iconography. Seminar	6	0
ABY 362	Selected Topics of Byzantine Sculpture	6	0
ABY 363	Selected Topics of Byzantine Minor Arts. Seminar	6	0
ABY 364	Selected Topics of Byzantine and Medieval Numismatics. Seminar.	6	0
ABY 365	Byzantine Ceramics. Seminar.	6	0
ABY 366	Technology in Byzantium. Seminar	6	0
ARCH 251	Excavation - Drawing	6	0
ARCH 252	Excavation Methodology: Theory and Practice	6	0
ARCH 253	Archaeological Research and Digital Technologies.	6	0
ARCH 254	Interdisciplinary Approaches in Archaeology	6	0
ARCH 255	Public Archaeology	6	0
ARCH 351	Introduction to Museum Studies. Seminar	6	0
ARCH 352	Interpretation of the Archaeological Record. Museum and Education. Seminar	6	0
ARCH 353	Museumpaedagogics. Seminar	6	0
ARCH 354	Archaeological Legislation. Seminar.	6	0
HIA 251	Medieval Art (Early Medieval-Romanesque-Gothic)	6	0
HIA 252	Early Renaissance Art	6	0
HIA 253	High Renaissance - Mannerism	6	0
HIA 254	Baroque - Rococo	6	0
HIA 255	Neoclassicism - Romanticism	6	0
HIA 256	Realism - Impressionism - Post-Impressionism	6	0
HIA 257	European Art from 1870 to World War I	6	0
HIA 258	Art from World War I to the Present	6	0
HIA 259	19th Century Greek Art	6	0
HIA 260	20th Century Greek Art	6	0
HIA 261	Art of Non-European Cultures	6	0
HIA 262	Teaching Humanities through Art Historical Material: A Teacher Training Seminar	6	0

3. COURSE DESCRIPTIONS & LEARNING OUTCOMES REFORMED PROGRAMME OF STUDIES

FIRST SEMESTER

Athanasios SFIKAS – Eleni TOYNTA (co-teaching MARIA KANTIREA)

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. It also aims to acquaint students with contemporary historiographical schools and trends. The introductory part of mid-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.

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

- a) be familiar with the key concepts and methods of historical research
- b) grasp the interdependency between the study of the past and the cultural context in which it occurs
- c) comprehend the evolution of historical inquiry and writing from antiquity to the present
- d) possess the necessary background knowledge to recognize and study the key historiographical schools and trends from the 19th century to the present.

<https://qa.auth.gr/el/class/1/600220149>

<https://elearning.auth.gr/course/view.php?id=13659>

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 facets of the cultural, religious and intellectual life following the main chronological periods. The following main topics will be addressed: The political and social organization of the Mycenaean states, the Greek colonization 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.

<https://elearning.auth.gr/course/edit.php?id=14592>

**Eleni MANAKIDOU – Pagona PAPADOPOULOU – Sevasti TRIANTAFYLLOU
(co-teaching)**

ARCH 151 Introduction to Archaeological Studies

This course will introduce the students in a broad range of current thematic diachronically that contemporary archaeology is engaged in. Issues which will be unfolded to the 1st year students involve primarily an overall review of the history of archaeological research while the effect of contemporary historical and social agencies in the formation of archaeological theory will be underlined alongside 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 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, themes of managing cultural heritage will be extensively

discussed, e.g. 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 (Elgin marbles, Pergamon altar etc), archaeology and war (Iraq, Syria), vandalism (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 while contemporary modes of dissemination to the broader public will be extensively unfolded (public archaeology), 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. 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 become familiar with the methodology and terminology of the field, to know the scholars who developed the field and shaped its evolution as well as the auxiliary disciplines that serve the field.

Soultana Maria VALAMOTI – Maria NTINO – Ioannis FAPPAS (co-teaching)

APR 151 Introduction to Prehistoric Culture

The course introduces students to the prehistoric civilizations around the world since the earliest appearance of men until the Bronze Age. The course is a review of the beginning and development of prehistoric Archaeology and includes topics such as the archaeology of the appearance and development of early humans until the end of the Pleistocene, the Neolithic in the Near East and Central Asia, the Neolithic in the Aegean and Europe, the world in the Bronze Age, the early cities, Mesopotamia and Egypt, the Minoan and Mycenaean civilizations, the Iron Age Europe, the prehistory of Africa and the New World, etc.

The students will be able to recognize the time span and periodization of world prehistory, to familiarize 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.

Athanasia KYRIAKOU

ACL 151 Introduction to Classical Archaeology

Classical Archeology is the discipline that studies the material remains of the ancient Greek and Roman civilization as it was formed from the 10th century B.C. to the 4th century A.D. The course offers a brief introduction to the history, methodology and research areas of the specific archaeological discipline. Important monuments and artefacts from the proto-geometric period to late antiquity are examined to address issues on the factors that contributed to the developments in the relevant fields of architecture, urban planning, sculpture, pottery and minor arts.

Upon successful completion of the course, students will have studied various aspects of the development of ancient Greek and Roman culture; they will have acquired basic knowledge about significant monuments and artefacts of Ancient Greece and Rome; they will have familiarized themselves with the sub-subjects of Classical Archeology and will be able to use and evaluate the relevant literature.

<https://elearning.auth.gr/course/view.php?id=14507>

Sofia ALAGKIOZIDOU – George KALLINIS (co-teaching)

ASK 151 Exercises on Historiographical Texts I

The aim of this tutorial course is the familiarization with the distinctive elements of the 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 its implications for the meaning. We will discover the amazing creativity of the Ancient Greek language. We will study the complexity of periodic syntax and the challenges this syntax arises as far as the translation of the Ancient Greek language into any contemporary language is concerned. All these aspects of the Ancient Greek language will be thoroughly investigated in selected extracts from Ancient Greek literature and especially historiography. The main objective of the course is the deep understanding of the linguistic form to become the primary means of interpretation of the Ancient Greek way of thinking and approaching the other humans and the world.

Students are expected to become familiar with the basic characteristics of the Ancient Greek language, to be able to deconstruct and reconstruct an Ancient Greek text, to extract historical information from the context and the form of a

given text, to reevaluate the ability of the Ancient Greek language to “speak” with clarity and to discover new ways to understand both the past and their present.

<https://qa.auth.gr/el/class/1/600220151/M1/edit>

<https://elearning.auth.gr/course/view.php?id=15803>

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).

In this context, after a brief historical overview of Byzantine studies, the sources of Byzantine History, the methods of historical research and the auxiliary sciences of Byzantine History, the temporal and geographical limits of the empire, the physiognomy of the capital, the political theory, the most important historical events, the relations of Byzantium with foreign peoples, the main features of the Byzantine state and society, and the heritage of Byzantium will be presented.

Upon successful completion of the course the 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.

<https://qa.auth.gr/el/class/1/600226833/M1/edit>

Iakovos MICHAILIDIS**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. Students are expected to:

- a) understand the basic characteristics of the field/period.
- b) become familiar with the time frames, turning-points and sub-periods of the field and understand the related scholarly debates over the pertinent issues.
- c) become familiar with the terminology of the field.
- d) get acquainted with significant scholars who developed the field and shaped its evolution.
- e) 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 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 living 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 civilization with emphasis on the fields of Byzantine art and architecture, covering the period from the beginning of the 4th century A.D, with the spread of Christianity, until the fall of Constantinople in 1453. The material is divided into sub periods, during which spatially and temporally representative architectural ensembles, indicative issues of topography and evolution of cities, characteristic examples of mosaic decoration and frescoes, portable icons and sculpture with emphasis on the major productive centers of the territory in East and West are examined. At the same time, the historical parameters that led to the formation of the general characteristics of each period are examined.

Students are expected to understand the basic characteristics of the scientific field of Byzantine archaeology, to familiarize themselves with the time limits, intersections and periods that constitute it and to understand the relevant scientific reflection on these issues. They will also become familiar with the scientific terminology of the field, will meet key scholars who developed the field and shaped its development and the auxiliary sciences that serve it.

Iliana ZARRA**HIA 151 History of Art: Theory and Methods**

The content of the course concerns the definition of the subject of the History of Art, the presentation of the materials and techniques of visual products, the means of expression used by the visual artist and the ways of their documentation, the analysis of the factors of formation and evolution of style, and the presentation of the main methods of analysis of the artistic work as they were formulated during the 20th century (Morphological methods, Iconological methods, - Social History of Art– Aesthetics of Reception – Psychoanalytic View of Art, Feminist Art History, Structuralism, Semiotics/Semiology, Poststructuralism-Deconstruction). The learning outcomes consist in the familiarization of the student with the scientific terminology of the field, with a variety of methodologies for approaching works of art as well as with the basic theories of Art History, especially those that emerged in the 20th century, in order to be able to understand and interpret contemporary works of art.

<https://elearning.auth.gr/course/view.php?id=15676>

<https://qa.auth.gr/el/class/1/600224515>

Sofia ALAGKIOZIDOU – George KALLINIS – Aikaterini MANDALAKI (co-teaching)

ASK 152 Exercises on Historiographical Texts II

The writing of history is a linguistic construction. Historiographers primarily use three linguistic 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. But how is a narration, a description and an explanation being constructed? Which linguistic manners does the Ancient Greek language, in its diachronia, 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 language, Medieval Greek language and formal 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. Students are expected to realise the ways history is written (historical discourse) and to become familiar with the Ionic Greek and Attic Greek dialects, the Byzantine Greek and the Katharevousa (5th B.C. - 19th A.D).

<https://qa.auth.gr/el/class/1/600226834/M1/edit>

<https://elearning.auth.gr/course/view.php?id=16353>

THIRD SEMESTER

SPECIALISATION IN HISTORY

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 B.C. 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.

<https://qa.auth.gr/el/class/1/600220152/M1/edit>

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 sea. 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 century A.D. 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 B.C. – A.D 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* period of time and to learn methods and tools of the analysis and of the synthesis of the data.

Georgios LEVENIOTIS**HBY 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 centuries A.D.) and subsequent Middle Ages (mid-7th century 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.

<https://opencourses.auth.gr/courses/OCRS403/>

<https://qa.auth.gr/el/class/1/600220154/M1/>

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 specialized knowledge on the formation and evolution of medieval political entities, b) to possess specialized knowledge on social and economic organization of medieval communities, c) to possess specialized 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 specialized questions within the specific topic, which involve both critical thinking and empirical knowledge.

<https://elearning.auth.gr/course/view.php?id=15713>

<https://qa.auth.gr/el/class/1/600220155/M1>

Phokion KOTZAGEORGIS

HTL 651: History of the Ottoman Empire

The aim of the course is to provide 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 are given and then the institutions, society, economy, ideology and culture developed within this empire are analyzed. 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 specialized knowledge on the history of the Ottoman Empire, political history, Ottoman institutions, society, economy and culture, b) analyze and compare political events with developments in society and economy, c) correlate the evolution of institutions and changes in culture, d) can answer specialized questions within the above cognitive framework, which involve a combination of critical thinking and knowledge.

<https://qa.auth.gr/el/class/1/600220156/M1/edit>

<https://elearning.auth.gr/course/view.php?id=6104>

(THIRD SEMESTER)
SPECIALISATION IN ARCHAEOLOGY AND HISTORY OF ART

Maria NTINOI

APR 651 Prehistoric Archaeology: Theory and Method

The aim of the course is to offer a general introduction to prehistoric archaeology. The principal directions in theoretical archaeological thought are discussed in the first part of the lectures. Culture history, processual and postprocessual archaeology are discussed, as well as their contemporary synthesis. The second part will present the methods and techniques that support contemporary archaeology, excavation and field work, landscape archaeology, archaeometry and bioarchaeology.

Upon successful completion of the course students will be familiar with the main aspects of each archaeological school of thought and at a basic level they will be able to recognize the theoretical background of archaeological arguments. Students will be familiar with practical aspects of applying various analytical methods to the study of archaeological materials.

<https://qa.auth.gr/el/class/1/600222763>

<https://elearning.auth.gr/course/view.php?id=17568>

Ioannis FAPPAS

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

The course focuses on the examination of the data on the three major civilizations of the prehistoric Aegean, Minoan, Mycenaean and Cycladic, within the broader context of the Eastern Mediterranean of the 3rd and 2nd millennia BCE, as they emerge from older and more recent archaeological research and studies. Developments in the various regions of the Aegean are presented in a synchronic manner, with the aim of understanding the differences from region to region within the same time frame, always in relation to developments in the civilizations of the Eastern Mediterranean.

Concepts such as interactions between cultures, organization of space in the landscape, settlement and household, food acquisition and processing practices, workshop organization and production, distribution and use of workshop products, exchange trade and contacts, ideological aspects of everyday life such as

worship, art and burial customs, as well as the emergence and use of writing practices are elements that will be major themes in the course.

Upon successful completion of the course, students are expected to have acquired a comprehensive knowledge of the developments in the Aegean and the Eastern Mediterranean during the 3rd and 2nd millennia BCE, to have learned the basic features of the cultures of the region and, also, to have become familiar with the basic terminology related to the topics of the course.

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. Students who attend the course are expected to obtain specialized knowledge on ancient Greek Sculpture, to understand the typological and technical features of the works of sculpture and to be able assess them comparatively.

<https://elearning.auth.gr/course/view.php?id=16148>

<https://qa.auth.gr/el/class/1/600209849/M1/edit>

Vasiliki VLACHOU

ACL 653 Classical Archaeology: Pottery

The course focuses on the examination of the various categories of ancient Greek painted pottery. By way of introduction, various issues related to the pottery production and workshops will be examined, based on the surviving material remains, the ancient literary sources and the vessels themselves. The decoration techniques and the most characteristic shapes of archaic and classical vases during the Archaic and Classical periods will be considered, placing an emphasis on the Corinthian and Attic vases (Protogeometric and Geometric pottery, Proto-corinthian and Protoattic, black-figured and red-figured vases). Some representative examples of each production centre will be analysed, the work of the most important potters and painters and the influence they exercised on other contemporary pottery production centres will be considered. Iconographic issues will also

be analysed, as well as issues relating to the dating, finding sites, circulation and assessment of ancient ceramics.

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

<https://qa.auth.gr/en/class/1/600191296>

Paschalis ANDROUDIS

ABY 651 Byzantine Architecture

The course presents an introduction to the architectural creation of the Byzantine Empire. The traditions are made in chronological order and concern the urban development of settlements and the creation of religious and secular buildings and complexes. Particular emphasis is given to issues of methodological approach to the historical interpretation of architectural production, as well as to the corresponding problems identified in recent bibliography. The course is enriched with excerpts from texts of the period which are indications for the reception of architectural production in its time. In addition, visits are made to the Byzantine monuments of Thessaloniki and, if possible, to monuments of neighboring areas. The aim of the course is to familiarize students with the terminology and methodology of studying the architectural production of Byzantium. Students are required to understand issues of urban planning and spatial organization of cities and settlements, as well as issues of architectural composition of individual buildings, utilitarian (e.g. walls) or high architectural intentions (e.g. churches). Upon completion of the course, they should be familiar with the bibliographic and physical study of buildings and building remains, after understanding the basic elements of discussion as they are developed in modern bibliography.

FOURTH SEMESTER**SPECIALISATION IN HISTORY****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 the successful completion of the course the students are expected to: (a) possess specialized 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 analyze 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 specialized questions within the specific topic, which involve both critical thinking and specialized knowledge.

<https://elearning.auth.gr/course/view.php?id=7733>

<https://qa.auth.gr/el/class/1/600226836>

Angeliki DELIKARI**HSL 651 Medieval History of the Slavic People**

A general overview of medieval history of the Slavic people from the 6th to the 15th century. The course 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 unity will

be also discussed special issues (for example the origins of the Slavs, the homeland, the migration to Europe and the ethnogenesis of the Slavic nations, the foundation of Great Moravia and the cyrillo-methodian mission, the creation of the first Slavic alphabet and the written slavic language, the foundation of the First Bulgarian state, tsar Symeon and the imperial ideology, the literary and cultural Schools of Ohrid and Preslav, the state of the tsar Samuel (976-1018), the foundation of the Second Bulgarian state, the use of the geographical term Macedonia and the ethnonym Macedonian in the byzantine, Bulgarian and Serbian sources, Hesychasm and its impact on the political and ecclesiastical life of the Southern and Eastern Slavs, the foundation of the medieval Serbian state, its rulers (Stephan Nemanja, Stephan the First-Crowned, Milutin and Stephan Dechanski) and their relations with Byzantium, tsar Stephan Dushan, the political and ecclesiastical reasons of the establishment of the Serbian archbishopric (1219), the Slavic toponyms in Greece, etc.)

Students who attend the course 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, 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, to compare the social and cultural patterns of Byzantium with those of the medieval Slavic states, to become sensitive to methodological and practical issues related to their field of study, to understand the byzantine and Latin sources, concerning byzantine-slavic relations, to practice their skills to present orally and in written their ideas and arguments.

<https://qa.auth.gr/el/class/1/600226837/M1/edit>

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.

<https://elearning.auth.gr/course/view.php?id=16268>

Loukianos HASSIOTIS

HMO 651 Modern European and World History

The course examines aspects of European and world history in modern times, focusing mainly on the 19th century: modernity in Europe and the emergence of nation states, the social and cultural changes brought about by the industrial revolution, the ideological trends and political antagonisms of the period. Upon completion of the course, students should be able to think synthetically, combining the individual political, ideological, social and economic parameters of the period. In addition, they will have studied different types of historical sources for the modern era.

<https://qa.auth.gr/el/user/5257/courses/2023-2024>
<https://elearning.auth.gr/course/view.php?id=17816>

Athanasios SFIKAS

HMG 651 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:

- 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 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.

- d) appreciate continuities and discontinuities in contemporary Greece's historical development.

<https://qa.auth.gr/el/class/1/600222575>

<https://elearning.auth.gr/course/view.php?id=6404>

(FOURTH SEMESTER) **SPECIALISATION IN ARCHAEOLOGY AND HISTORY OF ART**

Soultana Maria VALAMOTI

APR 652 Prehistoric Archaeology: Societies of the Aegean and the Balkans in the Neolithic Period

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.

Pavlos KARVONIS

ACL 651 Classical Archaeology: Architecture and Town Planning

Architectural remains belonging to the Archaic and Classical period and the way in which they are combined to form the cityscape are presented in this course. The definition of architecture, which is the subject of the course, is followed by the

presentation of the ancient and modern sources on architecture. The building materials and building technique are examined, as well as the use and processing of building materials and mainly of the stone. The different parts of ancient buildings from the foundations to the roof, are thoroughly presented, as well as the beginning, the characteristics, and the development of the orders of ancient Greek architecture. The decoration of the buildings is presented, and the different types of ancient Greek buildings and structures are described (temples, treasures, altars, stoas, restaurants, guesthouses, theatres, houses, fortifications etc). The configuration, organisation and the function of sanctuaries and settlements are also examined.

Students who attend the course are expected to understand the main principles of Archaic and Classical architecture and town planning in the Archaic and Classical periods, to become familiar with the terminology of architecture and to acquire basic knowledge concerning the most important monuments of the period examined.

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 century – 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.

The students are able to recognize the depicted subjects, to comment their style and to date the basic examples of Byzantine painting. Moreover, they familiarize to political and theological parameters of the period.

<https://elearning.auth.gr/course/view.php?id=6100>

Paschalis ANDROUDIS**ABY 653 Byzantine Sculpture and Minor Arts**

The course focuses on two different aspects of Byzantine material culture, sculpture and minor arts. In the field of sculpture, the declining production of secular sculptures – mainly statues of emperors and state officials – and the production of religious reliefs (marble icons) will be examined. In particular, the reasons for the departure of Byzantine society from the tradition of figurative sculpture, the production centers, as well as the information provided by written sources about lost works today will be discussed. The field of minor arts craftsmanship, in which the Byzantines excelled, will be examined through indicative examples from all time periods and regions of Byzantium and its sphere of influence. Works in different materials – metalwork (goldsmiths, silversmiths, etc.), enamels, ivory objects, minor sculpture works of steatite and semiprecious stones, wood carving, embroidery –, different uses: imperial insignia, amulets, jewelry, functional objects, household equipment, beauty paraphernalia, etc. will be discussed. Particular emphasis will be given to materials and manufacturing techniques, the problem of their production center(s), inscriptions and information they provide us with about artifacts and their importance in Byzantine society, while some cases of relevant works known only through written sources will be examined indicatively. The learning outcomes of the course consist of familiarization of the students with the methods of study and dating of works of Byzantine sculpture and miniature, the recognition of these works as sources of information for Byzantine society, as well as the consolidation of the contribution of written sources to archaeological research.

Iliana ZARRA**HIA 651 The Art of Renaissance**

The first part of the course presents the work of the artists who prepared the great conquests of the most important representatives of the Renaissance. Subsequently, the formulation of the mathematical perspective, through which the representation of space and time of the period is redefined, is discussed. The course concludes with an analysis of Leonardo da Vinci's work and the way in which the iconographic and stylistic schemes he formulates are linked to the cultural and political developments of the period. The aim of the course is to place the works under examination in the historical, political, social, economic and intellectual context of reference in order to justify the compositional solutions and stylistic features they present.

The learning outcomes consist in the introduction of the student to the art of the Italian Renaissance through the study of the works and artists that shaped a new artistic reality, which was the greatest event of modern European culture. In this context, extensive reference will be made to a variety of art forms such as painting and sculpture.

<https://qa.auth.gr/el/class/1/600226835/M1/edit>

<https://qa.auth.gr/el/class/1/600226835>

FIFTH SEMESTER**SPECIALISATION IN HISTORY****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:

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

<https://qa.auth.gr/el/class/1/600220848>

<https://elearning.auth.gr/course/view.php?id=6101>

Andreas GKOUTZIOUKOSTAS**HBY 901 Seminar on History I: Justinian I (527-565) and his Era**

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 Justinian I (527-656) and his era, and includes the study of the relevant primary sources. The students will write papers on topics relative to the important personalities of this period, the climate, the external and internal policy, the ecclesiastical organization, as well as the administration system of the Byzantine State, and will present the results of their research.

Upon successful completion of the seminar the 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.

<https://qa.auth.gr/el/class/1/600220851/M1/edit>

Konstantinos TAKIRTAKOGLOY

HBY 901 Seminar on History I: Byzantium's Relations with the Peoples of the East (4th-8th Centuries)

The seminar aims to familiarise students with the study of Byzantine History through the primary sources and modern bibliography, introduce historical research methods and practice writing a scientific paper. The course will focus on issues concerning the relations of the Byzantine Empire with the peoples of the East from the fourth to the eighth century.

Upon completion of the seminar, students are expected to (a) have understood the basic principles of historical science and be acquainted with modern historiographical trends, (b) be able to address the sources critically and methodologically, (c) be able to prepare a scientific paper, (d) will be familiar with the primary and secondary bibliography on Byzantium's foreign policy on its eastern front.

Elissavet CHATZIANTONIU

HBY 901 Seminar on History I: Prosopography of the Comnenian Period

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 related to the prosopography and society of the Comnenian period.

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 the Comnenian era and the social conditions and evolutions of this 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.

<https://elearning.auth.gr/course/view.php?id=14607>

<https://qa.auth.gr/el/class/1/600220851>

Eleni TOUNTA

HMO 901 Seminar on History I: The Kingdom of Sicily (12th-13th Centuries). A Cultural History of Politics

The seminar aims at familiarizing students with the methods of the discipline of History. It deals, among others, with issues of methodology, research ethics, analysis and evaluation of primary sources and secondary literature, and composition of a historical essay. The course also includes exercises in medieval paleography.

Upon completion of the courses and a visit to Archives, students are expected a) to be familiar with the methodology of historical research, b) to recognize various kinds of sources, c) to use primary sources for the composition of a historical essay, as well as for the teaching of History, d) to be able to write a research plan, and d) to have basic knowledge of medieval paleography.

<https://elearning.auth.gr/course/view.php?id=17814>

Loukianos HASSIOTIS

HMG 901 Seminar on History I

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. Upon completion of the course students are expected to:

a) know the basic principles of the science of history and historical methodology.

- b) understand the different trends in historiography and their historicity.
- c) be able to critically examine primary and secondary historical sources.
- d) be familiar with the technique of writing scientific papers and organising individual or group work (projects).
- e) be familiar with places of historical research (archives, libraries, museums, etc.).

<https://qa.auth.gr/el/user/5257/courses/2023-2024>

<https://elearning.auth.gr/course/view.php?id=4919>

Efstratios DORDANAS

HBA 901 Seminar on History I: Greece and the Balkans (1936-1946)

This course examines the political, social and economic developments of a crucial decade in modern Greek and Balkan history, starting with the establishment of the regime of August 4th and ending with the beginning of the Greek Civil War. The aim is to familiarize students with this period through access to sources (primary and secondary), as well as to integrate it into the international historiography of the interwar period and the World War II.

<https://elearning.auth.gr/course/view.php?id=17809>

Aikaterini MANDALAKI

HAN 261 Culture and Education in the Ancient World

The issue of this course is the critical approach to carefully selected educational institutions of the ancient Greco-Roman world from the 8th century B.C. to the 4th century A.D. Upon successful completion of the course, students are expected to

- a) possess specialized knowledge on the organization and operation of characteristic educational institutions of Greco-Roman antiquity;
- b) have understood the social and political nature of the construction of knowledge;
- c) be able to assess the role of education and culture as decisive factors in strengthening social cohesion and shaping of Greek identity.

<https://elearning.auth.gr/course/view.php?id=17821>

Eleftheria MANTA

HIST 461 Teaching History

The course aims at presenting 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.

<https://elearning.auth.gr/course/view.php?id=16849>

(FIFTH SEMESTER)

SPECIALISATION IN ARCHAEOLOGY AND HISTORY OF ART

Ilianna ZARRA

HIA 652 European Art from Renaissance to the Present (with emphasis on the Period from 1880 to World War I)

The principles of mimetic reproduction of the material environment of academic art compositions will be challenged with the work of Modernist artists. Impressionism is the starting point of the course: European Art from 1880 until the First World War. The aim of the course is to show the artistic movements that emerge through the political, social and scientific conditions as well, and that promoted 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 organized as follows: • Introduction • Characteristics of Modernism in the visual arts • Impressionism • Post-Impressionism • Expressionism: Die Brücke • Fauvism Henri Matisse • Der Blaue Reiter • Cubism Georges Braque (1882-1963), Pablo Picasso (1881-1973) • Abstract Art: Wassily Kandinsky (1866-1944) Kazimir Malevich (1878-1936): Suprematism

The learning outcomes consist in the introduction of students to the art of modernism through the teaching of the work of great masters of the 19th century,

who shaped the conditions for the prevalence of modernism, and in the introduction to the art of artistic movements from the end of the 19th to the beginning of the 20th century.

<https://elearning.auth.gr/course/view.php?id=15126>

<https://qa.auth.gr/el/class/1/600220861>

Ilianna ZARRA (teaching assistance Photini SIDERA)

HIA 901 Seminar on Archaeology and Art I: History of Art

In the seminar course in Art History, the student will become familiar with the specialized bibliography of the field, the application of the most valid methodologies for the approach to specialized issues of art history and theory, the critical use of bibliographical sources, with the exercise of synthetic thinking, as well as with the process of preparing a project and its presentation in the form of teaching.

The learning outcomes consist in the acquisition of skills in art history through practice in producing a short scholar text of art history and theory from the initial stage of topic selection to the final stage of writing the text. The criterion is the accessibility to the subject matter so that the contact with it is immediate. Also, the course aims to the familiarization of the participants with the connection between international and Greek avant-garde, so that they can trace through its forms the physiognomy of the convergences and divergences of the local from the global.

<https://qa.auth.gr/el/class/1/600226846>

Soultana Maria VALAMOTI (teaching assistance Evaggelia VOULGARI)

APR 901 Seminar on Archaeology and Art I – Prehistoric Archaeology: Neolithic and Bronze Age Studies in Greece. From Ingredients to Meals

The topic offered for the winter term Prehistoric Archaeology Seminar (APR 901) focuses on the central issue of food in the context of neolithic and bronze age societies in the Aegean. Food procurement, preparation and consumption forms an essential aspect of the study of the human past as it underpins all domains of human life, ranging from the daily survival to special meals that mark important events in people's lives during the Neolithic and the Bronze Age. Prehistoric diet is closely linked to economic and social organization as the procurement of raw

materials, cooking and food consumption are closely linked to the means of production and social relationships within each community. A large part of the material culture unearthed at an archaeological site are connected with securing nutrients, food preparation and consumption (cutting and grinding/pounding tools, cooking installations, pots for cooking and serving, artefacts related to rituals etc). The seminar courses examine a wide range of activities related to neolithic and bronze age food in Greece through the consideration of food ingredients, cooking spaces, cooking practices and foodways in general. Specific recipes encountered in the archaeological record of prehistoric Greece will be explored such as pies, bulgur, wine, beer, fish soup and other stews in relation to their contextual associations. Besides the archaeological documentation of these foods, the course will consider the contribution of experimental archaeology in the research of prehistoric foodways. The course ends with a hands-on recreation of prehistoric recipes.

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, <http://edae.hist.auth.gr/>) 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.

Eleni PAPAGIANNI (teaching assistance Kyriaki VASTELLI)

ACL 901 Seminar on Archaeology and Art I: Cities of Roman Macedonia

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

Athanasios SEMOGLOU (teaching assistance Christina PAPAKYRIAKOU)

ABY 901 Seminar on Archaeology and Art I: Byzantine Art, Architecture and Terminology

The seminar aims at training in the correct use of architectural terms when describing monuments and their mural decoration as well as in the contact with inscriptions and dating systems. The course includes also additional exercises in the respective fields, while the students will also practice preparing archaeological documentation sheets. Students will prepare at least five short assignments, while the final grade will result solely from their performance in the exercises in each course.

Ioanna ANAGNOSTOU – Evaggelia VOULGARI (co-teaching)

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 archeological 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 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.

<https://elearning.auth.gr/course/view.php?id=17023>

Ioanna VASILEIADOU – Chrysanthi KALLINI (co-teaching)

ACL 351 Exercises in Archaeological Sites and Museums: Thessaloniki from its Foundation to Late Antiquity

Thessaloniki was founded in 316/5 B.C. 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 B.C. 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.

<https://qa.auth.gr/el/class/1/600209853/M1/edit>

<https://elearning.auth.gr/course/view.php?id=17047>

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 A.D.; 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 brief exercises on archaeological terminology 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 corresponding essay, which will be assessed mainly on the basis of accordance to the rules of scientific writing.

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

The course is a seminar and is offered to a limited number of students. It begins with a brief introduction to Museology as theory and practice. The introductory lectures present a review of the history and evolution of the Museum as an institution, as well as of Museology as a research and practical field of interdisciplinary approaches to understand the identity and function of Museums.

The course then focuses on the detailed presentation of the principles and method of organization and presentation of the permanent collections of Thessaloniki's Museum of Byzantine Culture. The students are asked to prepare three short written assignments on the permanent exhibitions of the Museum of Byzantine Culture. The aim of the work is to familiarize students with the organization and planning of museum exhibitions at a theoretical and practical level. The aim of the course is to acquaint the students with the set of scientific disciplines involved in the creation and operation of museums and art galleries.

Upon successful completion of the course, students should understand the role of museums/exhibition spaces as places of education and entertainment and

the ways in which this becomes possible, aiming at visitors' satisfaction. They are invited to manage the transition from the study of the exhibition object (archaeological/archival/historical/folkloric material or work of art, etc.) and the production of knowledge around it, to the way of presenting and transmitting this knowledge within a context that it arouses interest and remains accessible to a diverse audience with different backgrounds, requirements, and aspirations.

Antonios KOTIDIS

HIA 262 Teaching Humanities through Art Historical Material: A Teacher Training Seminar

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 affected 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 textbooks, (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.

SIXTH SEMESTER

SPECIALISATION IN HISTORY

Efstratios DORDANAS**HBA 651 Modern and Contemporary Balkan History**

The main aim of the course is to investigate the causal effects in transnational alliances and conflict relations, as well as the various stages in the transformation of the map of the Balkans for the better part of the 20th century. These stages fall within the chronological and thematic framework of the said period, which begins with the process of integrating the different regions into the newly declared independent states and the changes to the national borders to the detriment of the Ottoman Empire. That is to say, the period when the state was perceived as one of national borders and 'unredeemed brethren', which defined Balkan expansionism (the Great Idea), and determined the ideological content of inter-Balkan conflict. Chronologically, thus, starting in 1912, emphasis is placed on the Balkan wars that marked the efforts of the countries involved to resolve any outstanding territorial issues in their favour, which was in contrast to the diplomacy of the Great Powers. The legacy of the inter-Balkan conflict, i.e., the internal developments and the factors that influenced the formulation of foreign policy for each of the Balkan states in the aftermath of the Balkan Wars are examined concurrently. In this way interpretative models are produced that will enable a better understanding of the positions and perceptions held by each Balkan nations during the two world wars that resulted in the 're-alignment' of their boundaries for the decades that followed. The end of World War II does not only mark the new borders, but also the ideological consolidation at the onset of the Cold War, and the assimilation of different political and socio-economic organizational and developmental models. In this respect, the Greek Civil War is considered as the first training ground for the two large coalition powers. Where, on the one hand, western democracies, and on the other, the socialist regimes were involved directly or indirectly, in the stakes that established the cornerstones of the bipolar world. The history of armed conflict will be examined not only in regards to the military preparations and confrontations, or the human losses and the material damage, but even more so in terms of the multi-level upheaval that went before, and the consequences (political, social, economic, demographic) that came after the end of the war.

The consequences of these conflicts are even today reflected in the diverse national histories. The various sources show precisely the different interpretations given to these conflicts and constitute the necessary methodological tools for their

better understanding. More specifically, they describe the image of the “Other” as the enemy; they emphasise the use of propaganda as a tool of domestic and foreign policy, and they explain how this is used to strengthen the connective tissue of nationalism within the context of the nation state.

In addition, emphasis is given to the social history of the Balkan peoples and the population shifts that occurred after World War I, with the changes to the borders and the compulsory or voluntary exchange of the populations. The exchange of populations also changed the structure of Balkan societies and produced the workforce that would in the future man the factories of some countries. During communist rule and primarily as a result of the Cold War, a repressive regime was imposed on the societies of Bulgaria, Romania and Albania, whose design was to control political expression and suppress reactions, whether in the implementation of policies and financial plans of the respective Communist Parties, or to hinder direct and indirect communication with others from non-communist bloc countries. Finally, particular emphasis is given to presenting an explanation for the collapse of the communist regimes and the subsequent emergence of nationalism, the breakup of Yugoslavia, as well as the social and ethnic conflicts.

<https://elearning.auth.gr/course/view.php?id=17551>

Maria KANTIREA

HAN 901 Seminar on History II: The Persian Empire in the Ancient Greek Sources

Herodotus (*Histories*), Xenophon (*Hellenica*, *Anabasis*), and the Attic rhetors, especially Isocrates, as well as post-Classical authors, like Diodorus Siculus, Plutarch, and Arrian give important information on the Persian Empire. The course focuses on the critical reading of representative passages of their works in order that the students understand the reception of the Persians by the ancient Greeks, the survival of this view during the Hellenistic period and its renewal under the Roman Empire. The students present the results of their research orally and in brief written essays.

Alexandra Kyriaki WASSILIOU SEIBT**HBY 901 Seminary on History II: Macedonian Dynasty**

In this course will be analyzed the political history, the administrative structures, the legislation, the relations of the empire with his neighbors 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 focused to the interpretation of the narrative sources and the sigillographic evidence.

The students will : (a) become familiar with the different kinds of sources and the correct use of them, (b) be trained in the right search for the relevant bibliography (in Modern Greek and in Western languages), (c) understand the content of the sources and the relevant bibliography, (d) structure a special thematic topic, and (e) compose and present a thesis.

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

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.

Angeliki DELIKARI**HSL 901 Seminar on History II: Medieval History of the Slavic People**

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. The seminar includes student visits to off-campus sites (museums, libraries, church research centres, and other').

Students are expected to become familiar with the methodology of academic research, to develop research skills through the use of auxiliary disciplines, to become familiar with the various kinds of sources, to practice criticism of sources, to learn to distinguish between the different kinds of academic (written) work, to learn to compose and to present written assignments, to become familiar with the academic ethics of scholarly writing, to shape a plan for teaching, to reflect upon teaching, to reflect upon teaching methods (of their own and others').

Phokion KOTZAGEORGIS

HTP 901 Seminar on History II: Ottoman History

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 Ottoman history, (d) to get in touch with historical sources and types of historical writing, (e) to obtain basic knowledge of the auxiliary sciences of history (palaeography, diplomatics, heraldry).

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, and d) to practice the methodology of criticizing historical sources.

<https://qa.auth.gr/el/class/1/600222583/M1/edit>

<https://elearning.auth.gr/course/view.php?id=6422>

Athina PEGKLIDOU

HMG 901 Seminar on History II: 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).

Konstantinos TAKIRTAKOGLU

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: a) comprehend the historical context of the Early, Middle and Late Byzantine Period, b) acquire knowledge about education in Byzantium in particular, c) understand the contrast and compromise between Christianity and the Classical tradition, d) recognise the close relationship between Byzantine and Classical literature, e) comprehend the practical and moralising end of Byzantine education at all its levels, f) perceive the place that Byzantine education holds in Byzantine society and how the latter was influenced by education, g) grasp how Byzantine education contributed to the edification of Byzantine emperors and members of the military and civil aristocracy, h) acquire knowledge and skills which will allow them to offer their services

in the field of education (teaching History in secondary education), i) practise in the written and oral presentation of ideas and arguments.

(SIXTH SEMESTER)
SPECIALISATION IN ARCHAEOLOGY AND HISTORY OF ART

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.

Students are expected to gain an insight in the dialectical relationship between the arts of painting, sculpture, architecture and those of literature, music, theoretical discourse thus understanding the aesthetic and ideological identity of modern Greek society as well as the connection of its arts and letters to those of the international paradigm.

Glaiki GOTSI

HIA 901 Seminar on Archaeology and Art II – Art History: Art and Gender

The course examines the relationship between gender and the production and interpretation of art works, as underlined by feminist art history and theory combined with approaches from psychoanalysis, semiology, poststructuralism, Marxism. The introductory lectures offer an analysis of the main tendencies of research and an overview of the basic bibliography, foreign and Greek. In subsequent weeks, the students present their essays on various historiographical or theoretical subjects. Through discussion of specific examples from modern and contemporary European, American and Greek art diverse issues are explored: the

differentiation of women's engagement with art from that of men, the ideological construction of concepts such as artist and female artist, the gendered dimensions of the images and of the gaze in art, the interaction of sexuality and race with the creation and reception of art works, the contribution of politics and movements to the emergence of new questions.

Through preparation of their written essays and participation in the dialogue that will be pursued at all meetings of the semester, at the end of the course students will be able to understand the gendered aspects of art, to recognize the feminist interventions in art history, to express similar methodological and theoretical concerns, to seek the connection of art activities with contemporary political and social demands.

Sevasti TRIANTAFYLLOU (teaching assistance Evaggelia VOULGARI)

APR 901 Seminar on Archaeology and Art II – Prehistoric Archaeology: Prepalatial Societies on Crete

This seminar will explore issues related to the organization of the settlements, their variability within the natural landscape of the island, the technological novelties and traditions, the contacts and interconnections of the communities before the emergence of the first palaces in Crete. Special emphasis will be given on the burial customs and practices, the mortuary architecture and the manipulation of the deceased as well as on the associated artefacts and the outside areas which will be approached as mnemonic landmarks and social arenas integrated by the living communities. The primary aim of the seminar will be the reconstruction of the prepalatial societies derived from the archaeological evidence and current theoretical discussions.

The aim of the seminar is to familiarize the students with the archaeological research and scientific reasoning through deep and critical knowledge of the archaeological practice, to train the students to manage and analyze archaeological matters through the use of greek and international bibliography, to learn the students on how to proceed to the deep knowledge of archaeological issues, to train the students to the team working of the oral presentation of articles and to the individual academic writing, to educate the students on good practices and management of archaeological material and issues of cultural heritage. Assessment will be based on the participation of the students to tutorials, oral presentation of articles and the evaluation of a written essay.

Vasiliki VLACHOU (teaching assistance Ioanna VASILEIADOU)

ACL 901 Seminar on Archaeology and Art II: The Aegean during the Early Iron Age

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 B.C. (1100-600 B.C.). 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. The course includes a 5-day visit to the Cyclades, to visit some of the most important areas that were active during the period under consideration, and to acquaint with the most important finds as these are displayed in the regional archaeological museums.

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.

Athanasios SEMOGLU (teaching assistance Christina PAPAKYRIAKOU)
ABY 901 Seminar on Archaeology and Art II: Byzantine Art, Architecture and Terminology

The seminar aims at training in the correct use of architectural terms when describing monuments and their mural decoration as well as in the contact with inscriptions and dating systems. The course includes also additional exercises in the respective fields, while the students will also practice preparing archaeological documentation sheets. Students will prepare at least five short assignments, while the final grade will result solely from their performance in the exercises in each course.

SEVENTH SEMESTER**SPECIALISATION IN HISTORY****Andreas GKOUTZIOUKOSTAS****HBY 501 Byzantine History: Central and Provincial Administration**

The course will examine the central (imperial chancery, financial services, palace service, Constantinople) and provincial administration (provinces, dioeceses, prefectures, themes, kephalai) from the 4th to the 15th century. The main features of the administrative structures will be analysed and their evolution during the Early, Middle and Late Byzantine period will be studied. The institutional changes introduced by the emperors will be presented and the functioning and effectiveness of the Byzantine administrative system will be examined. Relevant primary sources on provincial administration during the Early Byzantine period will be analysed and interpreted. Depending on the size of the audience, the students will write papers (for extra credit of 30%.) on the administration and institutions of the Byzantine state. Apart from the coursebook, the students will be provided with bibliography that should be studied. Oral or written exams will be given.

Upon successful completion of the course the students are expected to learn the administrative structures of Byzantium, to comprehend the function and the evolution of the Byzantine administration and institutions, to understand the causes of the changes, to become aware of methodological and practical issues related to their field of study, and to practice their skills in analysing and interpreting the primary sources concerning the administration and institutions of Byzantium.

Angeliki DELIKARI**HSL 501 Medieval History of the South Slavic Peoples**

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, the creation of the Glagolitic and Cyrillic scripts, the role of the capitals of Bulgaria (Pliska, Preslav and Tărnovo), and the political ideology of the Bulgar rulers. We read the sources about the life and the deeds of the most significant Serbian rulers (Stefan Nemanja, Stefan the First-Crowned, Milutin and Stefan Dušan), the autocephaly of the Serbian Church (1219) and its relations with Constantinople, Ohrid and Rome.

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, to learn the basic features of the Bulgarian, Serbian, Croatian culture (literature, etc.), to familiarize themselves with the mechanisms of creation of political and ecclesiastical leaders, to comprehend the process and the impact of shaping and disseminating stereotypical images in the world of the Southern Slavs, to become sensitive to methodological and practical issues related to their field of study, to practice their skills to present orally and in written their ideas and arguments.

Eleftheria MANTA

HMG 501 Greek History

The Thematic Unit on Modern Greek History covers the period from the Enlightenment, when Greek independence became a revolutionary project, until 1923, including diplomatic, political and social developments. The Unit also refers to historiographical approaches to the making of the Greek nation and state. The weekly seminars will focus on a special topic to be announced annually. Students are expected to be able to evaluate different scholarly approaches to the making of the Greek nation, acquire in-depth knowledge of a special subject (political, social, diplomatic) within the Thematic Unit, improve their ability to assess and evaluate historical questions through the construction of appropriate arguments, develop further their critical and synthetic abilities to produce written work with the use of sources and bibliography, and become familiar with interdisciplinary approaches to history.

Iakovos MICHAILEDIS**HMO 501 European and World History: Diplomacy, Society, Economy, Ideology**

The course focuses on European and world history during modern times. It provides a comprehensive approach and in-depth analysis of critical issues in modern and contemporary European and global history. Additionally, it examines historical events and phenomena through major historiographical narratives that have shaped the understanding of modern and contemporary history. Students are expected to:

- a) understand and analyze the most significant European and global issues during the modern era.
 - b) recognize the interaction among major political, economic, social, and ideological phenomena.
 - c) describe the major historiographical narratives of historical developments during modern times.
 - d) critically assess European and world history during modern times.
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Efstratios DORDANAS**HBA 501 Balkan History: Diplomacy and Politics (20th Century)**

The course focuses on issues of diplomacy and politics, with emphasis on the period of World War II and the Cold War, in order to familiarize students with the basic developments during this period and, by extension, with the relations that developed both between the Balkan states and with Europe and the Great Powers during the bipolar era.

<https://elearning.auth.gr/course/view.php?id=17808>

Georgios AGGELOPOULOS (teaching assistance Areti TZINTZIOVA)**FSA 501 Selected Topics in Social Anthropology and Folklore Studies**

The learning outcomes of the course concern the critical understanding of the epistemological traditions of the study of culture as they have been shaped from the mid-20th century to the present day. We will discuss positivism, structuralism, neo-Marxism, deconstruction theories and the postmodern turn, the epistemologies of the global South. We will approach this through the study of specific

ethnographies concerning identity politics, racism and necropolitics, social movements, academia and the quest for excellence.

<https://elearning.auth.gr/course/view.php?id=17818>

(SEVENTH SEMESTER) SPECIALISATION IN ARCHAEOLOGY AND HISTORY OF ART

Sevasti TRIANTAFYLLOU (teaching assistance Evaggelia VOULGARI)

APR 502 Prehistoric Archaeology: Bronze Age

This course examines the development of the prehistoric societies in the Aegean in the 3rd and 2nd millennium B.C. 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 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 B.C. 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 organization, exchange networks and trading systems, administration, scripts and writing systems, death management, conspicuous consumption and feasting, iconography etc.

Eleni MANAKIDOU (teaching assistant Konstantina TSONAKA)

ACL 501 Classical Archaeology: Geometric – Classical Period

The course focuses on the various manifestations of Greek civilization and on several categories of its material remains during the period from the beginning of historical times (Early Iron Age, Geometric period) with emphasis on the Archaic and Classical periods. Specifically, it examines issues related to the appearance and evolution of the city-state, the establishment of colonies on the coasts of the Mediterranean, the Aegean and the Black Sea, the foundation and organization of local and Panhellenic sanctuaries, urban planning, burial practices, the evolution of architecture (religious and secular), sculpture and pottery. These will be presented by geographical area in mainland and island Greece (Attica, Boeotia, Corinth, Laconia, Cyclades, Eastern Greece). Interpretive issues in relation to political and social structures are also examined and discussed, as well as issues of religious, economic and social organization through the archaeological data. After the completion of each module, there will be tests to consolidate the presented material. In addition, visits to museums and archaeological sites in the form of educational excursions will be organized as part of the course.

Upon successful completion of the course, students are expected to have acquired a combined and multi-faceted knowledge of the art and artifacts of the Geometric, Archaic and Classical periods (specifically in terms of the characteristics of works of architecture, sculpture and ceramics). They will practice describing, analyzing and comparing different artistic categories from a synchronic and diachronic point of view, they will be able to process the examined material according to archaeological methodology and to relate it to the economic, social and political changes that took place during these periods and, consequently, to become familiar with issues of ethnicity, colonization, religion, social and cultural history in the discussed areas. As a result of this knowledge, they will be able to

understand the continuities and discontinuities in the ancient Greek world and to carry out the synthesis of archaeological data.

Pagona PAPADOPOULOU (teaching assistance Anastasia PLIOTA)

ABY 501 Byzantine Archaeology: Aspects of Material Culture in Byzantium. Luxurious Objects in Byzantium

The course will focus on luxurious objects in Byzantium. These include a wide array of different types of objects, of a secular or ecclesiastical, public/imperial or private character, which were manufactured with different techniques and materials, for a variety of uses and with different connotations – ideological, religious, apotropaic etc. Through select examples, students will be acquainted with the manufacture of these objects (raw materials, techniques); with their intended use and the problems that research faces on this aspect with certain categories of objects; with the particular role they held in the Byzantine society as expressions of imperial prestige, piety, personal wealth and power; but also with the information they provide – through the adoption of foreign decorative motifs or their distribution beyond the empire – on the relations of Byzantium with other peoples. Particular emphasis will be given on inscribed luxurious objects, in order to highlight the role of their inscriptions (foundation inscriptions, dedicatory, apotropaic etc.) to a better understanding and interpretation of these objects. Finally, a part of the course will be devoted to the contribution of the written sources on the one hand to our knowledge about objects that have not survived, on the other hand on the interpretation of their role in Byzantine society.

This type of course has a broader syllabus, thus, besides lecture notes and the textbook, for the final exam students are required to study a corpus of Greek and English bibliography on the topic of the course. Furthermore, if they wish so, students have the possibility to submit a written essay, which will correspond to 10% of the final grading, on condition that they will successfully pass the final exam.

The learning goals of the course include the familiarization of students with all types of Byzantine luxurious objects and their manufacture, the acquaintance with the ideological, religious and other connotations of these objects in the Byzantine society, and the realization of the necessity of combining the written sources with the remains of the material culture in order to gain a better understanding of the past.

EIGHTH SEMESTER**SPECIALISATION IN HISTORY****Ioannis XYDOPOULOS****HAN 501 Ancient Greek History I: Political Institutions – Political Theory and Ideology. Athens from 404 to 386 B.C.**

The end of the Peloponnesian War in 404 finds Athens wounded in every area. The fate of the city was in the hands of the victors, who besieged the city of Athens until it fell. The Athenians, despondent from their heavy defeat in the war and overwhelmed by the hardships they suffered in their own country, finally surrendered to the Spartan power. It has been suggested that the consequences of defeat in the Peloponnesian War were less dramatic for the Athenians than might have been expected. However, the reality was that Athens no longer bore any resemblance to the hegemony that had dominated most of the 5th century. In this course we will examine the conditions that developed in Athens immediately after its defeat in the Peloponnesian War and follow the course of the city both in terms of domestic and foreign policy until 386, when the King's Peace was imposed by Persia. This attempt will be based on the literary sources of the period (historiographical works, lecture texts, ostentatious, epitaphs and didactic speeches) as well as on the surviving epigraphic evidence, to demonstrate that the ideology prevailing in Athens after 404 does not seem to differ from that which had led it to the formation of the Delian Alliance and its evolution/transformation into a principle. In other words, we believe that the Athenians never ceased to be animated by the ideology of power and domination in Greece and that they were not "recovered" from their sufferings. This dominant ideology is evident both in the way they handled the defeat and the civil strife (until 403) and in the construction of a collective memory, which became the means of propaganda for Athenian supremacy.

Ilias SVERKOS**HRO 501 Roman History I: Political Institutions – Political Ideology**

The aim of this course is to study the political institutions of the Roman Empire as they developed during the Republican and Imperial periods (c. 509 B.C. – A.D. 283). On the basis of selected texts (literary sources, inscriptions and papyri), it

examines the organisation of the Roman state during the Republican period and its constitutional institutions, as well as the changes that the constitution underwent as a result of the social and political conflicts in Rome, the collapse of the *res publica*, the transition to the Principate, the role of the emperor and the foundations of his power, and the changes in the imperial ideology from the Augustan period to the end of the 3rd century A.D.

Georgios LEVENIOTIS

HBY 503 Byzantine History: Politics, Defense and Diplomacy

The course focuses primarily on three broader (distinct but also interconnected) research topics of Byzantine History: Politics, Defense and Diplomacy of the so-called “Rhomaion politeia” or simply “Romania”, i.e. the eastern part of the Late Roman Empire (324-1453). The study and application of these theoretical and practical fields, but also of the corresponding ideological frameworks, institutions, mechanisms and actions that were directly connected to them, were definitely based in part on the former Hellenistic and (mainly) Roman state tradition and political experience, which Byzantium –as a *de jure* and *de facto* heir– diligently rescued and continued; at the same time, however, they were redefined during the 4th - 6th centuries, under the influence of the new state absolutism (“despoteia”), the gradual bureaucratic centralization, the wider administrative and legislative changes, and –to a certain extent– the ideological influence of Christianity; during the following centuries they continued though to constantly further readjust to the respective political, social, economic and military changes and realities. To sum up, their development was highly sophisticated, complicated and –in general terms– quite remarkable, especially for the medieval times; they certainly contributed greatly to the prolonged historical life of Byzantium.

Key learning objectives: Byzantium emerged and sometimes excelled as a sophisticated and highly organized state for its time; it developed and was highly innovative and adaptive in the fields of Politics, Defense and Diplomacy. For these reasons, the latter require a special and thorough (separate and comprehensive) presentation, so that they can be highlighted and understood. The main purpose of the course is the approach and analysis of the specific topics in a variety of distinct and mutually complementary ways or methods (e.g. lectures, visual screenings, historical reflection and dialogue, interaction between teacher and participants, approach and presentation of relevant literature and its use for the preparation of assignments, study and assimilation of specialized historical material / modern bibliography, oral or written examination). These methods and practices are going to highlight, to the students who will attend the course, the wider

content, the aspects, the adaptations and variations as well as the broader role of Byzantine Politics, Defense and Diplomacy; moreover, the same practices will ensure for the participants an adequate understanding of the importance and characteristics of these specific fields as well as their coupling, composition and use through the application and exercise of a common component, the so-called “Grand Strategy of Byzantium”.

Georgios ANTONIOU

HMG 501 Greek History: Politics, Diplomacy, Society, Economy, Ideology

The Thematic Unit on Modern Greek History covers the period from the Enlightenment, when Greek independence became a revolutionary project, until 1923, including diplomatic, political and social developments. The Unit also refers to historiographical approaches to the making of the Greek nation and state. The weekly seminars will focus on a special topic to be announced annually. Students are expected to be able to evaluate different scholarly approaches to the making of the Greek nation, acquire in-depth knowledge of a special subject (political, social, diplomatic) within the Thematic Unit, improve their ability to assess and evaluate historical questions through the construction of appropriate arguments, develop further their critical and synthetic abilities to produce written work with the use of sources and bibliography, and become familiar with interdisciplinary approaches to history.

Loukianos HASSIOTIS

HMO 501 European and World History: Diplomacy, Society, Economy, Ideology

The thematic unit covers the modern and contemporary world history, from the Era of Discoveries to the end of the Cold War. It examines special aspects of political, social, economic or cultural developments of the period as well as their historiographical interpretations. Weekly seminars will focus on a special topic announced annually. The topic of this semester is: "Total wars in the modern and contemporary era". The course analyses the causes, key features and consequences of total war, on international relations, politics, society, economy and ideological currents in Europe and the rest of the world since the beginning of the 20th century. Upon completion of the course, students are expected to:

- a) understand the concept of total war and the corresponding historical experiences globally.
- b) to be able to formulate synthetic judgments about the history of the 20th century in particular.
- c) be familiar with the general historiographical trends that study the specific historical phenomenon.
- d) be familiar with the process of analysing historical sources.

<https://qa.auth.gr/el/user/5257/courses/2023-2024>
<https://elearning.auth.gr/course/view.php?id=17817>

Phokion KOTZAGEORGIS

HTP 501 Ottoman History: Institutions, Society and Economy

The course examines the socio-economic and political developments in the Ottoman Empire. The presentation will not be linear but will focus on turning points in the evolution of institutions, society, and economy in the long period from the foundation to the dissolution of the empire. In addition, a specific topic will be selected, in which the course will deepen. In particular, the institution of guilds over time will be analyzed. Issues such as the origins of the institution, their economic role, the hierarchy within the guilds, the rivalries between guilds, their response to the economic developments of the 19th century, their political role will be explored. The study will be done using primary sources.

Upon completion of the course, students are expected a) to consolidate their knowledge of Ottoman history in the fields of institutions, society and economy, through the changes and transformations observed during the seven centuries period, b) to understand the sense of change inherent in the three sectors and to justify it, c) to delve into a topic of Ottoman history, d) to practice the analysis and use of primary sources on a specific topic of Ottoman history, e) to acquire the ability to ask research questions and try to answer them, f) to understand the complexity of the guild institution in the Ottoman Empire.

<https://elearning.auth.gr/course/view.php?id=17810>

(EIGHTH SEMESTER)
SPECIALISATION IN ARCHAEOLOGY AND HISTORY OF ART

Soultana-Maria VALAMOTI (teaching assistance Evaggelia VOULGARI)

APR 501 Prehistoric Archaeology: Neolithic Period

The course APR501 offers students the chance to deepen their knowledge on the Neolithic of Greece and neighbouring regions (the Balkans, the Mediterranean, Central Europe). Topics examined include (a) the transition to food production and the emergence of the first Neolithic villages in the study area, (b) the *longue durée* relationship between people and their natural environment, (c) the anthropogenic shaping of the landscape through permanent and/or seasonal human habitation in the Neolithic, (d) intra-site spatial organisation, (e) the organization of economic activity such as food procurement, agriculture, craft production (ceramic production, tool manufacture, weaving etc), (f) funerary and other ritual practices. In the context of the course laboratory seminars are organized at LIRA, the departmental Laboratory for Interdisciplinary Research in Archaeology (<http://edae.hist.auth.gr/>).

Through the course students are expected to acquire an in depth knowledge and understanding of the Neolithic in Greece in its wider regional context, they will acquire knowledge on various subfields of Archaeological Science (archaeobotany, zooarchaeology, petrographic analysis, usewear on tools etc) which will allow a better understanding of neolithic societies. At the same time, they will familiarize themselves with analytical techniques used in Archaeology, at a theoretical and practical level.

In the context of the course a field-trip will be organized at Neolithic sites and laboratories where archaeological material culture is studied. In this way they will have a first-hand experience of the application of the knowledge acquired during their undergraduate education in routine archaeological practice in various units of the Ministry of Culture.

Assessment is based on the writing of a brief essay and a written exam.

Athanasia KYRIAKOU

ACL 502 Classical Archaeology: Hellenistic – Roman Period

The course focuses on the Hellenistic era, i.e. from the death of Alexander III in 323 B.C. until the naval battle at Actium in 31 B.C. However, since Macedonia also contributed decisively to the formation of the characteristics of this era, the antiquities of the region dating back to the 4th century B.C. are included in the subject of the course. Beyond the Macedonian Kingdom, topics related to cities of the Hellenistic world stretching from mainland Greece and the islands to Asia Minor will be discussed. The aim of the course is to highlight the particularities of the Hellenistic era regarding the organization of cities in the context of the Hellenistic kingdoms, architecture and more broadly all forms of art (sculpture, painting, mosaics, etc.), the interaction of art with politics, as well as the osmosis of Greek art with local traditions. In addition, emphasis will be placed on characteristic cases of monuments, such as palace complexes, agoras (for a), funerary architecture in Macedonia, selected sanctuaries in terms of their spatial organization and painted decoration as a functional element of funerary and secular buildings. Finally, the relationship between Hellenistic and Roman art will be highlighted at every opportunity.

The course will be held in the form of lectures by the professor while there will also be educational visits to archaeological sites and museums. Furthermore, there will be the possibility of preparing an essay that will contribute, in combination with the written exams, to the final evaluation of the students.

Upon successful completion of the course, the students will be able to identify and comment on important works of material culture dating back to the Hellenistic era in the context of archaeological investigation, mainly in conjunction with the historical, socio-economic and cultural context of the period and with identity issues. Furthermore, they will familiarize themselves with the innovations in the visual arts, such as the most typical case of the portrait. Finally, they will know the basic bibliography on central issues that concern the research of the Hellenistic period.

Melina PAISIDOU (teaching assistance Anastasia PLIOTA)

ABY 502 Byzantine Archaeology. Monuments and Monumental Space in Byzantium

The course focuses on the examination of the monumental examples in Macedonia and Thrace of the Middle and Late Byzantine period, emphasizing on the episcopal churches from the point of architecture and monumental decoration. Special references are given concerning their incorporation in the space, in the

interpretation of their monumentality and in the necessity for their maintenance and protection.

The students learn how to approach integrally the monument within its space and environment and how to understand and interpret the reasons for its existence.

OPTIONAL COURSES PER MODULE WINTER SEMESTER

SPECIALISATION IN HISTORY

Georgios AGGELOPOULOS (teaching assistance Areti TZINTZIOVA)

FSA 463 Anthropological Studies in the Balkans

This course aims in familiarizing students with the main topics addressed in the anthropological study of the Balkans during the 20th and 21st centuries. This area is viewed in the light of the socio-culturally and politically determined processes that led to its 'balkanization' from the 19th century onwards. Special attention is given to the relationship between balkanization and the native epistemological paradigms (folklore studies, national historiography, socialist ethnography). The topics examined in the course include gender politics, cultural and ethnic identities, intercultural relations, local economies, power relations, nationalism, post-socialist markets, migration and 'transition'.

<https://elearning.auth.gr/course/view.php?id=9009>

Georgios ANTONIOU

HJP 451 Holocaust and Memory in Greece and Europe

The course focuses on the modern history of Greek and European Jewry from the interwar period until approximately 1955. The curriculum covers topics of social and diplomatic history of the Holocaust, interprets the roots and popularity of Nazism, emphasizes the significance of Christian-Jewish relations, and compares the Greek and European experiences of the Holocaust. Finally, it examines the impact and legacy of the Holocaust on contemporary societies. The course is complemented by visits to museums, historical tours, and screenings of historical documentaries and fictional films.

Students are expected to become familiar with the modern history of Jewish communities in Greece and Europe in relation to the Holocaust. They will be able to assess different scholarly approaches and interpretations of the historical development and formation of Nazism. Additionally, they will delve into a specific aspect of the World War II period, focusing on the Holocaust and its legacy. Moreover, they will further develop their critical and synthetic skills in written discourse, utilizing sources and bibliography. They will improve their ability to evaluate and

assess historical questions, presenting appropriate arguments, and become acquainted with interdisciplinary approaches within the thematic unit.

Elissavet CHATZIANTONIOU

HBY 456 Special Topics in the Late Byzantine Period: Thessalonike. History – Administration – Society

The course examines the history of Thessaloniki and its immediate as well as its extensive hinterland (from the Axios/Vardar river to the Strymon river) during the late Byzantine period (1204-1430). It focuses on historical events, administrative organisation and functioning, social structures, conditions and evolutions. Emphasis will be placed on familiarising the student with the concerns of modern historiography on the above issues, on cultivating a critical attitude towards the various interpretations, and 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 during the 13th-15th centuries, with emphasis on the region of central Macedonia,
- (b) know the basic characteristics, structures and evolutions of the Byzantine political, military and fiscal administration, the relevant institutions and the mechanisms of operation,
- (c) understand the theoretical reflection on the character and structures of Byzantine society and comprehend the methodological and practical issues that may arise during the study of specific issues,
- (d) become familiar with the relevant Byzantine terminology,
- (e) understand the interdependence of the economic and the social structures, as well as the role of the state in the integration of individuals and families into these structures,
- (g) realise the impact of foreign and domestic policy on the local history of cities and provinces.

<https://elearning.auth.gr/course/view.php?id=17823>

Kyriakos CHATZIKYRIAKIDIS**HEH 251 Hellenism of Anatolia in Modern Times**

The purpose 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. Students will get to know the Modern History of Hellenism of the Anatolia (East), get familiar with the relevant literature and maps of the period.

<https://qa.auth.gr/el/class/1/600220189>

HEH 252 Hellenism of the Black Sea in Modern and Contemporary History

The objective of the Course is to study the History of the Greeks who lived in Pontus (regions 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 was characterized 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 rapidly penetrating 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. Students will get to know the Modern History of Hellenism of Pontus, get familiar with the relevant literature and maps of the period.

<https://qa.auth.gr/el/class/1/600220190>

Aggeliki DELIKARI**HSL 452 Russian History (882-1613)**

This course examines the development of the historical facts from the beginning of the settlements of East Slavic tribes in Russia until the rise of the dynasty of Romanovs. The course will cover a broad range of thematic topics such as the creation of Kievan Rus', the Christianization of Russia and the role of Princess Olga and Vladimir I, the political and legal policy of Jaroslav the Wise, of Alexander Nevski, the rise of Moscow, the tsars Ivan III. and Ivan IV, the relations between Russia and Byzantium and the rest European medieval world as well. Students who attend the course are expected to understand the theoretical questions concerning the political and cultural history of the medieval Russian state (Kievan Rus), to learn the basic features of the Russian culture (literature, etc.), to familiarize themselves with the mechanisms of creation of political and ecclesiastical leaders, to comprehend the process and the impact of shaping and disseminating stereotypical images in the Russian world in general, 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 ideas and arguments.

<https://qa.auth.gr/el/class/1/600220168/M1/edit>

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

The module focuses on the relations between Byzantium and China (presented mainly on the basis of Chinese sources – including the Tibetan ones), which are part of the broader context of contacts between the West and the East in Eurasia. It is essentially (at least up to the 8th century A.D.) a topic of global interest, not only because it concerns the two most important empires of the world at that time (Roman and Chinese), but also because their relations affected the rest of Eurasia, due to their position at the two ends of the then-known world, whether these relations were conducted by land or sea.

By the end of the course, students will be familiar with the history of relations between the West and the Far East during the Middle Ages and will have come into contact with Byzantine, Chinese and Central Asian sources and the information they provide on West-East relations, with emphasis on the early and middle Byzantine period. They will also have become familiar with key aspects of the history of China up to the end of the Yuan dynasty. In addition, they will be introduced to the history of the Silk Roads and the peoples between the West and the

East, the role of religions in the communication between West and East, as well as aspects of the history of Silk Road Art and its most important manifestations.

Loukianos HASSIOTIS

HMO 253 History of Imperialism and Colonialism

The course examines the spread of European power to the rest of the world from the period of the Discoveries to the decolonisation that followed the Second World War. It discusses the different forms that European colonialism took; its consequences for colonized peoples and European states, as well as for the international economy; the ideological aspects of the phenomenon, and the historiographical approaches to colonialism and imperialism. Upon completion of the course, students are expected to:

- a) understand the phenomenon of colonialism and its causes.
- b) become familiar with the consequences of colonialism and imperialism at the global level.
- c) become familiar with the theories of imperialism and historiographical approaches to the phenomenon.
- d) work together to analyse historical sources.

<https://qa.auth.gr/el/user/5257/courses/2023-2024>
<https://elearning.auth.gr/course/view.php?id=12568>

Athina PEGKLIDOU

FSA 465 Visual Anthropology and Ethnographic Film: 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.

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, family, prohibition of incest, endogamy/exogamy, household group, transfer of name and property, dowry, femininity and masculinity, motherhood and fatherhood, spiritual kinship, blood and milk 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.

**(OPTIONAL COURSES PER MODULE
WINTER SEMESTER)**
SPECIALISATION IN ARCHAEOLOGY AND HISTORY OF ART

Pavlos KARVONIS

ACL 263 Architecture and Town Planning: Hellenistic Period

Architectural remains belonging to the Hellenistic period and the way in which they are combined to form the cityscape are presented in this course. The definition of architecture, which is the subject of the course, is followed by the presentation of the ancient and modern sources on architecture. The building materials and building technique are examined, as well as the use and processing of building materials and mainly of the stone. The different parts of ancient buildings from the foundations to the roof, are thoroughly presented. Emphasis is given to structures and building techniques that appear or become widespread during the Hellenistic period. The main characteristics, and the development of the orders of ancient Greek architecture are reminded to the students attending the course. The decoration of the buildings is presented, and the different types of ancient Greek buildings and structures are described (temples, altars, theatres, guest-houses, houses, palaces, funerary monuments, fortifications etc). The distinct

characteristics of the Hellenistic organisation of sanctuaries and town planning are emphasised.

Students who attend the course are expected to understand the main principles of Hellenistic architecture and the evolution that took place at that time in comparison with the Archaic and Classical periods. At the same time, they are expected to acquire basic knowledge concerning the most important monuments of the period examined. The course includes visits to 136 student 136 ological sites.

Pagona PAPAPOULOU

ABY 251 Monumental Topography of Constantinople

The course focuses on Constantinople, the capital of the Byzantine empire, during the first centuries of its existence (4th – beginning of the 7th c.). It examines the city's urban landscape and structure, its secular and ecclesiastical monuments, as well as its infrastructure (harbors, I, public spaces etc.) on the basis of the surviving buildings, excavation data and the written sources. Special emphasis will be given to the ideological aspect ascribed to the building programs of the early Byzantine emperors. The learning goals of the course include the acquaintance with the making of the Byzantine capital, the familiarization with the ideological aspect of imperial building activity and the realization of the necessity of combining the written sources with the archaeological evidence in order to gain a better understanding of the past.

<https://elearning.auth.gr/course/view.php?id=7234>

Natalia POULOU (teaching assistance Christina PAPAKYRIAKOU)

ABY 365 Byzantine Pottery. Seminar

The topic of the seminar is the analytical approach of the main pottery groups of the period from the 4th to the 15th century A.D. An introduction to the study of pottery in general and ceramic production during the Byzantine period in particular is presented. The lectures are organized chronologically and all the main types of ceramics from each period are presented. Special emphasis is given to methodological issues in the study of Byzantine pottery and problems identified in the recent literature are highlighted. The methods of production and distribution of pottery, local production and imported vessels are examined in detail, as well as

trade routes, which were mainly maritime. Students are trained in the study of sherds.

Students must become familiar with the terminology and methodology of Byzantine pottery production. They are required to understand issues of ceramic typology, dating, organization of production and distribution of products as well as issues related to the organization of trade and exchanges.

Athanasios SEMOGLOU

ABY 358 Art and Ideology in Byzantium

The course focuses on ideological issues, as they are reflected in the pictorial programs of monuments of the Byzantine period. A typology of their decoration will be attempted based on the patronage and ideological orientations of the periods. The monuments that will be studied belong to the center but also to the periphery of Byzantium, such as the church of Hagia Sophia in Constantinople (the mosaics of the kneeling emperor on the lintel of the imperial gate and the Deisis on the south gallery), Panagia Asinou, the Christian church of Parthenon in Athens, the Protaton on Mount Athos, the cathedral of the Chora Monastery in Constantinople, the temple of Betä Maryam in Lalibäla in Ethiopia and the cathedral of Faras. The course will be examined orally and not by assignments.

Sevasti TRIANTAFYLLOU

APR 360 Osteoarchaeology. Seminar

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 137 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.

Vasiliki VLACHOU

ACL 276 Ancient Greek Religion: 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. Students will be able to recall important Greek sanctuaries and the associated festivals, and to associate important cult places with the cult of specific gods, as well as discussing particular founding myths with the historical, political and cultural environment of each period. Students will be able to discuss the main stages of ancient Greek religious festivals and related ritual activities.

**OPTIONAL COURSES PER MODULE
SPRING SEMESTER****SPECIALISATION IN HISTORY****Georgios AGGELOPOULOS****FSA 372 Political Anthropology**

This course aims in familiarizing students with the basic theoretical and epistemological issues in political anthropology as well as with ethnographic studies on issues of power and politics. The main objectives of the course are (a) to conceptualize the analysis of the political phenomenon, (b) to provide an understanding of the differences between the anthropological approach on politics and other approaches in social sciences, (c) to review the ethnographic methodology of power relations. The topics to be discussed refer on the one hand to classical issues in political anthropology (e.g. gender and race, hunter-gatherers and egalitarian societies, colonialism) and on the other hand attempt to engage with the most current socio-political situation (e.g. crisis, nationalism and identity politics, social movements, migrants and refugees, gender identities and power, biopolitics and necropolitics).

<https://elearning.auth.gr/course/view.php?id=3829>

FSA 466 Culture and Politics in the Balkans: Anthropological Perspectives (The course is taught in English. It is provided for Erasmus students, for EPICUR students and for all students of the School of History and Archaeology).

The relationship between cultures and politics in the Balkans is bound by the dominant representation of Balkanism. The course discusses the origins of this approach and focuses on ethnographic studies of the relationship between politics and cultures that transcend Balkanism. Lecture topics include research conducted in Greece, Serbia, Slovenia, Bulgaria, North Macedonia, and Bosnia. Five guest speakers, anthropologists from these countries, will contribute to the lectures with their presentations. Participation in the course does not require prior knowledge of anthropological theory.

<https://elearning.auth.gr/course/view.php?id=17819>

Georgios ANTONIOU**HIST 457 Trauma, Memory and Oral History of the Wars**

The course provides an introduction to the issue of historical memory, monuments, and representations of the past in public space. Initially, it focuses on theoretical issues such as the relationship between nationalism and the past, the function of monuments, and the concept of memory studies. Subsequently, through case studies (Macedonian Question, Civil Wars, Holocaust and Genocides, World Wars, and others), it examines how traumatic past events affect contemporary societies. An integral part of the course includes urban exploration and an educational excursion to Western Macedonia. The course is evaluated through a combination of assignments and examinations. Upon completion of the course, students will be able to:

- a) understand the basic concepts of memory and representation of the past within their social and cultural framework.
- b) approach the memory of conflicts through comparisons with international cases, using a common theoretical and methodological framework.
- c) focus on interest groups and the management of memory in public space.
- d) identify the significance and contribution of historical memory to the formation of contemporary identities and democratic values in today's society of citizens.

Kyriakos CHATZIKYRIAKIDIS**HEH 253 Hellenism of the Tsarist Russia and the ex-USSR**

The object of the Course is to familiarize the students with the archives and the collections that concern both the Hellenism of Anatolia and the Tsarist Russia-former USSR. Visits to archive units and exercises on resource utilization 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 familiarize themselves with the relevant bibliography, sources and maps of the period.

<https://qa.auth.gr/el/class/1/600227162>

HMO 451 History of the Eastern Question: European Great Powers and Ottoman Empire

The course examines aspects of the Eastern Question in the 19th and 20th centuries, specifically everything related to the effort of the M. Powers to control parts of the Ottoman Empire, in which the presence of unredeemed Hellenism was demographically and economically intense and dynamic. More special reference is made to the penetration of the Great Powers into Asia Minor, with an emphasis on Pontus.

The students will get to know the history of the Eastern Question -especially the period of the 19th-early 20th century- and the effects of the Question on the Hellenism of the Pontus. They will familiarize themselves with the relevant literature and maps of the period.

<https://qa.auth.gr/el/class/1/600227164>

Phokion KOTZAGEORGIS

HTP 252 The Ottoman Provinces

The course presents the provinces of the Ottoman Empire. It aims to show the diversity and multi-level administrative organization of the provinces. In addition, it aspires to approach aspects of the social and economic life of the provinces and highlight their diversity. The course will include all areas under Ottoman rule and will focus on the period before the implementation of the reform period (Tanzimat), when a unified administrative system will be implemented in the provinces.

Upon completion of the courses, students will be able to a) learn about the different levels of administrative organization of the Ottoman provinces, b) understand the complexity of their administrative structure in causal relation to the policy of the state, c) understand the particularities of each province and d) realize the interaction of economic, social, and political phenomena in an area, which is also defined by a given natural environment.

<https://elearning.auth.gr/course/view.php?id=17811>

Dimitrios PASTAMATIΟΥ**HMG 251 The Greeks in the Ottoman Empire**

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.

The course aims at a lengthy and comprehensive presentation of the major characteristics of Modern Greek History during the period 1453-1821, and a discussion of the institutions developed by the Greeks within the context of the Ottoman and the Venetian polity as well as the most important aspects of society, economy and ideology of this historical period.

HMG 253 The Greek War of Independence

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 organization 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 analyzed.

The course aims at a comprehensive discussion of the major issues raised by the Greek Revolution.

Athanasios SFIKAS**HMO 455 History of the United States of America**

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:

- a) possess specialized knowledge on the historical evolution of the USA from the Colonial Period to the mid-20th century
- b) 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
- c) be able to analyse and assess comparatively the development of the USA with that of major European states
- d) be able to correlate notions of 'American exceptionalism' with material realities
- e) be able to answer questions relating to US history that require a combination of critical thinking and factual knowledge

<https://qa.auth.gr/el/class/1/600220192>

<https://elearning.auth.gr/course/view.php?id=12703>

Eleni TOUNTA

HME 352 Gender History in Medieval Europe

This course explores issues of gender and sexuality in medieval Europe (11th-15th century) in the framework of important historical processes, such as the formation of feudal societies, the Gregorian reform, the rise of the cities, and humanism. After an extensive introduction to gender as a category of historical analysis, the course examines the construction of femininities and masculinities, as well as mechanisms of controlling and normalizing sexuality, in the social, economic and cultural context of feudal and urban societies. The course aims to highlight the construction of power relations and gender hierarchies through the interaction of gender with other factors, such as age, social status and religious identity.

Upon completion of the course, students are expected a) to be familiar with gender as a category of historical analysis, b) to possess specialized knowledge of fundamental social and cultural processes in medieval Europe, c) to understand processes of gender construction, and d) to understand the role of gender in the shaping of power relations.

<https://elearning.auth.gr/course/view.php?id=17813>

Alexandra Kyriaki WASSILIOU – SEIBT**HBY 451 Byzantine Sigillography**

This module will enable to work with published and even unpublished Byzantine seals, a source group that becomes more and more essential to contribute to a better understanding of the evolution and historical problems of the Byzantine Empire throughout the centuries. The participants should learn to read, date, understand and interpret the relevant data to integrate them into the bulk of the otherwise known (or only assumed) overview. In this purpose they are also confronted with fundamentals in other disciplines of Byzantine history.

Participants attending the course are expected to: (a) learn the history of Byzantine Sigillography and become informed about the more important publications, (b) become familiar with the most important seals collections, (c) read Byzantine seals (esp. lead seals), (d) understand the current abbreviations and special signs, realize frequent formulas wherever they appear, (e) become acquainted with frequent orthographic deviations, (f) understand the basic dating criteria, (g) learn the fundamentals of Byzantine prosopography, genealogy, social history, administrative history, hierarchy of offices and titles within the social structure, (h) integrate the new available information in the context of other sources and to correct them if necessary, and (i) learn to use published seals in an alert and critical way to avoid repeating of elder mistakes or misinterpretations.

**(OPTIONAL COURSES PER MODULE
SPRING SEMESTER)**

SPECIALISATION IN ARCHAEOLOGY AND HISTORY OF ART

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

The course focuses on the approach to ideological aspects of the everyday life of Cycladic and Minoan society during the 3rd and 2nd millennia BCE, as reflected in the art and the funerary and religious rituals of the two cultures, with references to the other Aegean islands.

After a brief introduction to the two cultures of the Aegean and a discussion of the possibilities and limitations in the approach to the ideas and perceptions of

prehistoric societies, the course will focus on the presentation and analysis of data from graves and places of worship, as well as on the corresponding information derived from iconography, the typology of pottery and the written evidence of the period. Particular reference will also be made to the relationship between cult and economic activity, as well as to the interactions with mainland Greece and the Eastern Mediterranean that shaped aspects of ideology in the Aegean during the 3rd and 2nd millennia BCE.

Students who will attend the course are expected to acquire an adequate and comprehensive picture of the data from the burial and cult sites in the Aegean, as well as from the iconography, ceramic production and written evidence of the period, having, at the same time, understood the basic issues raised by the theoretical debate on the relationship between burial and religious ritual, the mixing of "sacred" and "secular" elements, as well as the role of rituals in the maintenance of the structure of a society.

Glafki GOTSI

HIT 259 19th Century Greek Art

In this course Greek art of the 19th century is presented and analyzed within its historical context. After having clarified the meaning of the term "Greek art", its geographical and chronological limits, as well as its historiographical classifications and periodizations, we examine the main tendencies of art, we analyze representative works of painters and sculptors of the period and we point out both their particularities and their connections with the art of the ottoman empire and western Europe. At the same time, the relations of art production with matters of social stratification, nation, gender and political power are explored. Special mention is also made of the conditions under which art is created, circulated and disseminated in this period: issues addressed include the education and professional activity of male and female artists, the art exhibitions, the public of art, the discourse on art.

The aim of the course is the familiarization with the manifestations of the 19th century art production and with the historical factors that determine it. At the end of the semester students are expected to know a variety of works of Greek art and to distinguish the affinities and discrepancies both among themselves and in comparison, with the works of other societies and cultures; also, to understand the multiple questions that can be raised when we study the phenomena of art and to realize the correlations between art and contemporary social, political, ideological circumstances.

Maria NTINO

APR 265 Prehistoric Cyprus – The Early Phases

The course presents the early prehistory of Cyprus from the Epipaleolithic (11th mill. B.C.) to the end of the Chalcolithic period (4th mill. B.C.). Cultural developments on the island are presented with an emphasis on the presence of the last hunter-gatherer groups and the establishment of the first agricultural communities. The geomorphology, environment, spatial organization, economy, material culture, architecture, social organization, mobility and exchange are discussed. Emphasis is placed on a) the role of early navigation in the Eastern Mediterranean and in the early colonization of Cyprus at the beginning of the Holocene, b) the arrival of the first agricultural communities on the island in the context of the early Neolithic developments in the wider area of the Near East, c) the shaping of the insular Cypriot cultural characteristics.

Upon completion of the course, students will have familiarized themselves with the archaeological data of the early prehistory of Cyprus and they will have acquired knowledge on aspects of the environment, spatial organization, economy, social organization, mobility, and exchanges. They will be able to combine knowledge and critical thinking when discussing related topics.

<https://qa.auth.gr/el/class/1/600189876>

<https://elearning.auth.gr/course/view.php?id=16570>

Maria NTINO – Melina PAISIDOU – Eleni PAPAGIANNI – Pagona PAPAPOULOY – Anastasios TANTSIS – Sevasti TRIANTAFYLLOU (co-teaching)

ARCH 251 Excavation – 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 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 PAPAGIANNI

ACL 266 Sculpture: Hellenistic - 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. Students who attend the course are expected to obtain specialized knowledge on the sculpture of the roman period.

<https://elearning.auth.gr/course/view.php?id=4913>

<https://qa.auth.gr/el/class/1/600222789/M1/edit>

Natalia POULOU

ABY 263 The Archaeology of Byzantium's Transitional Period

The topic of the seminar is the presentation and study of the archaeological data of the Byzantine early Middle Ages (7th - 9th century). An introduction is presented for the specific period. Then archaeological evidence is presented which helps students to understand the character of the early Byzantine Middle Ages. Topics of topography, architecture, pottery and minor arts are examined, while particular importance is given to subjects of state control and trade networks.

The aim of the seminar is to familiarize the students with the archaeological data of this period of Byzantium. Students are required to understand issues of topography, architecture and identify types of pottery and objects of minor arts of the Byzantine early Middle Ages, while they must become familiar with issues of state control and trade networks.

ABY 352 Everyday Life in Byzantium. Seminar

The topic of the seminar is the presentation and study of aspects of the Byzantines' daily life. For their approach, the archaeological data and the written sources from the Early Byzantine to the Late Byzantine period are examined. Topics related to everyday life in the city (market, professions), life at home,

preventions and magic, artisanal production, state control in different sectors are presented.

Students must become familiar with the everyday life of the Byzantines and with the objects they used in different purposes. Students are asked to understand issues related to everyday life in the city (market, professions), life at home, preventions and magic, artisanal production, state control in different sectors.

Soultana-Maria VALAMOTI – Dimitrios KOSTOPOULOS – Sampson PANAGIOTIDIS – Georgios SYRIDIS (co-teaching)

APR 268 Bioarchaeology – Palaeoenvironment

The course approaches the remains of living organisms of the natural and anthropogenic environment that are directly or indirectly related to human activity in the past. These remains correspond to living organisms of the past that became incorporated mainly in archaeological deposits and in certain cases to natural deposits as the result of human use, management and modification. The examination of different categories of bioarchaeological remains such as insects, molluscs, animal bones, pollen and other plant remains, offers the possibility to observe their valuable contribution towards the reconstruction of living conditions, daily lives and the surrounding environments of past human communities.

Through the course students acquire the skills that allow them to recognize the input of bioarchaeological remains towards understanding the economic and social organization of past human communities. Special emphasis is placed on the consideration of archaeological context and archaeological reasoning. In the context of the course, alongside lectures, the students familiarise themselves with practical aspects of bioarchaeology through laboratory sessions at the Departments of Archaeology, Zoology, Forestry and Natural Environment.

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	TAUGHT BY
HAN 101	C	4	Introduction to Ancient Greek History	I. Sverkos
HAN 601	CM	6	Archaic and Classical Periods	I. Xydopoulos
HAN 603	CMS (CPTC/2)	8	Seminar on Ancient Greek History	1. M. Kantirea
				2. A. Mandalaki
HBY 203	CM	6	Issues in the Late Byzantine Period: Thessaloniki. History-Administration-Society	E. Chatziantoniou
HBY 601	CM	6	Byzantine History I (324-1081)	G. Leveniotis
HBY 603	CMS (CPTC/2)	8	Seminar on Byzantine History	1. A. Vasileiou
				2. G. Leveniotis
				3. K. Takirtakoglou
HME 101	CM	6	History of Medieval Western Europe	E. Tounta
HRO 302	O (CPTC/1)	6	Administration, Society and Economy of the Roman Empire: Culture and Education in the Ancient World	A. Mandalaki
HRO 101/HRO 601 (previous programme)	C/CM	6/4	Introduction to the History of the Roman Empire	M. Kantirea
HSL 402	O	6	Russian History (882-1613)	A. Delikari

**DEPARTMENT OF MODERN AND CONTEMPORARY HISTORY AND
SOCIAL ANTHROPOLOGY**

COURSE CODE	COURSE TYPE	H/ECTS	COURSE TITLE	TAUGHT BY
HEH 301	O	6	Introduction to the History of the Greeks of Asia Minor: The Hellenism of Anatolia in Modern Times	K. Chatzikyriakidis
HEH 302	O	6	Social and Political Organisation of the Greeks of Asia Minor: Region of Pontus from the Fall of the Empire of Trebizond to the Beginning of the 19 th century	K. Chatzikyriakidis
HMG 402	C (CPTC/3)	6	Themes in Modern Greek History: Teaching of Modern Greek History	E. Manta
HMG 603	CMS (CPTC/2)	8	Seminar on Modern Greek History	1. I. Michailidis
				2. D. Papastamatiou
HMO 203	CM	6	Europe during the 19 th Century: History of Imperialism and Colonialism	L. Hassiotis
HMG 301	CM	6	Modern Greek Society and Economy: The Jews of Thessaloniki and Greece in the Modern Age	G. Antoniou
HMO 603	CM	8	Modern European History III (20 th c.)	Th. Sfikas
HTP 301	CM	6	History of the Ottoman Empire	Ph. Kotzageorgis
FSA 231	O	6	Visual Anthropology and Ethnographic Cinema. Documents and documentaries in anthropology: cinema, photography, ethnography	A. Pegklidou
FSA 312	CM	6	Social Organisation: Anthropology of Gender and Sexuality/Kinship	A. Pegklidou
FSA 412	O	6	Issues in Social Organisation: Anthropological approaches to the Balkans	G. Aggelopoulos (Teaching assistance A. Tzintziouva)

DEPARTMENT OF ARCHAEOLOGY

COURSE CODE	COURSE TYPE	H/ECTS	COURSE TITLE	TAUGHT BY
APR 601	CM	6	Prehistoric Archaeology: Theory and Method	M. Ntinou
APR 603	CM	6	Prehistoric Societies of the Aegean and the Eastern Mediterranean in the Bronze Age	I. Fappas
APR 606	CMS (CPTC/2)	9	Seminar on Prehistoric Archaeology	M. Ntinou (Teaching Assistance A. Almatzi)
APR 312	O (CPTC/3)	6	Seminar. Practice in Archaeological Sites and Museums	A. Almatzi-I. Anagnostou
APR 303	O (CPTC/3)	6	Seminar. Interpretation of the Archaeological Record: Museopedagogy	K. Kasvikis (Teaching Assistance I. Anagnostou)
ACL 602	CM	6	Sculpture of the Archaic and Classical Periods	E. Papagianni
ACL 603	CM	6	Archaic and Classical Pottery	V. Vlachou
ACL 606	CMS (CPTC/2)	9	Seminar on Classical Archaeology	P. Karvonis
ACL 307	O (CPTC/3)	6	Seminar on Mythology and Hermeneutics	E. Gounari
ACL 204	CM	6	Architecture and Town Planning in the Hellenistic Times	P. Karvonis
ACL 216	CM	6	Religion: The Religious Festivals of the Ancient Greek cities	V. Vlachou
ABY 601	CM	6	Byzantine Architecture	P. Androudis
ABY 606	CMS (CPTC/2)	9	Seminar on Byzantine Archaeology	A. Tantsis (Teaching Assistance A. Pliota)
ABY 312	O (CPTC/3)	6	Seminar. Practice in Archaeological Sites and Museums	Ch. Papakyriakou
ABY 220	O	6	Monuments of Constantinople	P. Papadopoulou
ABY 309	O	6	Byzantine Pottery	N. Poulou-Ch. Papakyriakou

DEPARTMENT OF HISTORY OF ART

COURSE CODE	COURSE TYPE	H/ECTS	COURSE TITLE	TAUGHT BY
HIA 602	CM	6	European Art from 1880 to World War I	I. Zarra
HIA 606	CMS (CPTC/2)	9	Seminar. History of Art	I. Zarra (Teaching assistance Ph. Sidera)
HIA 304	CM (CPTC/3)	6	Teaching Humanities through Art	A. Kotidis

SPRING SEMESTER

DEPARTMENT OF ANCIENT GREEK, ROMAN,
BYZANTINE AND MEDIEVAL HISTORY

COURSE CODE	COURSE TYPE	H/ECTS	COURSE TITLE	TAUGHT BY
HAN 603	CMS (CPTC/2)	8	Seminar on Ancient Greek History	1. I. Xydopoulos
				2 A. Mandalaki
HBY 101	C	4	Introduction to Byzantine History	A. Goutzioukostas
HBY 405	CM	6	Byzantine Sigillography	A. Vasileiou
HBY 602	CM	6	Byzantine History II (1081-1453)	E. Chatziantoniou
HBY 603	CMS (CPTC/2)	8	Seminar on Byzantine History	1. A. Leveniotis
				2. E. Chatziantoniou
HRO 302	O (CPTC/1)	6	Administration, Society and Economy of the Roman Empire: Learning and Education in Byzantium	K. Takirtakoglou
HSL 601	CM	6	History of the Slavic People	A. Delikari

**DEPARTMENT OF MODERN AND CONTEMPORARY HISTORY AND
SOCIAL ANTHROPOLOGY**

COURSE CODE	COURSE TYPE	H/ECTS	COURSE TITLE	TAUGHT BY
HEH 401	O	6	Issues in the History of the Hellenism in Anatolia: Period of Reforms (Tanzimat) and European Economic Penetration into Pontus (19 th – beginning of the 20 th Century)	K. Chatzikyriakidis
HMG 203	O	6	The Greek Revolution	D. Papastamatiou
HMG 302	O	6	Hellenism in the Ottoman Empire (19 th – 20 th Centuries): Archives and Collections that concern both the Greeks of the East and the Tsarist Russia-Former Soviet Union	K. Chatzikyriakidis
HMG 601	CM	6	Modern Greek History I (15 th -18 th c.)	D. Papastamatiou
HMG 602	O	6	Modern Greek History II (19 th -20 th c.)	E. Manta
HMG 603	CMS (CPTC/2)	8	Seminar on Modern Greek History	1. G. Antoniou
				2. I. Michailidis
HMO 101	C	4	Introduction to Modern and Contemporary History	I. Michailidis
HMO 402	CM	6	Themes in Modern and Contemporary History: History of the United States of America	Th. Sfikas
HMO 602	O	6	Modern European History II (19 th c.)	L. Hassiotis
HCG 601	O	6	Contemporary Greek History (1924-1967)	Th. Sfikas
HTP 202	CM	6	Institutions and Society of the Ottoman State (The Ottoman province)	Ph. Kotzageorgis
HBA 601	O	6	Modern and Contemporary Balkan History: History of the countries of the Aimos peninsula II	S. Dordanas
FSA 101	C	4	Introduction to Folklore and Social	A. Pegklidou (Teaching assistance A. Tzintziava)

			Anthropology	
FSA 322	0	6	Social Organisation: Anthropology of Politics and Power	G. Aggelopoulos

DEPARTMENT OF ARCHAEOLOGY

COURSE CODE	COURSE TYPE	H/ECTS	COURSE TITLE	TAUGHT BY
APR 602	CM	6	Prehistoric Societies of the Aegean and the Balkans	S.-M. Valamoti
APR 606	CMS (CPTC/2)	9	Seminar on Prehistoric Archaeology	I. Fappas (Teaching Assistance A. Almatzi)
APR 312	O CPTC	6	Seminar. Practice in Archaeo-logical Sites and Museums	A. Almatzi - I. Anagnostou
APR 213	O	6	Prehistory of Cyprus	M. Ntinou
APR 208	O	6	Bronze Age Ideology in the Aegean	I. Fappas
APR 308	O	6	Bioarchaeology and Palaeoenvironment	S.M. Valamoti-G. Syridis-D. Kostopoulos-S. Panagiotidis
ACL 307	O (CPTC/3)	6	Seminar on Mythology and Hermeneutics	Chr. Kallini-K. Tsonaka
ACL 601	CM	6	Architecture of the Archaic and Classical Period	P. Karvonis
ACL 604	CM	6	Topography. Attica, Sanctuaries of Olympia, Delphi, Delos	I. Vasileiadou-E. Gounari
ACL 606	CMS (CPTC/2)	9	Seminar on Classical Archaeology	P. Karvonis
ACL 607	CM	6	Hellenistic and Roman Periods	A. Kyriakou
ACL 209	O	6	Plastic of Roman Times	E. Papagianni
ABY 602	CM	6	Byzantine Painting	M. Paisidou
ABY 603	CM	6	Byzantine Sculpture – Miniature Art	P. Androudis
ABY 606	CMS (CPTC/2)	9	Seminar on Byzantine Archaeology	P. Androudis
ABY 312	O (CPTC/3)	6	Seminar. Practice in Archaeological Sites and Museums	Ch. Papakyriakou-A. Pliota
AAA 313	O	6	Excavation – Archaeological Drawing	A. Tantsis-M. Ntinou-M. Paisidou-E. Papagianni-P. Papadopoulou-S. Triantafyllou
AAA 314	O (CPTC/3)	6	Museology-Museography	A. Tantsis

DEPARTMENT OF HISTORY OF ART

COURSE CODE	COURSE TYPE	H/ECTS	COURSE TITLE	TAUGHT BY
HIA 101	O	4	Art History: Theory and Methods	I. Zarra
HIA 601	CM	6	Early Renaissance Art	I. Zarra
HIA 603	CM	6	20th Century Greek Art	A. Kotidis
HIA 210	O	6	19th Century Greek Art	Teaching staff under appointment
HIA 606	O (CPTC/2)	6	Seminar on History of Art	Teaching staff under appointment

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

Georgios AGGELOPOULOS

FSA 412 Issues in Social Organisation: Anthropological approaches in the Balkans (teaching assistance Areti TZINTZIOVA) [w.s.]

This course aims in familiarizing students with the main topics addressed in the anthropological study of the Balkans during the 20th and 21st centuries. This area is viewed in the light of the socio-culturally and politically determined processes that led to its 'balkanization' from the 19th century onwards. Special attention is given to the relationship between balkanization and the native epistemological paradigms (folklore studies, national historiography, socialist ethnography). The topics examined in the course include gender politics, cultural and ethnic identities, intercultural relations, local economies, power relations, nationalism, post-socialist markets, migration and 'transition'.

<https://elearning.auth.gr/course/view.php?id=9009>

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

This course aims in familiarizing students with the basic theoretical and epistemological issues in political anthropology as well as with ethnographic studies on issues of power and politics. The main objectives of the course are (a) to conceptualize the analysis of the political phenomenon, (b) to provide an understanding of the differences between the anthropological approach on politics and other approaches in social sciences, (c) to review the ethnographic methodology of power relations. The topics to be discussed refer on the one hand to classical issues in political anthropology (e.g. gender and race, hunter-gatherers and egalitarian societies, colonialism) and on the other hand attempt to engage with the most current socio-political situation (e.g. crisis, nationalism and identity politics, social movements, migrants and refugees, gender identities and power, biopolitics and necropolitics).

<https://elearning.auth.gr/course/view.php?id=3829>

Athina ALMATZI – Ioanna ANAGNOSTOU (co-teaching)**APR 312 Seminar. Practice in Archaeological Sites and Museums [w.s & s.s.]**

This course is organized along four axes. The first focuses on the presentation of prehistoric settlements and archeological sites in Macedonia and the wider region of the Eastern Mediterranean. 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 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.

Upon successful completion of the course, students will have familiarised themselves a) with different approaches as regards the presentation of cultural remains of the prehistoric period and b) various practices in managing prehistoric finds under rescue/systematic excavations. These goals are achieved through a) visits to prehistoric exhibitions in museums and discussions with museum curators and b) visits to on-going archaeological excavations of prehistoric sites. Students acquire a broad vision as regards the management of cultural heritage. They are trained in various aspects of educational programs organised by archaeological museums of Greece, at the same time developing a critical insight as regards various educational approaches adopted, the themes selected, the goals and outcome of these educational projects. Students have the opportunity to attend educational projects, always in collaboration with the archaeologists/museologists of the Ministry of Culture, responsible for undertaking these projects. Finally, the successful completion of the course, provides students with valuable skills that enable them, as future school teachers, to organise and undertake successfully visits to museums and archaeological sites, preparing their highschool students for an empirical acquisition of knowledge (through interaction with objects/spaces/people etc), complementary to teaching in the classroom.

<https://elearning.auth.gr/course/view.php?id=10403>

Paschalis ANDROUDIS**ABY 601 Byzantine Architecture [w.s.]**

The course presents an introduction to the architectural creation of the Byzantine Empire. The traditions are made in chronological order and concern the urban development of settlements and the creation of religious and secular buildings and complexes. Particular emphasis is given to issues of methodological approach to the historical interpretation of architectural production, as well as to the corresponding problems identified in recent bibliography. The course is enriched with excerpts from texts of the period which are indications for the reception of architectural production in its time. In addition, visits are made to the Byzantine monuments of Thessaloniki and, if possible, to monuments of neighboring areas.

The aim of the course is to familiarize students with the terminology and methodology of studying the architectural production of Byzantium. Students are required to understand issues of urban planning and spatial organization of cities and settlements, as well as issues of architectural composition of individual buildings, utilitarian (e.g. walls) or high architectural intentions (e.g. churches). Upon completion of the course, they should be familiar with the bibliographic and physical study of buildings and building remains, after understanding the basic elements of discussion as they are developed in modern bibliography.

ABY 603 Byzantine Sculpture – Miniature Art [s. s.]

The course focuses on two different aspects of Byzantine material culture, sculpture and minor arts. In the field of sculpture, the declining production of secular sculptures – mainly statues of emperors and state officials – and the production of religious reliefs (marble icons) will be examined. In particular, the reasons for the departure of Byzantine society from the tradition of figurative sculpture, the production centers, as well as the information provided by written sources about lost works today will be discussed. The field of minor arts craftsmanship, in which the Byzantines excelled, will be examined through indicative examples from all time periods and regions of Byzantium and its sphere of influence. Works in different materials – metalwork (goldsmiths, silversmiths, etc.), enamels, ivory objects, minor sculpture works of steatite and semiprecious stones, wood carving, embroidery –, different uses: imperial insignia, amulets, jewelry, functional objects, household equipment, beauty paraphernalia, etc. will be discussed. Particular emphasis will be given to materials and manufacturing techniques, the problem of their production center(s), inscriptions and Information they provide us with about artifacts and their importance in Byzantine society, while some cases of relevant works known only through written sources will be examined indicatively.

The learning outcomes of the course consist of familiarization of the students with the methods of study and dating of works of Byzantine sculpture and miniature, the recognition of these works as sources of information for Byzantine society, as well as the consolidation of the contribution of written sources to archaeological research.

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

The course examines issues of architecture and art in the Seljuk sultanate of Rüm (late 11th-early 13th century), which developed in the Byzantine territories of Asia Minor conquered by the Turks after the battle of Mantzikert (1071). The art that flourished in the lands of Rüm was special, with unique architectural creations (palaces, caravanserais, madrasas, mosques, mausolea), which had 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 conquered peoples. At the same time, the position of the Greeks in the sultanate and their participation in artistic production is 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 centuries). Monuments and works of art 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 prominent the monuments 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 composition and presentation of an essay, orally and in writing, as well as in the development of critical thinking through the dialogue conducted within the framework of the tutorial.

Georgios ANTONIOU**HMG 301 Modern Greek Society and Economy: The Jews of Thessaloniki and Greece in the Modern Age [w.s.]**

The course focuses on the modern history of Greek and European Jewry from the interwar period until approximately 1955. The curriculum covers topics of social and diplomatic history of the Holocaust, interprets the roots and popularity of Nazism, emphasizes the significance of Christian-Jewish relations, and compares the Greek and European experiences of the Holocaust. Finally, it examines the impact and legacy of the Holocaust on contemporary societies. The course is complemented by visits to museums, historical tours, and screenings of historical documentaries and fictional films.

Students are expected to become familiar with the modern history of Jewish communities in Greece and Europe in relation to the Holocaust. They will be able to assess different scholarly approaches and interpretations of the historical development and formation of Nazism. Additionally, they will delve into a specific aspect of the World War II period, focusing on the Holocaust and its legacy. Moreover, they will further develop their critical and synthetic skills in written discourse, utilizing sources and bibliography. They will improve their ability to evaluate and assess historical questions, presenting appropriate arguments, and become acquainted with interdisciplinary approaches within the thematic unit.

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

The seminar aims at familiarizing 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 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 as part of the teaching of History in High School Education;
 - c) recognize and utilize historical sources (written, figurative material, etc.) for writing essays on historical topics and for the teaching of history in High School education.
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Elissavet CHATZIANTONIOU**HBY 203 Issues in the Late Byzantine Period: Thessalonike. History – Administration – Society [w.s.]**

The course examines the history of Thessaloniki and its immediate as well as its extensive hinterland (from the Axios/Vardar river to the Strymon river) during the late Byzantine period (1204-1430). It focuses on historical events, administrative organisation and functioning, social structures, conditions and evolutions. Emphasis will be placed on familiarising the student with the concerns of modern historiography on the above issues, on cultivating a critical attitude towards the various interpretations, and 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 during the 13th-15th centuries, with emphasis on the region of central Macedonia, (b) know the basic characteristics, structures and evolutions of the Byzantine political, military and fiscal administration, the relevant institutions and the mechanisms of operation, (c) understand the theoretical reflection on the character and structures of Byzantine society and comprehend the methodological and practical issues that may arise during the study of specific issues, (d) become familiar with the relevant Byzantine terminology, (e) understand the interdependence of the economic and the social structures, as well as the role of the state in the integration of individuals and families into these structures, (g) realise the impact of foreign and domestic policy on the local history of cities and provinces.

<https://elearning.auth.gr/course/view.php?id=17823>

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. 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 the successful completion of the course the students are expected to: (a) possess specialized 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 analyze 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 specialized questions within the specific topic, which involve both critical thinking and specialized knowledge.

<https://elearning.auth.gr/course/view.php?id=7733>

<https://qa.auth.gr/el/class/1/600226836>

HBY 603 Seminar on Byzantine History: Political, Religious and Social Conflicts in the Late Byzantium [s.s.]

The objective of the seminar is to familiarise 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 topics related to political, religious and social conflicts in the late Byzantium (esp. 1204-1453).

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.

<https://elearning.auth.gr/course/view.php?id=14607>

<https://qa.auth.gr/el/class/1/600220870>

Kyriakos CHATZIKYRIAKIDIS

HEH 301 Introduction to the History of the Greeks of Asia Minor: The Hellenism of Anatolia in Modern Times [w.s.]

The purpose 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. Students will get to know the Modern History of Hellenism of the Anatolia (East), get familiar with the relevant literature and maps of the period.

<https://qa.auth.gr/el/class/1/600220189>

HEH 302 Social and Political Organization of the Greeks of Asia Minor: Region of Pontus from the Fall of the Empire of Trebizond to the Beginning of the 19th Century

[w.s.]

The objective of the Course is to study the History of the Greeks who lived in Pontus (regions 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 was characterized 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 rapidly penetrating 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. Students will get to know the Modern History of Hellenism of Pontus, get familiar with the relevant literature and maps of the period.

<https://qa.auth.gr/el/class/1/600220190>

HMG 302 Hellenism in the Ottoman Empire (19th-20th Centuries): 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 familiarize the students with the archives and the collections that concern both the Hellenism of Anatolia and the Tsarist Russia-former USSR. Visits to archive units and exercises on resource utilization 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 familiarize themselves with the relevant bibliography, sources and maps of the period.

<https://qa.auth.gr/el/class/1/600222586>

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 Century) [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). Those 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 as well, in the context of the Eastern Question. The students are invited to learn about the modern history of the Hellenism of Pontus in the context of the Eastern Question, to familiarize themselves with the relevant bibliography and maps of the period.

<https://qa.auth.gr/el/class/1/600222587>

Aggeliki DELIKARI

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

This course examines the development of the historical facts from the beginning of the settlements of East Slavic tribes in Russia until the rise of the dynasty of Romanovs. The course will cover a broad range of thematic topics such as the creation of Kievan Rus', the Christianization of Russia and the role of Princess Olga and Vladimir I, the political and legal policy of Jaroslav the Wise, of Alexander Nevski, the rise of Moscow, the tsars Ivan III. and Ivan IV., the relations between Russia and Byzantium and the rest European medieval world as well.

Students who attend the course are expected to understand the theoretical questions concerning the political and cultural history of the medieval Russian state (Kievan Rus), to learn the basic features of the Russian culture (literature, etc.), to familiarize themselves with the mechanisms of creation of political and ecclesiastical leaders, to comprehend the process and the impact of shaping and disseminating stereotypical images in the Russian world in general, 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 ideas and arguments.

<https://qa.auth.gr/el/class/1/600220168/M1/edit>

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

A general overview of medieval history of the Slavic people from the 6th to the 15th century. The course 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 unity will be also discussed special issues (for example the origins of the Slavs, the homeland, the migration to Europe and the ethnogenesis of the Slavic nations, the foundation of Great Moravia and the cyrillo-methodian mission, the creation of the first Slavic alphabet and the written slavic language, the foundation of the First Bulgarian state, tsar Symeon and the imperial ideology, the literary and cultural Schools of Ohrid and Preslav, the state of the tsar Samuel (976-1018), the foundation of the Second Bulgarian state, the use of the geographical term Macedonia and the ethnonym Macedonian in the byzantine, Bulgarian and Serbian sources, Hesychasm and its impact on the political and ecclesiastical life of the Southern and Eastern Slavs, the foundation of the medieval Serbian state, its rulers (Stephan Nemanja, Stephan the First-Crowned, Milutin and Stephan Dechanski) and their relations with Byzantium, tsar Stephan Dushan, the political and ecclesiastical reasons of the establishment of the Serbian archbishopric (1219), the Slavic toponyms in Greece, etc.)

Students who attend the course 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, 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, to compare the social and cultural patterns of Byzantium with those of the medieval Slavic states, to become sensitive to methodological and practical issues related to their field of study, to understand the byzantine and Latin sources, concerning byzantine-slavic relations, to practice their skills to present orally and in written their ideas and arguments.

<https://qa.auth.gr/el/class/1/600226837/M1/edit>

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

The main aim of the course is to investigate the causal effects in transnational alliances and conflict relations, as well as the various stages in the transformation of the map of the Balkans for the better part of the 20th century. These stages fall within the chronological and thematic framework of the said period, which begins with the process of integrating the different regions into the newly declared independent states and the changes to the national borders to the detriment of the Ottoman Empire. That is to say, the period when the state was perceived as one of national borders and 'unredeemed brethren', which defined Balkan expansionism (the Great Idea), and determined the ideological content of inter-Balkan conflict. Chronologically, thus, starting in 1912, emphasis is placed on the Balkan wars that marked the efforts of the countries involved to resolve any outstanding territorial issues in their favour, which was in contrast to the diplomacy of the Great Powers. The legacy of the inter-Balkan conflict, i.e., the internal developments and the factors that influenced the formulation of foreign policy for each of the Balkan states in the aftermath of the Balkan Wars are examined concurrently. In this way interpretative models are produced that will enable a better understanding of the positions and perceptions held by each Balkan nations during the two world wars that resulted in the 're-alignment' of their boundaries for the decades that followed. The end of World War II does not only mark the new borders, but also the ideological consolidation at the onset of the Cold War, and the assimilation of different political and socio-economic organizational and developmental models. In this respect, the Greek Civil War is considered as the first training ground for the two large coalition powers. Where, on the one hand, western democracies, and on the other, the socialist regimes were involved directly or indirectly, in the stakes that established the cornerstones of the bipolar world. The history of armed conflict will be examined not only in regards to the military preparations and confrontations, or the human losses and the material damage, but even more so in terms of the multi-level upheaval that went before, and the consequences (political, social, economic, demographic) that came after the end of the war.

The consequences of these conflicts are even today reflected in the diverse national histories. The various sources show precisely the different interpretations given to these conflicts and constitute the necessary methodological tools for their better understanding. More specifically, they describe the image of the "Other" as the enemy; they emphasise the use of propaganda as a tool of domestic and foreign policy, and they explain how this is used to strengthen the connective tissue of nationalism within the context of the nation state.

In addition, emphasis is given to the social history of the Balkan peoples and the population shifts that occurred after World War I, with the changes to the borders and the compulsory or voluntary exchange of the populations. The exchange of populations also changed the structure of Balkan societies and produced the workforce that would in the future man the factories of some countries. During communist rule and primarily as a result of the Cold War, a repressive regime was imposed on the societies of Bulgaria, Romania and Albania, whose design was to control political expression and suppress reactions, whether in the implementation of policies and financial plans of the respective Communist Parties, or to hinder direct and indirect communication with others from non-communist bloc countries. Finally, particular emphasis is given to presenting an explanation for the collapse of the communist regimes and the subsequent emergence of nationalism, the breakup of Yugoslavia, as well as the social and ethnic conflicts.

<https://elearning.auth.gr/course/view.php?id=17551>

Ioannis FAPPAS

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

The course focuses on the examination of the data on the three major civilizations of the prehistoric Aegean, Minoan, Mycenaean and Cycladic, within the broader context of the Eastern Mediterranean of the 3rd and 2nd millennia BCE, as they emerge from older and more recent archaeological research and studies. Developments in the various regions of the Aegean are presented in a synchronic manner, with the aim of understanding the differences from region to region within the same time frame, always in relation to developments in the civilizations of the Eastern Mediterranean.

Concepts such as interactions between cultures, organization of space in the landscape, settlement and household, food acquisition and processing practices, workshop organization and production, distribution and use of workshop products, exchange trade and contacts, ideological aspects of everyday life such as worship, art and burial customs, as well as the emergence and use of writing practices are elements that will be major themes in the course.

Upon successful completion of the course, students are expected to have acquired a comprehensive knowledge of the developments in the Aegean and the Eastern Mediterranean during the 3rd and 2nd millennia BCE, to have learned the basic features of the cultures of the region and, also, to have become familiar with the basic terminology related to the topics of the course.

APR 606 Seminar on Prehistoric Archaeology: Eastern Mediterranean Island Cultures of the 3rd Millennium BCE (teaching assistance Athina ALMATZI) [s.s.]

The aim of the seminar is to examine the civilizations that developed in the Cyclades, the NE Aegean, Crete and Cyprus during the 3rd millennium BCE, as well as to investigate the possible relationships and contacts between them. The main focus will be on the ideological aspects of everyday life, as documented through figurine sculpture and iconography, while particular emphasis will be placed on the practices of construction, use and ritual deposition of figurines during the 3rd millennium BCE in the areas of interest.

An important part of the seminar will focus on the evidence on the significance of Early Cycladic figurines within their cultural context, their presence as imports or imitations in neighboring areas, the influences of earlier elements or elements from neighboring cultures that contributed to their formation, as well as how such objects of antiquity were/are perceived in modern times.

Successful completion of the seminar is expected to lead students to become familiar with in-depth aspects of the ideology of the island cultures of the Eastern Mediterranean of the Early Bronze Age and to acquire specialized knowledge on the issue of the manufacture and use of figurines of the period, to become familiar with the relevant terminology, to understand the methodological and practical issues that may arise in the study of specific topics, and to become able to take a critical approach to the issues related to the question of copying/reproducing and illicit trafficking of antiquities in modern times.

A main objective of the seminar is also to familiarize students with modern research tools, such as online databases and bibliography on the Bronze Age in Greece, the understanding of the need for continuous bibliographic information and information on the latest data and developments in the field, as well as the development of critical thinking and the ability to synthesize data through their documented scientific presentation, analysis and discussion.

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

The course focuses on the approach to ideological aspects of the everyday life of Cycladic and Minoan society during the 3rd and 2nd millennia BCE, as reflected in the art and the funerary and religious rituals of the two cultures, with references to the other Aegean islands.

After a brief introduction to the two cultures of the Aegean and a discussion of the possibilities and limitations in the approach to the ideas and perceptions of prehistoric societies, the course will focus on the presentation and analysis of data

from graves and places of worship, as well as on the corresponding information derived from iconography, the typology of pottery and the written evidence of the period. Particular reference will also be made to the relationship between cult and economic activity, as well as to the interactions with mainland Greece and the Eastern Mediterranean that shaped aspects of ideology in the Aegean during the 3rd and 2nd millennia BCE.

Students who will attend the course are expected to acquire an adequate and comprehensive picture of the data from the burial and cult sites in the Aegean, as well as from the iconography, ceramic production and written evidence of the period, having, at the same time, understood the basic issues raised by the theoretical debate on the relationship between burial and religious ritual, the mixing of "sacred" and "secular" elements, as well as the role of rituals in the maintenance of the structure of a society.

Glafki GOTSI

HIA 210 19th Century Greek Art [s.s.]

In this course Greek art of the 19th century is presented and analyzed within its historical context. After having clarified the meaning of the term "Greek art", its geographical and chronological limits, as well as its historiographical classifications and periodizations, we examine the main tendencies of art, we analyze representative works of painters and sculptors of the period and we point out both their particularities and their connections with the art of the ottoman empire and western Europe. At the same time, the relations of art production with matters of social stratification, nation, gender and political power are explored. Special mention is also made of the conditions under which art is created, circulated and disseminated in this period: issues addressed include the education and professional activity of male and female artists, the art exhibitions, the public of art, the discourse on art.

The aim of the course is the familiarization with the manifestations of the 19th century art production and with the historical factors that determine it. At the end of the semester students are expected to know a variety of works of Greek art and to distinguish the affinities and discrepancies both among themselves and in comparison with the works of other societies and cultures; also, to understand the multiple questions that can be raised when we study the phenomena of art and to realize the correlations between art and contemporary social, political, ideological circumstances.

HIA 606 Seminar on History of Art: Art and Gender [s.s.]

The course examines the relationship between gender and the production and interpretation of art works, as underlined by feminist art history and theory combined with approaches from psychoanalysis, semiology, poststructuralism, Marxism. The introductory lectures offer an analysis of the main tendencies of research and an overview of the basic bibliography, foreign and Greek. In subsequent weeks, the students present their essays on various historiographical or theoretical subjects. Through discussion of specific examples from modern and contemporary European, American and Greek art diverse issues are explored: the differentiation of women's engagement with art from that of men, the ideological construction of concepts such as artist and female artist, the gendered dimensions of the images and of the gaze in art, the interaction of sexuality and race with the creation and reception of art works, the contribution of politics and movements to the emergence of new questions.

Through preparation of their written essays and participation in the dialogue that will be pursued at all meetings of the semester, at the end of the course students will be able to understand the gendered aspects of art, to recognize the feminist interventions in art history, to express similar methodological and theoretical concerns, to seek the connection of art activities with contemporary political and social demands.

Andreas GKOUTZIOUKOSTAS

HBY 151 Introduction to Byzantine History [s.s.]

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).

In this context, after a brief historical overview of Byzantine studies, the sources of Byzantine History, the methods of historical research and the auxiliary sciences of Byzantine History, the temporal and geographical limits of the empire, the physiognomy of the capital, the political theory, the most important historical events, the relations of Byzantium with foreign peoples, the main features of the Byzantine state and society, and the heritage of Byzantium will be presented.

Upon successful completion of the course the 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.

<https://qa.auth.gr/el/class/1/600226833/M1/edit>

Emmanouela GOUNARI

ACL 307 Seminar on Mythology and Hermeneutics: Use of Myths [w.s.]

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 through the various expressions of ancient Greek and Roman art. In the context of the course, students will be taught how gods and heroes are depicted in ancient Greek and Roman art and will be requested to compose and present papers related to specific monuments decorated with mythological representations (vase paintings, reliefs, sculptures, mosaics, minor arts).

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, learn to compose and verify written assignments, and practice their skills to present orally their ideas and arguments.

(co-teaching with Ioanna VASILEIADOU)

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

The Pan-Hellenic sanctuaries of Olympia and Delphi, Delos, as well as various sanctuaries in Athens and 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 organization 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 sites and monuments

of Ancient Greece with worldwide cultural. Furthermore, students will acquire specialized 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 specialized questions within the specific topic, involving both the acquisition of knowledge and critical thinking.

<https://elearning.auth.gr/course/view.php?id=17457>

Loukianos HASSIOTIS

HMO 203 Europe during the 19th century: History of Imperialism and Colonialism [w.s.]

The course examines the spread of European power to the rest of the world from the period of the Discoveries to the decolonisation that followed the Second World War. It discusses the different forms that European colonialism took; its consequences for colonized peoples and European states, as well as for the international economy; the ideological aspects of the phenomenon, and the historiographical approaches to colonialism and imperialism. Upon completion of the course, students are expected to:

- a) understand the phenomenon of colonialism and its causes.
- b) become familiar with the consequences of colonialism and imperialism at the global level.
- c) become familiar with the theories of imperialism and historiographical approaches to the phenomenon.
- d) work together to analyse historical sources.

<https://qa.auth.gr/el/user/5257/courses/2023-2024>

<https://elearning.auth.gr/course/view.php?id=12568>

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

The course examines aspects of European and world history in modern times, focusing mainly on the 19th century: modernity in Europe and the emergence of nation states, the social and cultural changes brought about by the industrial revolution, the ideological trends and political antagonisms of the period. Upon completion of the course, students should be able to think synthetically, combining the individual political, ideological, social and economic parameters of the period. In

addition, they will have studied different types of historical sources for the modern era.

<https://qa.auth.gr/el/user/5257/courses/2023-2024>
<https://elearning.auth.gr/course/view.php?id=17816>

Chrysanthi KALLINI (co-teaching with 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.

<https://qa.auth.gr/el/class/1/600222785/M1/edit>
<https://elearning.auth.gr/course/view.php?id=17134>

Maria KANTIREA

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

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 sea. 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 century A.D. 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 B.C. – A.D. 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* period of time and to learn methods and tools of the analysis and of the synthesis of the data.

HAN 603 Seminar on Ancient History: Ancient Cities: Institutions, Topography and Monuments [w.s.]

Historical and archaeological study of some important (and well documented) ancient cities within and beyond the limits of the Greek world through an analysis of the epigraphic evidence and of the monumental topography. The course is expected to familiarize the students with the written sources and the archaeological data so that they will be able to understand various aspects of the political and cultural history of the ancient cities on a *longue durée* period of time. The students present the results of their research orally and in brief written essays.

Pavlos KARVONIS

ACL 606 Seminar on Classical Archaeology: Conservation, Restoration, Organisation and Presentation of Monuments and Sites [w.s.]

In this course the meanings of the terms conservation, restoration, organisation and presentation of monuments and sites are defined and the history of the interventions on monuments from the establishment of the Greek state to the present day is briefly presented. The evolution of the framework concerning interventions on monuments and its principles are examined (Venice Charter etc). The publication of the results of these interventions varies greatly (simple mentions, extensive reports, conference acts, monographs, creation of websites etc). The factors influencing the extent of the interventions and the impact of the interventions to the monuments and to the visitors are examined. After some introductory courses the students are required to choose a subject for a dissertation that will be presented to their colleagues and discussed with them.

The main goal of the course is the help students understand the meaning of conservation, restoration, της διαμόρφωσης και της ανάδειξης, to exercise their critical ability through the study of published interventions on monuments. The course includes visits to archeological sites.

ACL 204 Architecture and Town Planning in the Hellenistic Times [w.s.]

Architectural remains belonging to the Hellenistic period and the way in which they are combined to form the cityscape are presented in this course. The definition of architecture, which is the subject of the course, is followed by the presentation of the ancient and modern sources on architecture. The building materials and building technique are examined, as well as the use and processing of building materials and mainly of the stone. The different parts of ancient buildings from the foundations to the roof, are thoroughly presented. Emphasis is given to structures and building techniques that appear or become widespread during the Hellenistic period. The main characteristics, and the development of the orders of ancient Greek architecture are reminded to the students attending the course. The decoration of the buildings is presented, and the different types of ancient Greek buildings and structures are described (temples, altars, theatres, guest-houses, houses, palaces, funerary monuments, fortifications etc). The distinct characteristics of the Hellenistic organisation of sanctuaries and town planning are emphasised.

Students who attend the course are expected to understand the main principles of Hellenistic architecture and the evolution that took place at that time in comparison with the Archaic and Classical periods. At the same time, they are expected to acquire basic knowledge concerning the most important monuments of the period examined. The course includes visits to archaeological sites.

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

Architectural remains belonging to the Archaic and Classical period and the way in which they are combined to form the cityscape are presented in this course. The definition of architecture, which is the subject of the course, is followed by the presentation of the ancient and modern sources on architecture. The building materials and building technique are examined, as well as the use and processing of building materials and mainly of the stone. The different parts of ancient buildings from the foundations to the roof, are thoroughly presented, as well as the beginning, the characteristics, and the development of the orders of ancient Greek architecture. The decoration of the buildings is presented, and the different types of ancient Greek buildings and structures are described (temples, treasures, altars, stoas, restaurants, guesthouses, theatres, houses, fortifications etc). The configuration, organisation and the function of sanctuaries and settlements are also examined.

Students who attend the course are expected to understand the main principles of Archaic and Classical architecture and town planning in the Archaic and

Classical periods, to become familiar with the terminology of architecture and to acquire basic knowledge concerning the most important monuments of the period examined.

ACL 606 Seminar on Classical Archaeology: The Greek House [s.s.]

In this course we present the main characteristics and the development of the Greek house from the Geometric to the Hellenistic period. The types of houses existing in the Greek cities are examined, as well as their building materials and construction techniques, their equipment and decoration, and finally the relationship of the house with the city. After the presentation of the main characteristics of the houses dating from the Geometric to the Hellenistic period and of several case studies, the students attending the course will choose a subject for a dissertation, which will be presented in the presence of their colleagues. The course aims to give the students general and knowledge on the ancient Greek house, to help them become familiar with bibliography and discuss the method and the conclusions of their colleagues after their presentations. The course includes visits to archeological sites.

Konstantinos KASVIKIS (teaching assistance Ioanna ANAGNOSTOU)

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

The course includes: a. lectures and presentations in the classroom, b. targeted visits to archaeological sites and museums and presentations of specific cases of museum-education activities by students' groups. The lectures include the following topics: the institution of the museum throughout time and its evolution up to the present (definitions, functions, collecting, epistemology, New Museology); a historical overview of the educational function of the museum (19th – 21st century); the emergence and development of education in museums; museum communication; museum public and communication strategies; learning in the museum: philosophical, psychological, pedagogical framework; learning through objects; museum educational policy and outreach programs; museum education in Greece: a historical review and forms of educational policy; archeology and education; public archaeology; historical education and museum; issues of design and implementation of educational activities in archaeological museums, archaeological sites and cultural places.

The aim of the course is to inform students about the theoretical framework of museum education and to familiarize them with the educational function of the museum institution. After completing the course, students will be able:

- a) to recognize the basic historical framework of the establishment of museum institution worldwide and to correlate it with the development of its educational dimension.
- b) to appreciate the potential of the museum as an alternative environment for education and learning.
- c) to explain the basic epistemological framework of museum pedagogy and relate it to the pedagogical and learning theories that define museum education.
- d) to describe the evolution of education in Greek museums and the different forms of communication and education policies that have been developed.
- e) to evaluate museum collections based on their educational potential for implementing museum education activities.
- f) to examine museum objects in order to define topics for educational purposes.
- g) to design and evaluate museum educational activities and programs for different target groups.

<https://qa.auth.gr/el/class/1/600209844>

Antonios KOTIDIS

HIA 304 Teaching Humanities through Art Historical Material: A Teacher Training Seminar [w.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 affected 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 textbooks, (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.

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.

Students are expected to gain an insight in the dialectical relationship between the arts of painting, sculpture, architecture and those of literature, music, theoretical discourse thus understanding the aesthetic and ideological identity of modern Greek society as well as the connection of its arts and letters to those of the international paradigm.

Phokion KOTZAGEORGIS**HTP 301 History of the Ottoman Empire and Turkey [w.s.]**

The aim of the course is to provide 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 are given and then the institutions, society, economy, ideology and culture developed within this empire are analyzed. 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 specialized knowledge on the history of the Ottoman Empire, political history, Ottoman institutions, society, economy and culture, b) analyze and compare political events with developments in society and economy, c) correlate the evolution of institutions and changes in culture, d) can answer specialized questions within the above cognitive framework, which involve a combination of critical thinking and knowledge.

<https://qa.auth.gr/el/class/1/600220156/M1/edit>

<https://elearning.auth.gr/course/view.php?id=6104>

HTP 202 Institutions and Society in the Ottoman Empire: The Ottoman Provinces [s.s.]

The course presents the provinces of the Ottoman Empire. It aims to show the diversity and multi-level administrative organization of the provinces. In addition, it aspires to approach aspects of the social and economic life of the provinces and highlight their diversity. The course will include all areas under Ottoman rule and will focus on the period before the implementation of the reform period (Tanzimat), when a unified administrative system will be implemented in the provinces.

Upon completion of the courses, students will be able to a) learn about the different levels of administrative organization of the Ottoman provinces, b) understand the complexity of their administrative structure in causal relation to the policy of the state, c) understand the particularities of each province and d) realize the interaction of economic, social, and political phenomena in an area, which is also defined by a given natural environment.

<https://elearning.auth.gr/course/view.php?id=17811>

Athanasia KYRIAKOU**ACL 607 Hellenistic and Roman Periods [s.s.]**

The course focuses on the Hellenistic era, i.e. from the death of Alexander III in 323 B.C. until the naval battle at Actium in 31 B.C. However, since Macedonia also contributed decisively to the formation of the characteristics of this era, the antiquities of the region dating back to the 4th century B.C. are included in the subject of the course. Beyond the Macedonian Kingdom, topics related to cities of the Hellenistic world stretching from mainland Greece and the islands to Asia Minor will be discussed. The aim of the course is to highlight the particularities of the Hellenistic era regarding the organization of cities in the context of the Hellenistic kingdoms, architecture and more broadly all forms of art (sculpture, painting, mosaics, etc.), the interaction of art with politics, as well as the osmosis of Greek art with local traditions. References will also be made to the relationship between Hellenistic and Roman art.

Upon successful completion of the course, the students will be able to identify and comment on important works of material culture dating back to the Hellenistic era in the context of archaeological investigation, mainly in conjunction with the historical, socio-economic and cultural context of the period and with identity issues. Furthermore, they will familiarize themselves with the innovations in the visual arts, such as the most typical case of the portrait.

<https://elearning.auth.gr/course/view.php?id=5849>

Georgios LEVENIOTIS**HBY 601 Byzantine History I (324-1081) [w.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 centuries A.D.) and subsequent Middle Ages (mid-7th century 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.

<https://opencourses.auth.gr/courses/OCRS403/>

<https://qa.auth.gr/el/class/1/600220154/M1/>

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– of the internal (i.e. religious, economic and administrative) changes, that led, during the course of the late 3rd and the 4th centuries A.D., to the gradual transformation of the regime, the organizational 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.

<https://qa.auth.gr/el/class/1/600220870/M1/>

HBY 603 Seminar on Byzantine History: The Political Collapse of Byzantium in the East during the Second Half of the 11th Century A.D. [s.s.]

The seminar's subject focuses on the study of the gradual breakdown of Byzantine military and administrative control in the geographical areas of its Eastern border and Asia Minor after the mid-11th century A.D. and the reasons that led to that development (i.e. internal political instability; overexposure of the new established imperial border to vast and inhomogeneous regions; hostility of some of the local populations; Turkish military pressure; difficulty in dealing with the new enemy; new administrative and military organization that failed to address the external threat; insufficient local leadership and fragmentation of command; personal interests and actions that led to confusion, segregation and dissolution; lack of sufficient military and economic resources; inadequate or bad diplomatic choices from the central administration; decline of the old "thematic" system in the

interior of Asia Minor; consequent lack of defense in depth, poor regular and tactical organization, discouragement of imperial local armies and troops).

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.

<https://qa.auth.gr/el/class/1/600220870/M1/>

Eleftheria MANTA

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

The course aims at presenting 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.

<https://elearning.auth.gr/course/view.php?id=16849>

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

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.

<https://elearning.auth.gr/course/view.php?id=16268>

Aikaterini MANDALAKI

HAN 603 Seminar on Ancient History: Sparta and Crete. Sparta in the Archaic and Classical Eras. Political Institution, Society, Economy [w.s. & s.s.]

The subject matter of this tutorial course is the critical study of important aspects of the political, social, and economic organization of ancient Sparta in the Archaic and Classical eras, as well as of the cities of ancient Crete during the same periods. The comparative approach to the political, economic, and social organization of Sparta, on the one hand, and the Cretan cities, on the other, aims to reveal the similarities and differences between the two and to make the factors related to the historical origins, evolution, organization, and function of the political, social, and economic structures in these two regions of the ancient Greek world more comprehensible to students. Upon successful completion of the course, students are expected to:

- a) know in detail the general and specific objectives of teaching the course in History in secondary education according to modern standards of teaching the course.
- b) have become familiar with the methodology of teaching history in secondary schools, exploiting ICT and focusing on promoting experiential learning, and organizing a syllabus.
- c) know the technical organization of individual or group projects (projects) as part of the teaching of history.
- d) they recognize and exploit the sources of history during the teaching of history in secondary education.
- e) they know the systems and the arrangements for the evaluation of the course.

<https://elearning.auth.gr/course/view.php?id=17812>

HRO 302 Administration, Society and Economy of the Roman Empire: Learning and Education in Greco-Roman Antiquity [w.s.]

The issue of this course is the critical approach to carefully selected educational institutions of the ancient Greco-Roman world from the 8th century B.C. to the 4th century A.D. Upon successful completion of the course, students are expected to a) possess specialized knowledge on the organization and operation of characteristic educational institutions of Greco-Roman antiquity; b) have understood the social and political nature of the construction of knowledge; c) be able to assess the role of education and culture as decisive factors in strengthening social cohesion and shaping of Greek identity.

<https://elearning.auth.gr/course/view.php?id=17821>

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

The seminar aims at familiarizing 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 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 as part of the teaching of History in High School Education.
- c) recognize and utilize historical sources (written, figurative material, etc.) for writing essays on historical topics and for the teaching of history in High School education.

HMO 101 Introduction to Modern History [s.s.]

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. Students are expected to:

- a) understand the basic characteristics of the field/period.
- b) become familiar with the time frames, turning-points and sub-periods of the field and understand the related scholarly debates over the pertinent issues.
- c) become familiar with the terminology of the field.
- d) get acquainted with significant scholars who developed the field and shaped its evolution.
- e) know the auxiliary disciplines that serve the field.

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

The seminar aims at familiarizing 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 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 as part of the teaching of History in High School Education.
- c) recognize and utilize historical sources (written, figurative material, etc.) for writing essays on historical topics and for the teaching of history in High School education.

Maria NTINOI

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

The aim of the course is to offer a general introduction to prehistoric archaeology. The principal directions in theoretical archaeological thought are discussed in the first part of the lectures. Culture history, processual and postprocessual archaeology are discussed, as well as their contemporary synthesis. The second part will present the methods and techniques that support contemporary archaeology, excavation and field work, landscape archaeology, archaeometry and bioarchaeology.

Upon successful completion of the course students will be familiar with the main aspects of each archaeological school of thought and at a basic level they will be able to recognize the theoretical background of archaeological arguments. Students will be familiar with practical aspects of applying various analytical methods to the study of archaeological materials.

<https://qa.auth.gr/el/class/1/600222763>

<https://elearning.auth.gr/course/view.php?id=17568>

APR 606 Seminar on Prehistoric Archaeology: Prehistoric Societies and Anthropogenic Environment (11th-4th Millennium B.C.) (teaching assistance Athina ALMATZI) [w.s.]

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 from the 11th to the 4th millennium B.C. Data on palaeoenvironmental change from the Pleistocene to the Holocene and during the latter are examined. The broader environmental data will be examined in relation to the cultural processes (Epipalaeolithic, Mesolithic, Neolithic) that took place during that period. These topics will be assessed through the lens of interdisciplinary research that combines archaeological data, dating techniques and methods of Environmental Archaeology (geoarchaeology, archaeobotany, zooarchaeology).

Upon successful completion of the course students will be familiar with interdisciplinary research in archaeology. They will be able to understand and critically evaluate the complex interplay between the environment and the cultural processes of the period under study.

<https://elearning.auth.gr/course/view.php?id=16569>

APR 213 Prehistoric Cyprus: The Early Phases [s.s.]

The course presents the early prehistory of Cyprus from the Epipalaeolithic (11th millennium B.C.) to the end of the Chalcolithic period (4th millennium B.C.). Cultural developments on the island are presented with an emphasis on the presence of the last hunter-gatherer groups and the establishment of the first agricultural communities. The geomorphology, environment, spatial organization, economy, material culture, architecture, social organization, mobility and exchange are discussed. Emphasis is placed on a) the role of early navigation in the Eastern Mediterranean and in the early colonization of Cyprus at the beginning of the Holocene, b) the arrival of the first agricultural communities on the island in the context

of the early Neolithic developments in the wider area of the Near East, c) the shaping of the insular Cypriot cultural characteristics.

Upon completion of the course, students will have familiarized themselves with the archaeological data of the early prehistory of Cyprus and they will have acquired knowledge on aspects of the environment, spatial organization, economy, social organization, mobility, and exchanges. They will be able to combine knowledge and critical thinking when discussing related topics.

<https://qa.auth.gr/el/class/1/600189876>

<https://elearning.auth.gr/course/view.php?id=16570>

(co-teaching with Melina PAISIDOU – Pagona PAPADOPOULOU – Eleni PAPAGIANNI – Anastasios TANTSIS – Sevasti TRIANTAFYLLOU)

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

The course is organized in two cycles, one of theoretical courses in the classroom and one of practical training in the university excavations. The first cycle of theoretical courses is divided into two sections, the first of which lasts 6 weeks and is an introduction to archaeological drawing.

The aim is to acquaint the students with the techniques of design documentation of mobile and immovable finds in archaeological research, as well as the use of methods and techniques of topographical and architectural mapping and stratigraphy and objects design. The exercises carried out in the course are delivered at the end of the semester.

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 century – 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.

The students are able to recognize the depicted subjects, to comment their style and to date the basic examples of Byzantine painting. Moreover, they familiarize to political and theological parameters of the period.

<https://elearning.auth.gr/course/view.php?id=6100>

(co-teaching with Maria NTINOI – Pagona PAPAPOULOU – Eleni PAPAIGIANNI – Anastasios TANTSIS – Sevasti TRIANTAFYLLOU)

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

The course is organized in two cycles, one of theoretical courses in the classroom and one of practical training in the university excavations. The first cycle of theoretical courses is divided into two sections, the first of which lasts 6 weeks and is an introduction to archaeological drawing.

The aim is to acquaint the students with the techniques of design documentation of mobile and immovable finds in archaeological research, as well as the use of methods and techniques of topographical and architectural mapping and stratigraphy and objects design. The exercises carried out in the course are delivered at the end of the semester.

Eleni PAPAIGIANNI

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.

Students who attend the course are expected to obtain specialized knowledge on ancient Greek Sculpture, to understand the typological and technical features of the works of sculpture and to be able assess them comparatively.

<https://elearning.auth.gr/course/view.php?id=16148>

<https://qa.auth.gr/el/class/1/600209849/M1/edit>

ACL 209 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. Students who attend the course are expected to obtain specialized knowledge on the sculpture of the roman period.

<https://elearning.auth.gr/course/view.php?id=4913>

<https://qa.auth.gr/el/class/1/600222789/M1/edit>

(co-teaching with Maria NTINOI – Melina PAISIDOU – Pagona PAPADOPOULOU – Anastasios TANTSIS – Sevasti TRIANTAFYLLOU)

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

The course is organized in two cycles, one of theoretical courses in the classroom and one of practical training in the university excavations. The first cycle of theoretical courses is divided into two sections, the first of which lasts 6 weeks and is an introduction to archaeological drawing.

The aim is to acquaint the students with the techniques of design documentation of mobile and immovable finds in archaeological research, as well as the use of methods and techniques of topographical and architectural mapping and stratigraphy and objects design. The exercises carried out in the course are delivered at the end of the semester.

Pagona PAPADOPOULOU

ABY 220 Monuments of Constantinople [w.s.]

The course focuses on Constantinople, the capital of the Byzantine empire, during the first centuries of its existence (4th–beginning of the 7th century). It examines the city's urban landscape and structure, its secular and ecclesiastical monuments, as well as its infrastructure (harbors, fora, public spaces etc.) on the basis of the surviving buildings, excavation data and the written sources. Special emphasis will be given to the ideological aspect ascribed to the building programs of the early Byzantine emperors. The learning goals of the course include the acquaintance with the making of the Byzantine capital, the familiarization with the ideological aspect of imperial building activity and the realization of the necessity

of combining the written sources with the archaeological evidence in order to gain a better understanding of the past.

<https://elearning.auth.gr/course/view.php?id=7234>

(co-teaching with Maria NTINOI – Melina PAISIDOU – Eleni PAPAGIANNI – Anastasios TANTSIS – Sevasti TRIANTAFYLLOU)

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

The course is organized in two cycles, one of theoretical courses in the classroom and one of practical training in the university excavations. The first cycle of theoretical courses is divided into two sections, the first of which lasts 6 weeks and is an introduction to archaeological drawing.

The aim is to acquaint the students with the techniques of design documentation of mobile and immovable finds in archaeological research, as well as the use of methods and techniques of topographical and architectural mapping and stratigraphy and objects design. The exercises carried out in the course are delivered at the end of the semester.

Christina PAPAKYRIAKOU

ABY 312 Seminar. Practice in Archaeological Sites and Museums: Thessaloniki during Late Antiquity and Early Byzantium (4th-10th Centuries) [w.s.]

The seminar aims to familiarize students with selected archaeological sites and monuments of Thessaloniki dated between the Tetrarchy and 10th century A.D. Students will practice in describing monuments using the proper scientific terminology. They will also be asked to write short papers for selected finds from the examined period exhibited in city's museums. The seminar includes: a) lectures in class, b) visits in archaeological sites and museums of the city for practicing on the spot, c) presentations of students' work either in the course of the visits or in classroom.

The seminar's goal for participants is to acquire a global knowledge on Thessaloniki's urban environment as it developed from the time of Galerius's settlement here until the city's siege in 904 A.D.; additionally to be acquainted with the material culture of Late Antiquity and early Byzantium (domestic and public architecture, sculpture, decorative arts) and to learn to how to deliver brief but comprehensive papers on monuments and finds using the right archaeological terminology and bibliography.

The examination's method includes both an oral presentation and the delivery of a written paper.

(co-teaching with Anastasia PLIOTA)

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

The seminar aims to familiarize students with select archaeological sites and byzantine monuments of Thessaloniki as well as with archaeological finds exhibited in the city's museums. Students will practice in describing archaeological finds and monuments using the proper scientific terminology. They will also be asked to write short papers for selected finds. The seminar includes: a) lectures in class, b) visits in archaeological sites and museums of the city for practicing on the spot, c) presentations of students' work either in the course of the visits or in classroom. Students will also be given the opportunity to meet scholars who have worked or are currently working on the sites, the monuments and the museums of the city and discuss various matters with them. Students will also be informed on the educational policy of the Greek Archaeological Service and the museums of Thessaloniki by specialists on the subject.

The seminar's goal for participants is to learn how to produce a concise and accurate picture of an archaeological site or monument using the appropriate scientific terms and the right method; additionally, to learn how to deliver brief but comprehensive papers on monuments, as well as short texts on selected finds in the form of catalogue's entries integrated to their archaeological context. The examination's method includes both an oral presentation and the delivery of a written paper.

Dimitrios PAPASTAMATIOU

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

The seminar aims at familiarizing 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 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 as part of the teaching of History in High School Education;
- c) recognize and utilize historical sources (written, figurative material, etc.) for writing essays on historical topics and for the teaching of history in High School education.

HMG 601 Modern Greek History I (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.

The course aims at a lengthy and comprehensive presentation of the major characteristics of Modern Greek History during the period 1453-1821, and a discussion of the institutions developed by the Greeks within the context of the Ottoman and the Venetian polity as well as the most important aspects of society, economy and ideology of this historical period.

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 organization 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 analyzed. The course aims at a comprehensive discussion of the major issues raised by the Greek Revolution.

Athina PEGKLIDOU

FSA 231 Visual Anthropology and Ethnographic Cinema: Documents and Documentaries in Anthropology. Cinema, Photography, Ethnography [w.s.]

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.

FSA 312 Social Organisation: Anthropology of Gender and Sexuality/Kinship [w.s.]

"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, family, prohibition of incest, endogamy/exogamy, household group, transfer of name and property, dowry, femininity and masculinity, motherhood and fatherhood, spiritual kinship, blood and milk 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.

FSA 101 Introduction to Folklore and Social Anthropology (teaching assistance Areti TZINTZIOVA) [s.s.]

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 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 living 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.

Anastasia PLIOTA (co-teaching with Christina PAPAKYRIAKOU)

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

The seminar aims to familiarize students with select archaeological sites and byzantine monuments of Thessaloniki as well as with archaeological finds exhibited in the city's museums. Students will practice in describing archaeological finds and monuments using the proper scientific terminology. They will also be asked to write short papers for selected finds. The seminar includes: a) lectures in class, b) visits in archaeological sites and museums of the city for practicing on the spot, c) presentations of students' work either in the course of the visits or in classroom. Students will also be given the opportunity to meet scholars who have worked or are currently working on the sites, the monuments and the museums of the city and discuss various matters with them. Students will also be informed on the educational policy of the Greek Archaeological Service and the museums of Thessaloniki by specialists on the subject.

The seminar's goal for participants is to learn how to produce a concise and accurate picture of an archaeological site or monument using the appropriate scientific terms and the right method; additionally, to learn how to deliver brief but comprehensive papers on monuments, as well as short texts on selected finds in the form of catalogue's entries integrated to their archaeological context. The examination's method includes both an oral presentation and the delivery of a written paper.

Natalia POULOU (teaching assistance Christina PAPAKYRIAKOU)

ABY 309 Byzantine Pottery [w.s.]

The topic of the seminar is the analytical approach of the main pottery groups of the period from the 4th to the 15th century A.D. An introduction to the study of pottery in general and ceramic production during the Byzantine period in particular is presented. The lectures are organized chronologically and all the main types of ceramics from each period are presented. Special emphasis is given to methodological issues in the study of Byzantine pottery and problems identified in the recent literature are highlighted. The methods of production and distribution of pottery, local production and imported vessels are examined in detail, as well as trade routes, which were mainly maritime. Students are trained in the study of sherds.

Students must become familiar with the terminology and methodology of Byzantine pottery production. They are required to understand issues of ceramic typology, dating, organization of production and distribution of products as well as issues related to the organization of trade and exchanges.

Athanasios SFIKAS

HMO 603 Modern European History III (20th c.) [w.s.]

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:

- a) think synthetically, bringing meaningfully together the various political, ideological, social and economic strands of the history of the 20th century.

- b) demonstrate they have acquired a sound understanding of the importance of ideological conflicts and their contribution to the making of 20th-century history.
- c) identify continuities and discontinuities in different patterns and different periods of historical development.
- d) appreciate the importance of the rise of the 'Third World' in the making of contemporary history.

<https://qa.auth.gr/el/class/1/600220848>

<https://elearning.auth.gr/course/view.php?id=6101>

HCG 601 Contemporary Greek History (1924-1967) [s.s.]

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:

- 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 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.
- d) appreciate continuities and discontinuities in contemporary Greece's historical development.

<https://qa.auth.gr/el/class/1/600222575>

<https://elearning.auth.gr/course/view.php?id=6404>

HMO 402 Themes in Modern and Contemporary History: History of the United States of America [s.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:

- a) possess specialized knowledge on the historical evolution of the USA from the Colonial Period to the mid-20th century
- b) 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
- c) be able to analyse and assess comparatively the development of the USA with that of major European states
- d) be able to correlate notions of 'American exceptionalism' with material realities
- e) be able to answer questions relating to US history that require a combination of critical thinking and factual knowledge

<https://qa.auth.gr/el/class/1/600220192>

<https://elearning.auth.gr/course/view.php?id=12703>

Ilias SVERKOS

HAN 101 Introduction to Ancient Greek History [w.s.]

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 facets of the cultural, religious and intellectual life following the main chronological periods. The following main topics will be addressed: The political and social organization of the Mycenaean states, the Greek colonization 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.

Konstantinos TAKIRTAKOGLU**HBY 603 Seminar on Byzantine History: Byzantium's Relations with the Peoples of the East (9th-12th Centuries) [w.s.]**

The seminar aims to familiarise students with the study of Byzantine History through the primary sources and modern bibliography, introduce historical research methods and practice writing a scientific paper. The course will focus on issues concerning the relations of the Byzantine Empire with the peoples of the East from the ninth to the twelfth century.

Upon completion of the seminar, students are expected to (a) have understood the basic principles of historical science and be acquainted with modern historiographical trends, (b) be able to address the sources critically and methodologically, (c) be able to prepare a scientific paper, (d) will be familiar with the primary and secondary bibliography on Byzantium's foreign policy on its eastern front.

<https://elearning.auth.gr/course/view.php?id=17260>

HRO 302 Administration, Society and Economy of the Roman Empire: Learning and Education in Byzantium [s.s]

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: a) comprehend the historical context of the Early, Middle and Late Byzantine Period, b) acquire knowledge about education in Byzantium in particular, c) understand the contrast and compromise between Christianity and the Classical tradition, d) recognise the close relationship between Byzantine and Classical literature, e) comprehend the practical and moralising end of Byzantine education at all its levels, f) perceive the place that Byzantine education holds in Byzantine society and how the latter was influenced by education, g) grasp how Byzantine education contributed to the edification of Byzantine emperors and members of the military and civil aristocracy, h) acquire knowledge and skills which will allow them to offer their services in the field of education (teaching History in secondary education), i) practise in the written and oral presentation of ideas and arguments.

Anastasios TANTSIS (teaching assistance Anastasia PLIOTA)**ABY 606 Seminar on Byzantine Archaeology [w.s.]**

The subject of the seminar course is the study of architectural production in Attica during the Byzantine period. The course examines data from archaeological research, existing buildings, and archival material. Students will be asked to prepare a written paper on a topic that is part of the general theme of the course, making use of the existing bibliography. The papers will be presented in the classroom.

Upon successful completion of the course, students will be familiar with the main issues that have been developed in the literature regarding the monumental and historical topography of Byzantine Attica. They will be able to develop their own discourse on subjects that have concerned researchers but also to write and present to the public a synthetic research paper based on the literature and its critical review.

(co-teaching with Maria NTINOI – Melina PAISIDOU – Pagona PAPADOPOULOU – Eleni PAPAGIANNI – Sevasti TRIANTAFYLLOU)

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

The course is organized in two cycles, one of theoretical courses in the classroom and one of practical training in the university excavations. The first cycle of theoretical courses is divided into two sections, the first of which lasts 6 weeks and is an introduction to archaeological drawing.

The aim is to acquaint the students with the techniques of design documentation of mobile and immovable finds in archaeological research, as well as the use of methods and techniques of topographical and architectural mapping and stratigraphy and objects design. The exercises carried out in the course are delivered at the end of the semester.

AAA 314 Museology – Museography [s.s.]

The course is a brief introduction to Museology as theory and practice. The introductory lectures present a brief review of the history and evolution of the Museum as an institution, as well as of Museology as a research and practical field of interdisciplinary approaches on the identity and organization of Museums. Students will complete the course requirements by taking a written exam.

The aim of the course is to acquaint the students with all the scientific disciplines involved in the creation and operation of museums and art exhibition spaces. Upon successful completion of the course, students should understand

the role of museums/exhibition spaces as a place of education and entertainment and the ways in which this becomes possible with the goal of visitor satisfaction.

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.

Students are expected: a) to possess specialized knowledge on the formation and evolution of medieval political entities, b) to possess specialized knowledge on social and economic organization of medieval communities, c) to possess specialized 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 specialized questions within the specific topic, which involve both critical thinking and empirical knowledge.

<https://elearning.auth.gr/course/view.php?id=15713>

<https://qa.auth.gr/el/class/1/600220155/M1>

Sevasti TRIANTAFYLLOU (co-teaching with Maria NTINOU – Melina PAISIDOU – Pagona PAPADOPOULOU – Eleni PAPAGIANNI – Anastasios TANTSIS)

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

The course is organized in two cycles, one of theoretical courses in the classroom and one of practical training in the university excavations. The first cycle of theoretical courses is divided into two sections, the first of which lasts 6 weeks and is an introduction to archaeological drawing.

The aim is to acquaint the students with the techniques of design documentation of mobile and immovable finds in archaeological research, as well as the use of methods and techniques of topographical and architectural mapping and stratigraphy and objects design. The exercises carried out in the course are delivered at the end of the semester.

Konstantina TSONAKA (co-teaching with Chrysanthi KALLINI)

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.

<https://qa.auth.gr/el/class/1/600222785/M1/edit>

<https://elearning.auth.gr/course/view.php?id=17134>

Soultana Maria VALAMOTI

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

**(co-teaching with Dimitrios Kostopoulos – Sampson Panagiotidis –
George Syrides)**

APR 308 Bioarchaeology and Palaeoenvironment [s.s.]

The course approaches the remains of living organisms of the natural and anthropogenic environment that are directly or indirectly related to human activity in the past. These remains correspond to living organisms of the past that became incorporated mainly in archaeological deposits and in certain cases to natural deposits as the result of human use, management and modification. The examination of different categories of bioarchaeological remains such as insects, molluscs, animal bones, pollen and other plant remains, offers the possibility to observe their valuable contribution towards the reconstruction of living conditions, daily lives and the surrounding environments of past human communities.

Through the course students acquire the skills that allow them to recognize the input of bioarchaeological remains towards understanding the economic and social organization of past human communities. Special emphasis is placed on the consideration of archaeological context and archaeological reasoning. In the context of the course, alongside taught courses, the students familiarise themselves with practical aspects of bioarchaeology through laboratory sessions at the Departments of Archaeology, Zoology, Forestry and Natural Environment.

Ioanna VASILEIADOU (co-teaching with Emmanouela GOUNARI)

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

The Pan-Hellenic sanctuaries of Olympia and Delphi, Delos, as well as various sanctuaries in Athens and 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

organization 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 sites and monuments of Ancient Greece with worldwide cultural. Furthermore, students will acquire specialized 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 specialized questions within the specific topic, involving both the acquisition of knowledge and critical thinking.

<https://elearning.auth.gr/course/view.php?id=17457>

Vasiliki VLACHOU

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

The course focuses on the examination of the various categories of ancient Greek painted pottery. By way of introduction, various issues related to the pottery production and workshops will be examined, based on the surviving material remains, the ancient literary sources and the vessels themselves. The decoration techniques and the most characteristic shapes of archaic and classical vases during the Archaic and Classical periods will be considered, placing an emphasis on the Corinthian and Attic vases (Protogeometric and Geometric pottery, Proto-corinthian and Protoattic, black-figured and red-figured vases). Some representative examples of each production centre will be analysed, the work of the most important potters and painters and the influence they exercised on other contemporary pottery production centres will be considered. Iconographic issues will also be analysed, as well as issues relating to the dating, finding sites, circulation and assessment of ancient ceramics.

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

<https://qa.auth.gr/en/class/1/600191296>

ACL 216 Religion: The Religious Festivals of the Ancient Greek Cities [w.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. Students will be able to recall important Greek sanctuaries and the associated festivals, and to associate important cult places with the cult of specific gods, as well as discussing particular founding myths with the historical, political and cultural environment of each period. Students will be able to discuss the main stages of ancient Greek religious festivals and related ritual activities.

Alexandra Kyriaki WASSILIOU SEIBT**HBY 603 Seminary on Byzantine History: Byzantium in the Eleventh Century [w.s.]**

In this course will be examined the political history, the 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: (a) become familiar with the different kinds of sources and the correct use of them, (b) be trained in the right search for the relevant bibliography, (c) understand the content of the sources and the relevant bibliography, (d) structure a special thematic topic, and (e) compose and present a thesis.

HBY 405 Byzantine Sigillography [s.s.]

This module will enable to work with published and even unpublished Byzantine seals, a source group that becomes more and more essential to contribute to a better understanding of the evolution and historical problems of the Byzantine Empire throughout the centuries. The participants should learn to read, date, understand and interpret the relevant data to integrate them into the bulk of the otherwise known (or only assumed) overview. In this purpose they are also confronted with fundamentals in other disciplines of Byzantine history.

Participants attending the course are expected to: (a) learn the history of Byzantine Sigillography and become informed about the more important publications, (b) become familiar with the most important seals collections, (c) read Byzantine seals (esp. lead seals), (d) understand the current abbreviations and special signs, realize frequent formulas wherever they appear, (e) become acquainted with frequent orthographic deviations, (f) understand the basic dating criteria, (vii) learn the fundamentals of Byzantine prosopography, genealogy, social history, administrative history, hierarchy of offices and titles within the social structure, (g) integrate the new available information in the context of other sources and to correct them if necessary, and (h) learn to use published seals in an alert and critical way to avoid repeating of elder mistakes or misinterpretations.

Ioannis XYDOPOULOS

HAN 601 Archaic and Classical Periods [w.s.]

General survey of ancient Greek history from the 8th to the 4th century B.C. 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.

<https://qa.auth.gr/el/class/1/600220152/M1/edit>

HAN 603 Seminar on Ancient History: Secessions in the Athenian Empire [s.s.]

The subject of the course is one of the most important and most thoroughly studied subjects of ancient Greek history. The genesis and evolution of the 1st Athenian (Delian) League, the institutions developed in Athens during the Classical period, the social and economic context that have been shaped, the impact on the culture and the foreign policy of the city, as well as the efforts for secession of various city-states from the League. Upon completion of the course students are expected to:

- a) Know the basic principles of the science of history and historical methodology
- b) know the technique of writing scientific papers and organization of individual or group projects (projects) as part of the teaching of History in Education.
- c) recognize and utilizing the sources of history (written, figurative material, etc.) for writing works with historical subjects and the teaching of history in secondary schools.

<https://qa.auth.gr/el/class/1/600226860/M1/edit>

Iliana ZARRA

HIA 602 European Art from 1880 to World War I [w.s.]

The principles of mimetic reproduction of the material environment of academic art compositions will be challenged with the work of Modernist artists. Impressionism is the starting point of the course: European Art from 1880 until the First World War. The aim of the course is to show the artistic movements that emerge through the political, social and scientific conditions as well, and that promoted 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 organized as follows: • Introduction • Characteristics of Modernism in the visual arts • Impressionism • Post-Impressionism • Expressionism: Die Brücke • Fauvism Henri Matisse • Der Blaue Reiter • Cubism Georges Braque (1882-1963), Pablo Picasso (1881-1973) • Abstract Art: Wassily Kandinsky (1866-1944) Kazimir Malevich (1878-1936): Suprematism

The learning outcomes consist in the introduction of students to the art of modernism through the teaching of the work of great masters of the 19th century,

who shaped the conditions for the prevalence of modernism, and in the introduction to the art of artistic movements from the end of the 19th to the beginning of the 20th century.

<https://elearning.auth.gr/course/view.php?id=15126>

<https://qa.auth.gr/el/class/1/600220861>

HIA 606 Seminar on History of Art (teaching assistance Fotini SIDERA) [w.s.]

In the seminar course in Art History, the student will become familiar with the specialized bibliography of the field, the application of the most valid methodologies for the approach to specialized issues of art history and theory, the critical use of bibliographical sources, with the exercise of synthetic thinking, as well as with the process of preparing a project and its presentation in the form of teaching.

The learning outcomes consist in the acquisition of skills in art history through practice in producing a short scholar text of art history and theory from the initial stage of topic selection to the final stage of writing the text. The criterion is the accessibility to the subject matter so that the contact with it is immediate. Also, the course aims to the familiarization of the participants with the connection between international and Greek avant-garde, so that they can trace through its forms the physiognomy of the convergences and divergences of the local from the global.

<https://elearning.auth.gr/course/view.php?id=15121>

<https://qa.auth.gr/el/class/1/600209866/M1/edit>

HIA 101 History of Art: Theory and Methods [s.s.]

The content of the course concerns the definition of the subject of the History of Art, the presentation of the materials and techniques of visual products, the means of expression used by the visual artist and the ways of their documentation, the analysis of the factors of formation and evolution of style, and the presentation of the main methods of analysis of the artistic work as they were formulated during the 20th century (Morphological methods, Iconological methods, - Social History of Art– Aesthetics of Reception – Psychoanalytic View of Art, Feminist Art History, Structuralism, Semiotics/Semiology, Poststructuralism-Deconstruction).

The learning outcomes consist in the familiarization of the student with the scientific terminology of the field, with a variety of methodologies for approaching works of art as well as with the basic theories of Art History, especially those that

emerged in the 20th century, in order to be able to understand and interpret contemporary works of art.

<https://elearning.auth.gr/course/view.php?id=15676>

<https://qa.auth.gr/el/class/1/600224515>

HIA 601 Early Renaissance Art [s.s.]

The first part of the course presents the work of those artists who prepared the great conquests of the most important representatives of the Renaissance art. Subsequently, the formulation of the mathematical perspective, through which the representation of space and time of the period is redefined, is discussed. The course concludes with an analysis of Leonardo da Vinci's work and the way in which the iconographic and stylistic schemes he formulated are linked to the cultural and political developments of the period. The aim of the course is to place the works under examination in the historical, political, social, economic and intellectual context of reference in order to justify the compositional solutions and stylistic features they present. The learning outcomes consist in the introduction of the student to the art of the Italian Renaissance through the study of the works and artists that shaped a new artistic reality, which was the greatest event of modern European culture. In this context, extensive reference will be made to a variety of art forms such as painting and sculpture.

<https://qa.auth.gr/el/class/1/600224524/M1/edit>

<https://elearning.auth.gr/course/view.php?id=15016>

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)

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
HBY	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

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)

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 19th 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

2023-2024



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, Leoforou Stratou, 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 has 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:

Maria Kantirea

Associate Professor

Faculty of Philosophy, New Building, Office 411, 4th floor

Tel. 2310 99.7218; e-mail: kantirea@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>.



Archaiologiko 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 (with an extension until 2023-2024), 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
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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

2023-2024



12. POSTGRADUATE STUDIES IN HISTORICAL RESEARCH DESCRIPTION OF COURSES

a) Ancient History

WINTER SEMESTER

Ilias SVERKOS

HAN 701 Greek Epigraphy

The contribution of epigraphic sources to the study of ancient history (Greek and Roman) will be demonstrated through a selection of Greek and Latin inscriptions. Special sections are devoted to: (a) the writing systems in Greece before the adoption and adaptation of the Phoenician alphabet; (b) «the culture of writing»: the alphabet and the consequences of its use; (c) The history of epigraphic research; (d) the methodology of reading, restoring and interpreting inscriptions; (e) the categories of inscriptions (laws, decrees, royal edicts, 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.). To familiarize students with the inscribed monuments, visits and in situ research will be carried out in museums.

Ioannis XYDOPOULOS

ARCH 701 Sources of Ancient Greek and Roman History: Rhetorical Discourses and the Political Climate in Early-4th-century Athens

The civil war plunged Athens into even greater introspection, as its citizens were forced to question and re-examine everything they had known up to that point. The imprint left on the population by the civil war and what preceded it was great and the processes that took place within society even greater. Of particular importance, however, is the fact that whatever decisions were taken by the people had to be taken in the context of reconciliation. One may reasonably ask, since toxicity was prevalent within society, why the Athenian orators give the impression

that the situation was not only controlled, but also very good. Surely there is a logical explanation behind these strange claims.

The purpose of this course is to familiarize students with the historical context of the late fifth and early fourth centuries, which constitutes the transition of Athens from the phase of defeat to the phase of recovery. Understanding the needs that shaped the formation of Athenian consciousness and identity will be at the heart of the classes. In addition, they should be able to understand the historical profile of the period and be able to critically process historical sources such as the rhetorical speeches of the period.

SPRING SEMESTER

Maria KANTIREA

ARCH 702 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 et papyrological corpora, including the reading of squeezes, the numismatic collections, the publications of the results of the archaeological excavations, and with the different study methods through the writing of 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. Special 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 post-graduate 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; Byzantine Documents; Arabic and Armenian sources; Hagiography as a historical source.

Syllabus: 1st-2nd Week: Georgios Leveniotis – General Introduction, Narrative Sources of Byzantine History (Historiography), Sources of Historical Geography; 3rd-4th Week: Andreas Gkoutzioukostas – Byzantine Legal Sources and “Taktika”; 5th-6th Week: Alexandra-Kyriaki Vasileiou-Seibt – Byzantine Sigillography (Seals); 7th Week: Eleni Lianta – Byzantine Numismatics (Coinage); 8th-9th Week: Elisabeth Chatziantoniou – Byzantine Documents; 10th-11th Week: Konstantinos Takirtakoglou – Arabic and Armenian sources; 12th-13th Week: Georgios Charizanis – Hagiography.

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.

<https://qa.auth.gr/el/class/1/600223746/M1/>

Alexandra Kyriaki VASILEIOU-SEIBT

HBY 706 Byzantine Aristocracy and its Political Function

The theme of the master seminary is the composition, structure, evolution, and representation of the predominant class in the social pyramid of the Byzantine Empire. Noble descent, economic prosperity, landed property, and a certain level of education are characteristic for the Byzantine aristocracy (civil and military, in the provinces and in the capital). There was a horizontal and a vertical mobility; also *hominēs novi* could enter these circles, as well as natives and foreigners with particular talents and capacities, especially with the help of a powerful patron.

The imperial institution and the public administration was to a certain degree in control of this dominant class, which was able to express discontent with the emperors by rebellions or usurpations. On the other hand, the alliance of some families with the emperor and his dynasty were decisive factors to achieve the highest titles, offices and commands, contributing to the differences between the various groups in the aristocracy (high, middle and lower stage) during the centuries. In a similar way, intermarriages with powerful families supported the advancement.

The participants should a) become acquainted with the main characteristics constituting the Byzantine aristocracy, the appearance, the structure, the role in the state and in the government, and the relations with the emperor, b) become aware of the main sources important for the theme, c) detect the relevant bibliography critically judging the scientific value, d) become initiated in the methodology of scientific research, d) compose short papers.

SPRING SEMESTER

Andreas GOUTZIOUKOSTAS

HBY 704 Administration of Justice in Byzantium

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 the 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.

<https://qa.auth.gr/el/class/1/600185697/M1/edit>

Eleni TOYNTA (co-teaching with Byzantinologists)

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 multilevel 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.

Syllabus: 1st-7th week: Eleni Tounta, Western sources; 8th week: Georgios Leveniotis: Narrative sources of Byzantine History (Historiography) and sources of Historical Geography; 9th week: Andreas Goutzioukostas, Byzantine legal sources and Taktika; 10th week: Alexandra-Kyriaki Vassiliou-Seibt, Byzantine Sigillography; 11th week: Eleni Lianta, Byzantine Numismatics; 12th week: Elisabeth Chatziantoniou, Diplomatic sources; 13th week: Konstantinos Takirtakoglou, Arabic and Armenian sources.

<https://qa.auth.gr/el/class/1/600205883/M1>

Eleni TOYNTA

HME 701 Byzantium and the West (9th-15th c.)

The seminar concerns the relations between the Byzantine Empire and the West (13th-15th c.). It mainly examines how these two cultures perceived one another. Emphasis will be put on the study of travel narratives and the construction of the Self, the Other and the space. Students will explore the aforementioned issues through the study of specific cases, like e.g. the Crusades, the Latin dominions in the former byzantine lands, the travel narratives of western travelers to Byzantium etc.

Students who attend the course are expected to a. become familiar with the analytical categories of perception, identity and space as tools of historical research, and with the study of travel narratives, b. comprehend the cultural encounters between the byzantine empire and medieval Europe, as well as similarities and differences in their historical evolution, c. to be able to answer specialized questions within the specific topic, which involve both critical thinking and empirical knowledge, d. practice their skills to present orally and in written their ideas and arguments, e. practice their skills to organize a research on a specific subject.

<https://qa.auth.gr/el/class/1/600184411/M1>

**c) Modern and Contemporary History
and Social Anthropology**

WINTER SEMESTER

Phokion KOTZAGEORGIS

HBT 702 Institutions and Ideology in the Ottoman Empire (15th-18th centuries)

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 be able to analyze historical sources, to search and critically read the literature, to organize a research project and to write a research academic essay with all its specifications and requirements.

<https://qa.auth.gr/el/class/1/600223750/M1/edit>

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

Athanasios SFIKAS - Loukianos HASSIOTIS (co-teaching)

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 'insurrection' 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:

- (1) appreciate the historicity of Revolutions
- (2) grasp the epistemological diversity of attempts to theorize on Revolutions
- (3) 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
- (4) appreciate the importance, nuances and method of the comparative approach
- (5) 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)
- (6) discern and differentiate between similarities and qualitative dissimilarities among seemingly 'kindred' historical phenomena
- (7) construct and present orally and in writing a historical argument based on the

<https://qa.auth.gr/el/class/1/600228394>

<https://elearning.auth.gr/course/view.php?id=11617>

SPRING SEMESTER

Georgios AGGELOPOULOS - Athina PEGKLIDOU (co-teaching)

IAL 701 Anthropological and Folklore Studies Research

The course discusses the theoretical foundations and methodological proposals of social and cultural anthropology in order to examine ethnography and its transformations both as a research method and as a production of ethnographic texts and images. From the "objective depiction" of social reality to cultural critique and the reflective turn, ethnography as the predominantly qualitative method remains at the core of anthropological epistemology. Ethnographic participant observation, fieldwork, contextual reduction and comparative analysis or cross-cultural perspectives are its main pillars. We will examine the relationship between folklore studies and the concept of culture and tradition, the transition from the study of exotic and rural societies to indigenous or house anthropology, ethical issues in ethnographic research.

<https://elearning.auth.gr/course/view.php?id=16507>

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.

<https://elearning.auth.gr/course/view.php?id=17553>

Eleftheria MANTA**IST 702 Research: Methodology and Practice**

The course aims at familiarizing 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. Exercises 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 also includes familiarization 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.

4. POSTGRADUATE STUDIES IN ARCHAEOLOGICAL RESEARCH DESCRIPTION OF COURSES

a) Prehistoric Archaeology

WINTER SEMESTER

Ioannis FAPPAS

APR 717 From the Village to the Palatial State: Aspects of Power and Prestige in the Aegean in the 3rd and 2nd Mill. BCE

The seminar will focus on issues related to the emergence of hierarchical societies and states in the Aegean and the wider Eastern Mediterranean region during the 3rd and 2nd millennia BCE. The importance of gift exchange practices, the organization of hunting activities and banquets, as well as the ostentatious possession and consumption of wealth for the rise and maintenance of centralized power will be aspects that will be examined in detail. Emphasis will also be placed on the position, role and qualities of the first in rank individual in Aegean and Eastern Mediterranean societies, as they emerge from the iconography and the Linear B and cuneiform tablets respectively, as well as on the practice of organizing and maintaining alliances in the Eastern Mediterranean region through diplomatic contacts and the formal exchange of gifts.

Upon successful completion of the course, postgraduate students are expected to have studied in depth the differences between the societies of the Aegean and the Eastern Mediterranean, to have understood the significance and symbolism of the practices used by the central authorities in both regions to gain and maintain their power, to be familiar with the relevant literature and terminology, and to be able to critically approach the issue of the interactions between the two regions.

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. Students will also attend laboratory sessions in the study of archaeobotanical macro-remains at LIRA, the departmental Laboratory for Interdisciplinary Research in Archaeology (<http://edae.hist.auth.gr/index.php/home-el>). In addition to the literature for the study area, publications on similar topics from different parts of the world are occasionally discussed in comparison. A field-trip is also scheduled for this course. 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).

At the end of the course students will have acquired an overview of the field and laboratory techniques of Archaeobotany and an in depth understanding of the use of archaeobotanical analysis towards reconstructing prehistoric human societies.

SPRING 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 case studies where such methods have been applied in order to understand and comment on issues of prehistoric research related to early mobility, 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.

Specialisation of postgraduate students in documentation, analysis and interpretation of archaeological materials through the systematic use of Greek and international bibliography. Familiarization of postgraduate students with ways of managing and developing archaeological information. Familiarization with the formulation of research questions that will help them to choose the topic of their postgraduate dissertation.

<https://qa.auth.gr/el/class/1/600223764>

<https://elearning.auth.gr/course/view.php?id=17154>

Sevasti TRIANTAFYLLOU**APR 716 Aegean Societies in the 3rd and 2nd Mill. B.C.: Major Problems and Current Debates**

The seminar will examine issues related to current problems and debates in the emergence of the prepalatial societies of Crete. In particular the organization of the settlements, the technological novelties and traditions, the contacts and interconnections of the communities before the emergence of the first palaces in Crete will be explored and further discussed. Special emphasis will be given on the burial customs and practices, the mortuary architecture and the manipulation of the deceased as well as on the associated artefacts and the outside areas which will be approached as mnemonic landmarks and social arenas integrated by the living communities.

The primary aim of the seminar will be the reconstruction of the prepalatial societies on Crete derived from the archaeological evidence and current theoretical discussions.

b) Classical Archaeology

WINTER SEMESTER

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 and Asia Minor will also be examined. The aim of the course is a) to familiarize the students with the typological characteristics of the 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 funerary structures.

The course is articulated in a limited number of lectures by the professor and mainly in the presentation of papers 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.

Eleni MANAKIDOU

ACL 709 Iconography – Iconology

The seminar focuses on the interpretive approach to the "images" in objects and monuments of various periods, with emphasis on the Geometric, Archaic and Classical periods. The interpretation of pictorial representations in various categories of objects, buildings and visual artworks has been one of the most prolific fields of archaeological research since the 19th century. Most theoretical approaches, adopted from time to time by archaeologists, have influenced the hermeneutics of ancient "images" accordingly (e.g. historical-typological in the first half of the 20th century, social and political mainly in the 1960s-1970s, semiological-structural and anthropological-metastructural in the second half of the 20th century). Erwin Panofsky's iconographic and iconological views with his application of a threefold interpretative scheme concerning the "reading" of works of modern art, which many scholars of representations on objects/works of ancient art embraced, were particularly influential. Pictorial representations consist of individual iconographic units (figures, objects) with different identity 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 "images" are neither realistic depictions nor photographic documents, any attempt at interpretative "readings" is not an end in itself, but a substantial condition for a comprehensive and deeper understanding of the past and its material culture.

The seminar includes an introductory part with a presentation of theoretical principles and specific examples, exercises to familiarize students with the study and commentary of specific literature and, finally, the composition of an individual paper with oral presentation and written form by the students.

Upon successful completion of the course, students will be able to be familiar with the basic theoretical approaches that have been developed for the interpretation of pictorial representations, to analyze in a methodical way the depicted scenes in various categories of objects/monuments and to understand the importance of a multifaceted interpretive approach.

SPRING 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.

<https://qa.auth.gr/el/class/1/600223761/M1/edit>

Vasiliki VLACHOU

ACL 701 The Early Iron Age and Archaic Period in the Cyclades. Settlement Patterns, Burial Sites, Sanctuaries

The course focuses on the study of the contexts that have been investigated in the Cyclades, highlighting aspects of settlement development, cemetery location and organisation, as well as the establishment of sanctuaries during the Early Iron Age and Archaic periods. In recent decades, systematic excavations on Cycladic islands such as Kythnos, Naxos, Paros, Despotiko, Tinos, Delos and Amorgos, among others, as well as the publication of specialized studies have enriched our knowledge of early island societies and have changed our understanding of this important and ever-changing period. The aim of the course is to highlight the individual characteristics of the islands individually, but also to offer a comparative study, in order to better discern shared patterns, but also to highlight the particular features of each island that make up this important Aegean complex. In addition to the reference works for the study of the Aegean and the Cyclades in particular, most recent articles and selected chapters from collective volumes will constitute the basic bibliography of the course. Students will deal with specific examples of

island archaeology for further study, discussion and bibliographical documentation. The course may include a 5-day excursion to the Cyclades, in order to have the opportunity to visit some of the most important sites of this period and their material remains in the regional museums of the Cyclades.

Upon completion of the course, students will be familiar with the research content of island archaeology, its subject matter and the methodological and theoretical problems associated with it. They will be able to recall the particularities of the Cycladic islands, their individual character in relation to the phenomena that characterize the transition from the Late Bronze Age societies to those of the Early Iron Age, and the Archaic period, and will be able to distinguish their basic characteristics. They will be able to recall specific geographical locations that had a central role 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.

c) Byzantine Archaeology

WINTER SEMESTER

Paschalis ANDROUDIS

ABY 712 Islamic Art and Architecture in the Middle East and Asia Minor (11th-15th Centuries)

Islamic Archaeology and Art is a specialization of archaeological science, with particular flourishing in Europe and America in recent decades. It chronologically covers the period from the emergence of Islam and its art (7th century AD) until today, while it concerns art and material culture in countries where Islam prevailed, with emphasis on both secular and religious art.

Due to the proximity of Byzantium to the world of Islam, the study of Islamic Art complements that of Byzantine, already from the end of the 7th until the 15th century. In addition, one of the international current trends in scientific research is the study of intercultural phenomena in art, a gap that can be filled with material traditions that can combine elements of Byzantine and Islamic culture, bringing them into fruitful dialogue.

The aim of the course will be to serve the above demand. Special research will therefore be carried out on medieval Asia Minor and its transition from

Byzantine to Turkish rule (Seljuk Sultanate of Rum, Turkmen Beyliks, Ottoman Empire). The study of the art and architecture developed in the present-day Greek regions during the Turkish occupation will also play an important role, in order to better understand the terms "Post-Byzantine" and "Ottoman", which are used until today uncritically and incorrectly.

Natalia POULOU

ABY 702 Advanced Topics of Byzantine Archaeology II

The topic of the seminar is the analytical approach to the archaeological data of the period of the early Byzantine Middle Ages in the regions of the Aegean and the Asia Minor. Elements of urban planning, topography, architecture, agricultural and artisanal production, and trade networks are examined. State control in important sectors of life is also examined.

Students must become familiar with the archaeological data of this period of Byzantium in the Aegean and the Asia Minor regions. Students are required to understand issues of topography, architecture, agricultural and artisanal production, while they must familiarize themselves with issues of state control and commerce networks.

SPRING SEMESTER

Athanasios SEMOGLOU

ABY 707 Organization and Use of Space in Byzantium III

The course will focus on thorough study of the organization of the Byzantine mainly and post-byzantine monumental decorations on Mount Athos. We will present and study the Protaton church as well as the Catholica of Vatopedi, Chilandari, Pantokratoros and Megisti Lavra. New evidence brought to light by the conservation and cleaning of the frescoes will be examined for first time.

Anastasios TANTSIS**ABY 703 Material Culture of Byzantium I**

The course for this semester will focus on the study of the archeology of the cities and settlements of Asia Minor and Syria during the Byzantine period. The course will begin with a short series of introductory lectures, in which the history of the research, the bibliography as well as the basic research and methodological issues in dealing with the subject will be developed. Then the students will be asked to write a paper based on the existing literature on groups of settlements in the areas in question. Before the final delivery the assignments will be presented in class.

Upon successful completion of the course, students will have familiarized themselves with the literature on the subject, as well as with the research and methodological problems in the research and analysis of the material that has emerged from the archaeological research in the cities of Asia Minor and Syria , in which the important question remains the meaning of the transformations in the transition from the Roman to the Byzantine era and the discontinuities that followed. In addition, they will be able to organize bibliographic research work with correct use and reference to the bibliography and present it to an audience.

3. Doctoral Studies. Programme Regulation

Cf. the Greek version of this Catalogue

4. Post-Doctoral Studies. Programme Regulation

Cf. the Greek version of this Catalogue