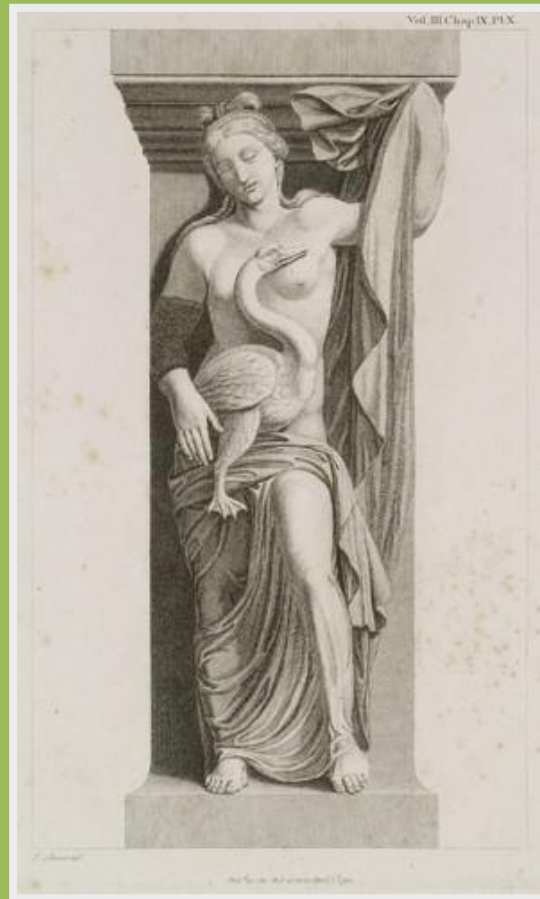


ARISTOTLE UNIVERSITY OF THESSALONIKI / FACULTY OF PHILOSOPHY
SCHOOL OF HISTORY AND ARCHAEOLOGY

Undergraduate Studies

2024-2025



Editors

E. CHATZIANTONIOU – P. KARVONIS

S. ALAGKIOZIDOU – A. ALMATZI – A. MANDALAKI

THESSALONIKI 2024



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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 |
| PUS | : | Programme of Undergraduate Studies |
| STLS | : | Specialised Technical and Laboratory Staff |
| s.s. | : | spring semester |
| w.s. | : | winter semester |

COURSE CODE

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

COURSE TYPE

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

INTRODUCTION

The present booklet is intended as a guide for current and prospective Erasmus students at the School of History and Archaeology of the Aristotle University of Thessaloniki (AUTh). It aims at helping them to organise and facilitate their study period at the School. It includes information on the organisation of the University and the School, the catalogue and descriptions of the courses offered by the School in the academic year 2024-2025, 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

2024-2025



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: Haralambos Feidas
Vice Rector for Academic & Student Affairs: Stella Lavva
Vice Rector for Finance, Planning & Development: Dimitrios Kousenidis
Vice Rector for Administrative Affairs: Yakinthos Kyriakos
Vice Rector for Research and Lifelong Education: Georgios Tzetzis

3. STRUCTURE OF FACULTY OF PHILOSOPHY

Dean: K. Tsioumis, 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, 2nd floor, Offices 209-210, tel. 2310 99 5221, 2310 99 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

B. Lazaridou, Administrative personnel, tel.: 2310995221

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. Tzintziouva, Laboratory Teaching Staff, office 104, O.B., tel. 2310 997288

4.2.3. Departments of Archaeology and Art

Head of Depart. Archaeology: S.-M. Valamoti, Professor, office 304, tel. 2310 997310

Departments 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

4.3. 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. Androudis, G. Antoniou, E. Chatziantoniou, E. Dordanas, I. Fappas, Ch.-G. Gkotsi, B. Gounaris, L. Hassiotis, M. Kantirea, P. Karvonis, Ph. Kotzageorgis, A. Kyriakou, G. Leveniotis, E. Manakidou, E. Manta, M. Ntinou, M. Paisidou, E. Papadaki, P. Papadopoulou, E. Papagianni, D. Papastamatiou, A. Pegklidou, I. Sverkos, K. Takirtakoglou, A. Tantsis, E. Tounta, S. Triantafyllou, P. Tselekas, V. Vlachou, A.-K. Vassiliou-Seibt, I. Xydopoulos, I. Zarra. |

Representative of the Laboratory Teaching Staff: Ordinary: Not defined

Substitute: Not defined

Representative of the Specialised Technical and Laboratory Staff: Not defined

Representative of the undergraduate students: Not defined

Representative of the postgraduate 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 |
| 2. Alexandra-Kyriaki Vassiliou-Seibt (Byzantine History – Sigillography) | 409 | 231099.7228 avassili@hist.auth.gr |
| 3. Eleni Tounta (Medieval History) | 409 | 231099.7267 tounta@hist.auth.gr |

ASSOCIATE PROFESSORS

| | | |
|---|-----|--------------------------------------|
| 1. Angeliki Delikari (Medieval History of the Slavic People) | 412 | 231099.7286 adelikar@hist.auth.gr |
| 2. Maria Kantirea (Roman History) | 422 | 231099.7218 kantirea@hist.auth.gr |
| 3. Ilias Sverkos (Ancient Greek History) | 422 | 231099.7205 sverkos@hist.auth.gr |
| 4. Ioannis Xydopoulos (Ancient Greek History) | 411 | 231099.7184 ixydopou@hist.auth.gr |

ASSISTANT PROFESSORS

| | | |
|---|-----|--------------------------------------|
| 1. Georgios Leveniotis (Byzantine History) | 408 | 231099.7655 leveniot@hist.auth.gr |
| 2. Elissavet Chatziantoniou (Byzantine History) | 408 | 231099.7333 ehatzian@hist.auth.gr |

- | | | |
|--|-----|--------------------------------------|
| 3. Konstantinos Takirtakoglou (Byzantine History: Byzantium and the peoples of Caucasus) | 405 | 231099.7982 ktakirta@hist.auth.gr |
|--|-----|--------------------------------------|

PROFESSORS EMERITI

1. Chrysoula Veligianni-Terzi (Ancient History)
2. Martha Grigoriou-Ioannidou (Byzantine History)
3. Yana Katsofska-Maligkoudi (History of the Slavic People)
4. Theodoros Korres (Byzantine History)
5. Vassiliki Nerantzi-Varmazi (Byzantine History)
6. Pantelis Nigdelis (Ancient History)
7. Alkmini Stavridou-Zafraka (Byzantine History)
8. Ioannis Touloumakos (Ancient History)

Department of Archaeology

PROFESSORS

- | | | |
|--|-----|---------------------------------------|
| 1. Eleni Manakidou (Classical Archaeology) | 311 | 231099.7279 hmanak@hist.auth.gr |
| 2. Melina Paisidou (Byzantine Archaeology and Art) | 311 | 231099.7127 mpaisidou@hist.auth.gr |
| 3. Athanasios Semoglou (Byzantine Archaeology and Art) | 314 | 231099.7275 semoglou@hist.auth.gr |
| 4. Soultana-Maria Valamoti (Prehistoric Archaeology) | 304 | 231099.7310 sval@hist.auth.gr |

ASSOCIATE PROFESSORS

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|--|-----|--|
| 1. Paschalis Androudīs (Byzantine and Islamic Archaeology) | 312 | 231099.7377 pandroudīs@hist.auth.gr |
| 2. Eleni Papagianni (Classical Archaeology) | 303 | 231099.7493 elpapag@hist.auth.gr |
| 3. Sevasti Triantafyllou (Prehistoric Archaeology) | 304 | 231099.7300 strianta@hist.auth.gr |
| 4. Pagona Papadopoulou (Byzantine Archaeology and Art) | 314 | 231099.7141 pagonapapa@hist.auth.gr |
| 5. Anastasios Tantsis (Byzantine Archaeology) | 302 | 231099.5488 tassostan@hist.auth.gr |

ASSISTANT PROFESSORS

- | | | |
|---|-----|--|
| 1. Vasiliki Vlachou (Classical Archaeology) | 311 | 2310099.7137 vikyvlachou@hist.auth.gr |
| 2. Pavlos Karvonis (Classical Archaeology) | 311 | 2310099.7277 pkarvonis@hist.auth.gr |

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| 3. Athanasia Kyriakou (Classical Archaeology) | 302 | 231099.7990 akyriak@hist.auth.gr |
| 4. Maria Ntinou (Prehistoric Archaeology) | 304 | 231099.7461 mgntinou@hist.auth.gr |
| 5. Panagiotis Tselekas (Classical Archaeology) | 303 | 231099.7208 ptselekas@hist.auth.gr |
| 6. Ioannis Fappas (Prehistoric Archaeology) | 304 | 231099.7274 ifappas@hist.auth.gr |

PROFESSORS EMERITI

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

Department of History of Art**PROFESSORS**

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

ASSISTANT PROFESSORS

- | | | |
|---|-----|-------------------------------------|
| 1. Charikleia-Glauki Gkotsi (History of Modern Art) | 313 | 231099.7269 cgkotsi@hist.auth.gr |
|---|-----|-------------------------------------|

PROFESSORS EMERITI

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

Department of Modern and Contemporary History and Social Anthropology**PROFESSORS**

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

ASSOCIATE PROFESSORS

- | | | |
|--|-------------|--------------------------------------|
| 1. Georgios Aggelopoulos (Social and Political Anthropology) | 104 (OB) | 231099.7288 agelop@hist.auth.gr |
| 2. Stratos Dordanas (Modern and Contemporary History) | 401 | dordanas@hist.auth.gr |
| 3. Loukianos Hassiotis (Modern History) | 401 | 231099.7449 loukhass@hist.auth.gr |
| 4. Phokion Kotzageorgis (Ottoman History) | 401 | 231099.7206 phokion@hist.auth.gr |

ASSISTANT PROFESSORS

- | | | |
|---|-------------|--|
| 1. Georgios Antoniou (Modern and Contemporary History of the Jews in Greece) | 401 | 231099.7219 geoantoniou@hist.auth.gr |
| 2. Eleftheria Manta (Modern Greek History) | 401 | 231099.7500 elefmant@hist.auth.gr |
| 3. Eirini Papadaki (Historical Anthropology) | 104 (OB) | 231099.7287 eirinipadaki@hist.auth.gr |
| 4. Dimitrios Papastamatiou (Early Modern Greek History) | 401 | 231099.7481 dpapasta@hist.auth.gr |
| 5. Athina Pegklidou (Social Anthropology) | 104 (OB) | 231099.7285 pegklidou@hist.auth.gr |
| 6. Eleni Liapi (Social and Cultural History of Modern Europe 15th – end of 18th c.) | | to be appointed |

PROFESSORS EMERITI

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

CHAIR OF PONTIC STUDIES¹

(with the support of the Ivan Savvidis Charitable Foundation)

ASSISTANT PROFESSOR

- | | | |
|--|-----|---|
| 1. Kyriakos Chatzikyriakidis (Pontic Studies – Hellenism of the East) | 402 | 231099.7214 kyriakoschatz@hist.auth.gr |
|--|-----|---|

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

- | | | |
|--|-----|---------------------------------------|
| 1. Dr. Sofia Alagkiozidou (Ancient Greek Literature) | 403 | alagsofia@hist.auth.gr |
| 2. Dr. Aikaterini Mandalaki (Ancient Greek History) | 403 | 231099.7207 mandalaki@hist.auth.gr |

Department of Modern and Contemporary History and Social Anthropology

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

Department of Archaeology

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

School of History and Archaeology

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

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

| | | |
|---|------|--------------------------------------|
| 8. Dr. Evaggelia Voulgari (Prehistoric Archaeology) | 301A | 231099.7282 voulevan@hist.auth.gr |
| 2. Dr. Matenia Gkeivanidou (Classical Archaeology) | 301A | matinag@hist.auth.gr |

4.5 ECTS COORDINATOR OF THE SCHOOL OF HISTORY AND ARCHAEOLOGY, AUTH

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Eleftheria Manta (deputy)

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5.6 STUDENT AFFAIRS COMMITTEE

School Advisor

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Assistant Professor

Faculty of Philosophy, New Building, Office 313, 3rd floor

Tel. +30 231099.7269, email: cgkotsi@hist.auth.gr**5.7 SABBATICAL LEAVES OF ACADEMIC YEAR 2024-2025****Winter semester**

M. Ntinou 1/10/2024-31-31/1/2025 (4 months)

I. Xydopoulos 2/9/2024-31-31/1/2025 (5 months)

E. Papagianni 1/10/2024-31-31/1/2025 (4 months)

Spring semester:

S. Triantafyllou 1/3/2025-31/5/2025 (3 months)

L. Hassiotis 3/3/2025-30/6/2025 (4 months)

Annual

P. Androurdis 1/10/2024-31/5/2025 (8 months)

5. ACADEMIC CALENDAR 2024-2025

Semesters

| | From | Until |
|-----------------|-------------------|-----------------|
| Winter semester | 30 September 2024 | 10 January 2025 |
| Spring semester | 10 February 2025 | 23 May 2025 |

Exam Periods

| | From | Until |
|-----------------------------|------------------|-------------------|
| September 2025 (Resit Exam) | 1 September 2025 | 26 September 2025 |
| January / February 2025 | 20 January 2025 | 7 February 2025 |
| June 2025 | 2 June 2025 | 20 June 2025 |

Bank Holidays

26 October 2024 (Saint Dimitrios Day – Celebration of the City’s Patron Saint. Liberation of Thessaloniki from the Ottoman occupation)

28 October 2024 (National Bank Holiday)

17 November 2024 (Students’ uprising in the National Technical University of Athens against the junta in 1973)

24 December 2024 – 7 January 2025 (Christmas

Holidays) 30 January 2025 (The Three Patron Saints of

Education Day) 3 March – 4 March 2025 (Carnival Holidays)

25 March 2025 (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)

14 April – 25 April 2025 (Easter Holidays)

1 May 2025 (Labour Day)

9 June 2025 (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 (2024-2025)

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 Angeliki | 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 Angeliki | 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 | 2020-2029 | ST |
| Université Paris 1 Panthéon-Sor-bonne | F PARIS001 | Triantafyllou Sevasti | 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 |
|--|--------------|---------------------------|-----------|--------|
| Universität Augsburg | D AUGSBURG01 | Triantafyllou Sevasti | 2014-2029 | FS |
| Humboldt-Universität zu Berlin | D BERLIN13 | Manakidou Eleni | 2015-2029 | FST |
| Freie Universität Berlin | D BERLIN01 | Manakidou Eleni | 2014-2028 | F |
| 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 | Vassiliou-Seibt Alexandra | 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 | Vassiliou-Seibt Alexandra | 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 CAGLIAR01 | 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 | 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 Sultana-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 IASI02 | 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 | Papagianni Eleni | 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 de Vigo | EVIGO01 | Semoglou Athanasios | 2024-2026 | |
| Universitat Autònoma de Barcelona | E BARCELO02 | Valamoti Sultana-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 |
| Ibn Haldun University | TR ISTANBU66 | Delikari Angeliki | 2023-2029 | |
| 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 | |
| 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. PROGRAMME OF UNDERGRADUATE STUDIES

The Programme of Undergraduate Studies (PUS) 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.

9.2.1. Structure / Course Types

The PUS 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.

9.2.2. 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 Programme of Undergraduate Studies

| 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 |

9.2.3. 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 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 instructors 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 PUS 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.

9.2.4. 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 |
| HBY 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 | CM S | 3 h/w × 13 weeks = 39 h/s | 6 |
| 2 | Compulsory Seminar per module History | V-VI | CM S | 3 h/w × 13 weeks = 39 h/s | 6 |
| GROUP B | | | | | |
| 1 | Compulsory Seminar per module Archaeology/Art | V-VI | CM S | 3 h/w × 13 weeks = 39 h/s | 6 |

| | | | | | |
|---|--|------|---------|---------------------------|---|
| 2 | Compulsory Seminar permodule Archaeology/Art | V-VI | CM S | 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 |
|---|-------------------|-----------|
| CPTC/1. Issues in Education | 2 | 12 |
| CPTC/2. Issues in Learning and Teaching | 2 | 12 |
| CPTC/3. Teaching for Special Purposes and Teaching Practice | 1 | 6 |
| Total | 5 | 30 |

9.3. FURTHER PROVISIONS APPLYING TO ALL STUDENTS

9.3.1. Students' Internship (Partnership Agreement)

1. The Internship Regulation is available at the School's website. Under the PUS 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 PUS, 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.

9.3.2. 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" ARCH 251 (PUS) 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 ARCH 251.

9.3.3. 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.

9.3.4. 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.

9.3.5. 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.

9.3.6. 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.

9.3.7. 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 $\Phi 5/89656/B3/2007$ (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 $\Phi 141/B3/2166$, 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 \times ECTS for Course 1 + Course Grade for Course 2 \times 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 $\Phi 14.1/B3/2166$, 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.

9.3.8. 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.

9.3.9. 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).

9.4. 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

2024-2025



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.

**PROGRAMME OF UNDERGRADUATE STUDIES
(2024/25 academic year)**

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 |
| ARCH 151 | C | Introduction to Archaeological Studies | 5 | E. Manakidou- P. Papadopoulou- S. Triantafyllou |
| APR 151 | C | Introduction to Prehistoric Archaeology | 5 | S.-M. Valamoti- I. Fappas |
| ACL 151 | C | Introduction to Classical Archaeology | 5 | A. Kyriakou |
| ASK 151 | C | Exercises on Historiographic Texts | 5 | S. Alagkiozidou A. Mandalaki 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 (teach. assistance A. Tzintziova) |
| ABY 151 | C | Introduction to Christian and Byzantine Archaeology | 5 | A. Tantsis |
| 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. Sverkos |
| 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 | E. Liapi (to be appointed or I. Michailidis) |
| HCG 651 | CM | Contemporary Greek History | 6 | A. Sfikas |

FIFTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|---|-----------------|--|------|---|
| HBY 901 HME 901 HMG 901 HBA 901 FSA 901 | CMS (CPTC/2) | Seminar. Specialisation in History | 7 | A. Gkoutzioukostas G. Leveniotis K. Takirtakoglou E. Tounta S. Dordanas V. Gounaris E. Papadaki |
| HMO 652 | CM | Contemporary European and World History | 6 | A. Sfikas |
| | O | Philology course | 5 | |
| Option or HAN 261 | O (CPTC/1) | Pedagogic course from School of Philosophy or Culture and Education in the Ancient World | 6 | A. Mandalaki |

| | | | | |
|--|---------------|--|---|----------|
| HIST 461 or option CPTC Archaeology | O (CPTC/3) | Didactics of History or O/CPTC Archaeology (see p. 47) | 6 | E. Manta |
|--|---------------|--|---|----------|

SIXTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|--|-----------------|---|------|---|
| HRO 901 HBY 901 HMG 901 HBA 901 FSA 901 | CMS (CPTC/2) | Seminar. Specialisation in History | 7 | M.Kantirea A. Vasileiou K.Takirtakoglou D. Papastamatiou E. Liapi (to be appointed or A. Sfikas) A. Pegklidou |
| HBA 651 | CM | Modern and Contemporary Balkan History | 6 | S. Dordanas |
| | O | Philology course | 5 | |
| HBY 451 HBY 456 HEH 253, 254 HJP 451 HPC 252 HMO 451 HMO 455 HTP 253 FSA 271, 467 FSA 372 | O | Optional course of Specialisation in History | 6 | A. Vassiliou-Seibt E. Chatziantoniou K. Chatzikyriakidis G. Antoniou K. Takirtakoglou V. Gounaris A. Sfikas Ph. Kotzageorgis E. Papadaki G. Aggelopoulos |
| Option or HBY 254 | O (CPTC/1) | Pedagogic course from School of Philosophy or Culture and Education in Byzantium | 6 | Tutor to be appointed (or 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 D. Papastamatiou V. Gounaris S. Dordanas G. Aggelopoulos |

| | | | | |
|--|----|--|---|--|
| HBY 252 HBY 357 HPC 351 HSL 452 HEH 251, 252 HJP 452 HMG 253 HMO 253, 254 HMO 351, 356 FSA 465, 468 FSA 463 FSA 469 | O | Optional course of Specialisation in History | 6 | A. Vassiliou-Seibt S. Kordosis K. Takirtakoglou A. Delikari K. Chatzikyriakidis G. Antoniou D. Papastamatiou L. Hassiotis E. Liapi (to be appointed) A. Pegklidou G. Aggelopoulos E. Papadaki |
| | O | Optional course of Specialisation in Archaeology | 6 | See O and CM courses of Specialisation in Archaeology (650) |
| | 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 502 HME 501 HTP 501 FSA 502 | CM | Thematic Area course | 7 | I. Xydopoulos I. Sverkos G. Leveniotis G. Antoniou E. Tounta Ph. Kotzageorgis G. Aggelopoulos |
| HBY 451 HBY 456 HEH 253, 254 HPC 252 HMO 451 HMO 455 HTP 253 FSA 271, 467 FSA 372 | O | Two Optional Courses of Specialisation in History | 6 | A. Vassiliou-Seibt E. Chatziantoniou K. Chatzikyriakidis K. Takirtakoglou V. Gounaris A. Sfikas Ph. Kotzageorgis E. Papadaki G. Aggelopoulos |
| | FO | Free Option of Specialisation in Archaeology | 6 | See O and CM courses of Specialisation in Archaeology (650) |
| | O | Philology course | 5 | |

SPECIALISATION IN ARCHAEOLOGY AND HISTORY OF ART

THIRD SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|-------------|-------------|--|------|----------------|
| APR 652 | CM | Prehistoric Archaeology: Societies of the Aegean and the Balkans | 6 | S.-M. Valamoti |
| 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 | A. Kyriakou |
| ACL 651 | CM | Classical Archaeology: Architecture and Town Planning | 6 | P. Karvonis |
| ABY 651 | CM | Byzantine Architecture | 6 | A. Tantsis |

FOURTH SEMESTER

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

FIFTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|-------------|----------------|--|------|---|
| APR 901 | CM (CPTC/2) | Seminar. Specialisation in Archaeology and Art | 7 | I. Fappas (teach. assistance A. Almatzi) |
| ACL 901 | | | | V. Vlachou (teach. assistance I. Vasileiadou) |
| ACL 901 | | | | P. Karvonis (teach. assistance Ch. Kallini) |
| ABY 901 | | | | M. Paisidou (teach. assistance A. Pliota) |
| HIA 901 | | | | I. Zarra |
| HIA 652 | CM | European Art from Renaissance to the Present | 6 | I. Zarra |

SCHOOL OF HISTORY AND ARCHAEOLOGY AUTH

UNDERGRADUATE STUDIES 2024-2025

| | | | | |
|--|---------------|---|---|---|
| Option or HAN 261 | O (CPTC/1) | CPTC course from School of Philosophy or Culture and Education in the Ancient World | 6 | A. Mandalaki |
| APR 351 ACL 351 ACL 351 ABY 351 ABY 351 ARCH 351 ARCH 352 HIA 262 HIST 461 | O (CPTC/3) | Practice in Archaeological Sites and Museums. Seminar Museum and Education. Seminar Introduction to Museum Studies. Seminar Teaching Humanities through Art Didactics of History | 6 | I. Anagnostou, A. Almatzi (co-teach.) I. Vasileiadou, Ch. Kallini (co-teach.) K. Tsonaka, M. Geivanidou(co-teach.) A. Pliota Ch. Papakyriakou E. Voulgari A. Tantsis (teach. assistance A. Pliota) A. Kotidis E. Manta |
| | O | Philology course | 5 | |

SIXTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|---|-----------------|--|------|---|
| APR 901 ACL 901 ACL 901 ABY 901 HIA 901 | CMS (CPTC/2) | Seminar. Specialisation in Archaeology and Art | 7 | S.-M. Valamoti (teach. assistance E. Voulgari) E. Manakidou (teach. assistance K. Tsonaka) P. Tselekas (teach. assistance I. Vasileiadou) A. Semoglou (teach. assistance Ch. Papakyriakou) Ch.-G. Gkotsi |
| HIA 653 | CM | Modern and Contemporary Greek Art | 6 | A. Kotidis |
| | O | Philology course | 5 | |
| Option or HBY 254 | O (CPTC/1) | Pedagogic course from School of Philosophy or Learning and Education in Byzantium | 6 | Tutor to be appointed (or K. Takirtakoglou) |

SCHOOL OF HISTORY AND ARCHAEOLOGY AUTH

UNDERGRADUATE STUDIES 2024-2025

| | | | | |
|--|---|---|---|--|
| APR 261 APR 268 ACL 263, 352 ACL 266 ACL 276 ACL 357 ACL 359 ABY 271 ARCH 251 HIA 259 | O | Optional course of Specialisation in Archaeology and History of Art | 6 | I. Fappas S.-M. Valamoti, D. Kostopoulos, S. Panagiotidis, G. Syridis (co-teach.) P. Karvonis E. Papagianni V. Vlachou P. Tselekas (teach. assistance Ch. Kallini) A. Kyriakou (teach. assistance M. Geivanidou) M. Paisidou M. Ntinou-M. Paisidou-E. Papagianni-A. Kyriakou-A. Tantsis (co-teach.) Ch.-G. Gkotsi |
|--|---|---|---|--|

SEVENTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|---|-------------|---|------|---|
| APR 502 ACL 501 ABY 501 HIA 501 | CM | Thematic Area Course | 7 | S. Triantafyllou (teach. assistance E. Voulgari) E. Manakidou (teach. assistance K. Tsonaka) P. Papadopoulou (teach. assistance A. Pliota) Ch.-G. Gkotsi |
| ACL 271 ACL 275 ABY 275 ABY 358 HIA 255 | O | Optional course of specialisation in Archaeology and History of Art | 6 | P. Tselekas V. Vlachou P. Papadopoulou A. Semoglou Ch.-G. Gkotsi |
| | O | Optional course of Specialisation in History | 6 | See O and CM courses of Specialisation in History (650) |
| | FO | Free Option course | 6 | |
| | O | Philology course | 5 | |

EIGHTH SEMESTER

| COURSE CODE | COURSE TYPE | COURSE TITLE | ECTS | TAUGHT BY |
|-------------|---------------|--|------|--|
| APR 501 | CM | Thematic Area Course | 7 | S.-M. Valamoti (teach. assistance I. Anagnostou) |
| ACL 502 | | | | A. Kyriakou |
| ABY 502 | | | | M. Paisidou (teach. assistance A. Pliota) |
| APR 261 | O | Two Optional courses of Specialisation in Archaeology and History of Art | 6 | I. Fappas |
| APR 268 | | | | S.-M. Valamoti, D. Kostopoulos, S. Panagiotidis, G. Syridis (co-teach.) |
| ACL 263 | | | | P. Karvonis |
| ACL 266 | | | | E. Papagianni |
| ACL 276 | | | | V. Vlachou |
| ARCH 251 | | | | M. Ntinou, M. Paisidou, E. Papagianni, A. Tantsis, A. Kyriakou (co-teach.) |
| HIA 259 | Ch.-G. Gkotsi | | | |
| | O | Optional Course of specialisation in History | 6 | See O and CM courses of Specialisation in History (650) |
| | O | Philology course | 5 | |

THEMATIC AREAS OF HISTORY

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

| COURSE CODE | Department of Modern and Contemporary History and Social Anthropology | ECTS | COURSE TYPE |
|-------------|---|------|-------------|
| HMG 501 | Greek History: Politics, Diplomacy, Society, Economy, Ideology | 7 | O |
| HMG 502 | Greek History: Politics, Diplomacy, Society, Economy, Ideology | 7 | O |
| HMO 501 | European and World History: Diplomacy, Society, Economy, Ideology | 7 | O |
| HBA 501 | Balkan History: Diplomacy and Politics (20th c.) | 7 | O |
| HTP 501 | Ottoman History: Institutions, Society and Economy | 7 | O |
| FSA 501 | Topics in Social Anthropology and Folklore Studies | 7 | O |
| FSA 502 | Topics in Social Anthropology and Folklore Studies | 7 | O |
| HJP 501 | History of the Jews in Greece | 7 | O |

THEMATIC AREAS OF ARCHAEOLOGY AND HISTORY OF ART

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

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

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

| COURSE CODE | HISTORY | ECTS | COURSE TYPE |
|-------------|---|------|-------------|
| HBA 451 | The Macedonian Question (1870-1991) | 6 | O |
| HTP 252 | The Ottoman Provinces | 6 | O |
| HTP 253 | Everyday Life and Material Culture in the Ottoman World | 6 | O |
| HTP 254 | The Turks before the Ottomans | 6 | O |
| HTP 255 | History of the Turkey | 6 | O |
| HTP 351 | Non-Muslims in the Ottoman Empire | 6 | O |
| HTP 352 | Ottoman Elites | 6 | O |
| HTP 451 | Ottoman Political Thought | 6 | O |
| HTP 453 | Identities in the Ottoman Empire | 6 | O |
| HTP 452 | Rebellion, Protest and Disobedience in the Ottoman Empire | 6 | O |
| HTP 454 | Ottoman Legal Pluralism: Institutions, Legal Systems, Exemplary Approaches | 6 | O |
| HEH 251 | Hellenism of Anatolia in Modern Times | 6 | O |
| HEH 252 | Hellenism of the Black Sea in Modern and Contemporary History | 6 | O |
| HEH 253 | Hellenism of the Tsarist Russia and the ex-USSR | 6 | O |
| FSA 271 | Historical Anthropology | 6 | O |
| FSA 281 | Digital Anthropology | 6 | O |
| FSA 351 | Material Culture: Anthropological Perspectives | 6 | O |
| FSA 352 | Anthropology and the study of Migrants and Refugees | 6 | O |
| FSA 353 | Gender, Kinship and Sexuality | 6 | O |
| FSA 372 | Political Anthropology | 6 | O |
| FSA 452 | Economic Anthropology | 6 | O |
| FSA 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 (for ERASMUS students or as FO for AUTh students) | 6 | O |
| FSA 467 | Contemporary Western Societies | 6 | O |
| FSA 468 | Anthropology of Health | 6 | O |
| FSA 469 | Anthropology, Literature, Biographies | 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 |

SCHOOL OF HISTORY AND ARCHAEOLOGY AUTH

UNDERGRADUATE STUDIES 2024-2025

| | | | |
|---------|---|---|---|
| APR 259 | Societies in the Middle and Late Bronze Age (2nd mill. BCE) Aegean | 6 | ○ |
| APR 260 | Economy in the Middle and Late Bronze Age (2nd mill. BCE) the Aegean | 6 | ○ |
| APR 261 | Topics of Ideology in the Middle and Late Bronze Age (2nd mill. BCE) Aegean | 6 | ○ |
| APR 262 | Prehistoric Europe | 6 | ○ |
| APR 263 | Balkan Prehistory | 6 | ○ |
| APR 264 | The Prehistory of the Mediterranean | 6 | ○ |
| APR 265 | Prehistoric Cyprus - The Early Phases | 6 | ○ |
| APR 266 | Cultures of the Eastern Mediterranean in the 3rd and 2nd millennia BC | 6 | ○ |
| APR 267 | Ancient Egypt (3rd and 2nd mill. BC) | 6 | ○ |
| APR 268 | Bioarchaeology – Palaeoenvironment | 6 | ○ |
| APR 269 | Archaeobotany and Prehistoric Societies | 6 | ○ |
| APR 270 | Prehistoric Diet | 6 | ○ |
| APR 271 | Prehistoric Technologies | 6 | ○ |
| APR 272 | Everyday Life during Prehistoric Times | 6 | ○ |
| APR 351 | Practice in Archaeological Sites and Museums. Seminar | 6 | ○ |
| APR 352 | Topics of Prehistoric Archaeology. Seminar | 6 | ○ |
| APR 353 | Topics of Theory and Methodology. Seminar | 6 | ○ |
| APR 354 | Interpretation of the Archaeological Record. Seminar | 6 | ○ |
| APR 355 | Interdisciplinary Approaches in Prehistoric Archaeology. Seminar | 6 | ○ |
| APR 356 | Analytical Methods and Archaeological Science. Seminar | 6 | ○ |
| APR 357 | Digital Technologies in Archaeology. Seminar | 6 | ○ |
| APR 358 | Ethnoarchaeology – Experimental Archaeology. Seminar | 6 | ○ |
| APR 359 | Bioarchaeology. Seminar | 6 | ○ |
| APR 360 | Osteoarchaeology. Seminar | 6 | ○ |
| APR 361 | Archaeobotany. Seminar | 6 | ○ |
| APR 362 | Palaeoenvironment. Seminar | 6 | ○ |
| APR 363 | Topics of Technology in Prehistory. Seminar | 6 | ○ |
| APR 364 | Lithic Technology. Seminar | 6 | ○ |
| APR 365 | Ceramics and Technology. Seminar | 6 | ○ |
| APR 366 | Archaeometallurgy. Seminar | 6 | ○ |
| ACL 251 | Topography of the Ancient World | 6 | ○ |
| ACL 252 | Monumental Topography: Panhellenic Sanctuaries | 6 | ○ |
| ACL 253 | Monumental Topography of Attica | 6 | ○ |
| ACL 254 | Monumental Topography of Peloponnese | 6 | ○ |
| ACL 255 | Monumental Topography of Macedonia | 6 | ○ |
| ACL 256 | Athens and its Monuments | 6 | ○ |
| ACL 257 | Rome and its Monuments | 6 | ○ |
| ACL 258 | Colonies in Northern Greece | 6 | ○ |

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

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

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

3. COURSE DESCRIPTIONS & LEARNING OUTCOMES

DEPARTMENT OF ANCIENT GREEK AND ROMAN, BYZANTINE AND
MEDIÆVAL HISTORY

DEPARTMENT OF MODERN AND CONTEMPORARY HISTORY

ASK 151 Exercises on Historiographical Texts I [w.s.]

Sofia ALAGKIOZIDOU – George KALLINIS – Aikaterini MANDALAKI

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

ASK 152 Exercises on Historiographical Texts II [s.s.]

Sofia ALAGKIOZIDOU – George KALLINIS – Aikaterini MANDALAKI

The writing of history is a linguistic construction. Historiographers primarily use three linguistic genres to verbally reconstruct the past: narration of facts, de-

scription of persons and places that played an important role in formatting the past and explanation of causes and effects of historical events and human actions. How though is a narration, a description and an explanation being constructed? Which linguistic manners does the Ancient Greek language 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 c., 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 attic, medieval and learned Greek language (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>

FSA 151 Introduction to Social Anthropology [s.s.]

Athina PEGKLIDOU (teaching assistance: Areti TZINTZIOVA)

Social anthropology evolved above all on the basis of a curiosity about otherness and different forms of life, a privilege which 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 became part of the *modus operandi* of colonialism and its disastrous consequences from the 16th c. onwards, while its contribution to the definition of identity/heterogeneity remained controversial, ramshackle and precarious. Social anthropology studies the multiplicity of human societies through ethnography with the aim of cross-cultural comparison of discourses, relations, practices and experiences.

Our aim is to discuss the anthropological tradition in its socio-political contexts from the 19th c. to the present, through its main theoretical streams: evolutionism, functionalism, diffusion theory, structuralism, Marxism, gender studies, the reflexive turn, and through its methodological shifts from emblematic participatory observation to multi-local and multi-modal ethnography. We will also see how it developed in the Greek context as a folklore and a science of popular culture on the basis of national constitution and was institutionalized after 1980 as a social anthropology. We will also deal with the main research fields such as kinship and family relations, marriage and sexuality, social organization, the

relationship between the symbolic and material levels, health, illness, pain and medicine, the body, orality, the senses, popular culture and cultic practices, as well as individual fields concerning forms of social stratification based on gender, race, origin, social class, locality, and vulnerability. Finally, anthropology was characterized by different modes of narrative and writing which we will highlight through examples. More than the other social sciences, its inherent voyeurism expressed through its emphasis on the on-the-spot observation of everyday experience made photography and, more broadly, audiovisual media a privileged ally in its research and expressive means. Through audiovisual media we will discuss forms of the aesthetics of anthropology.

FSA 271 Historical Anthropology [s.s.]

Eirini PAPADAKI

The course examines the study of the past through the lens of social anthropology. It will examine the interplay between the two epistemological fields historically, as well as the key theoretical texts of their conversation. We will then examine key issues in anthropology such as gender, sexuality, emotions and the body, discussing key theoretical and ethnographic texts for each issue.

FSA 372 Political Anthropology [s.s.]

Georgios AGGELOPOULOS

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 463 Anthropological Studies in the Balkans [w.s.]**Georgios AGGELOPOULOS**

This course aims in familiarizing students with the main topics addressed in the anthropological study of the Balkans during the 20th and 21st c. This area is viewed in the light of the socio-culturally and politically determined processes that led to its 'balkanization' from the 19th c. 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 465 Visual Anthropology and Ethnographic Film [w.s.]**Athina PEGKLIDOU**

The course explores the ways in which the visual represents and expands ethnographic research and, therefore, anthropological theory. While visual representation has always been central to fieldwork mainly because of its implication with (participant) observation, anthropology has remained logocentric and culture a text to be written (Writing Culture) rather than seen. From the creation of images to become archives and documents to the production of ethnographic films (documentaries), images (moving and still, on film, video or photography) have been for anthropology objects of archiving, a research practice and a way of representing and experimenting with the sensible. We will experience some of the most fascinating theoretical debates in anthropology by examining audiovisual material of each era and the conditions of its production, highlighting the epistemological shifts in anthropology and ethnographic research. We will traverse through a morphological and theoretical analysis the main trends in photographic practice and documentary filmmaking: Representation in evolutionism and colonialism, truth cinema, construction theory and feminist theory, indigenous filmmaking, the question of the power of writing and making within post-colonialism and globalization, hybrid documentaries (mockumentary, docudrama, docufiction), activist films, audiovisual autobiographies and the reflective, self-reflexive, sensory turn, interactive documentaries, multimodal creations and selectivity. In place of a chronological and linear periodization of audiovisual anthropological production, we will organize texts, films and photographic material through several critical themes. We will attempt to go beyond a formalistic

approach to the cinematic image and connect its intrinsic characteristics (narrative, shot, frame, editing, sound) to broader socio-historical contexts. Our aim is to introduce a critical approach to documentary filmmaking through acquaintance with filmic language and anthropological analysis. Key questions we will address are: How is the ethnographic and the real, the true, the documentary is constructed; what is the relationship between art, creativity, production and viewing; how do political and social contexts affect screening and festivals, what are the ethical and political issues of audiovisual representation when one narrates and projects "for others and others", in what ways ethnographic films reveal or conceal, create new forms of knowledge, how objectivity and subjectivity are staged.

FSA 466 Culture and Politics in the Balkans: Anthropological Perspectives [w.s.]

Georgios AGGELOPOULOS

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.

* The course is taught in English. It is provided both for Erasmus students and all students of the School of History and Archaeology who intend to familiarize with course taught in English.

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

FSA 467 Contemporary Western Societies [s.s.]

Eirini PAPADAKI

The aim of the course is to familiarise students with important contemporary ethnographic work from 2000 onwards on the contemporary Euro-Western world. Each lecture will focus on issues that have been addressed in contemporary research. We will present and read the corresponding texts posted on the

e-learning. Exposure to these works will help students to engage with both contemporary anthropological theory and the ways of writing and narrating that ethnographers have experienced in the field.

FSA 468 Anthropology of Health [w.s.]

Athina PEGKLIDOU

Illness, its modes of representation, narration, justification and treatment are the main subject of the anthropology of health. Its base is that the experience of health, illness and suffering, mental and physical, is differentiated according to the social and cultural contexts in which different practices of meaning-making and healing are invented each time. The anthropology of health focuses on the social distinction between the pathological/physiological, local and global responses and treatments of illness, the experience of psychosomatic suffering and its narrativization, illness mystification and interpretation. Through the anthropology of health approach, traumatic and painful experiences of the soul and body acquire history and visibility and are embedded in collective experiences, political contexts, interpersonal phenomena and power relations. Sub-topics: the social construction of normal/abnormal; the meaning of illness; the distinction disease/illness, illness as misfortune, as punishment, as a result of magic and possession; symptom and suffering as forms of resistance and rhetoric; culturally determined syndromes; traditional, alternative, non-medical treatments; uses and symbolic dimensions of the medicine, the efficacy of symbols, biomedicine, medical power, medicalization, medical pluralism and victimization, medical pluralism, political dimensions of diagnosis, gendered dimensions of illness and treatment, gender and health, global health, 'applied' anthropology in public health and health policies.

FSA 469 Anthropology, Literature, Biographies [w.s.]

Eirini PAPADAKI

The aim of the course is to study the relation between anthropology and literature. The use of literary texts as ethnographic material and literary modes of writing in anthropology will be critically explored through texts analyzed and discussed in the course. Literary works as ethnographic material, as a supplementary text to ethnographic observations and the literary genre of ethnographic texts will be the field of investigation in the course.

FSA 501 Topics in Social Anthropology and Folklore Studies [w.s.]

Georgios AGGELOPOULOS (teaching assistance: Areti TZINTZIOVA)

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 c. to the present day. We will discuss evolutionism, functionalism and its relation to positivism, structuralism, neo-Marxism, deconstruction theories and the postmodern turn. 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>

FSA 502 Topics in Social Anthropology and Folklore Studies [s.s.]

Georgios AGGELOPOULOS

In what ways can we study the Greek crisis without identifying it with its daily manifestations and its causes? How can we approach what we have experienced in Greece over the past two decades without perceiving it as an episode of capitalist structural adjustments to neoliberal imperatives, avoiding the discourse of "Greek exception" but maintaining a comparative perspective in synchrony and diachrony? This course focuses on critical anthropological approaches to the Greek crisis. It aims to provide an approach different from the discourse of the media, a view imposed by empathy and solidarity with the everyday life of the socially excluded during the crisis, as well as those who resisted its imposition, without overlooking the side of those who came out of it as winners. Going a step beyond a simple critique of neoliberalism and the domestic and international appropriations of the neoliberal condition, the course offers a critical reflection on the social dynamics of the first two decades of the 21st c. in Greece and beyond. Thus, it exploits the inevitable interplay between the discourse of crisis and its anthropological understanding.

FSA 901 Seminar. Specialisation in History: Social Anthropology – Ethnographic Research [w.s.]

Eirini PAPADAKI

The aim of the seminar is to familiarise students with the design, implementation and writing of a research project. How do we identify interesting research questions? How do we carry out preliminary research? And how do we 'get into the field'? You will practise the skills a researcher needs to design, conduct and then write up a field research project. The ethical dimensions of research, the dilemmas and choices that researchers often face will also be discussed. The aim is to equip students with some of the basic tools of ethnographic field research. We will organise fieldwork exercises and the examination will be a final paper resulting from the fieldwork.

FSA 901 Seminar. Specialisation in History: Visual and Sound Creations and Ethnographic Research Processes [s.s.]

Athina PEGKLIDOU

The course explores the relationship between representation and ethnography. It begins with two central and related epistemological problems that are of concern when conducting ethnographic research: first, the notion that objects of scientific inquiry are "constructed" through the adoption of a particular relational stance and the asking of particular kinds of questions. The framing of a research question and the choice of a 'research context' story to tell, the ways/methods one chooses to explore such a question, the 'how' and the 'what'-the means and the content-are inextricably intertwined. A second epistemological problem concerns the invention of reality and the nebulous distinction between truth and fiction, as well as the question of where and with whom one locates this truth. We will work through some key issues and debates in anthropology from a methodological perspective, ranging from subject/object liminality to the politics of representation. We will attempt an understanding of the practice and politics of 'representing' the social world. We explore questions such as what is the role of images and the creation of images in everyday life? Why are ideologies/ways of seeing cultural? What is the role of the 'seer' in creating views of the world? How do different strategies for creating images create or limit our relationship with the world? Image and sound recording media are commonly used as ways of translating the fieldwork experience into 'research data' and transmitting knowledge with its multi-significance and multi-

sensoriality beyond the constraints of linear textual narrative. Multimedia/multimodal ethnography can expand research method, experience and knowledge as multi-vocal, intertextual, accessible. It allows us to share and openly discuss the research process and its presuppositions. When filming in the field with a "participatory camera" that does not stand passive and distant on the tripod, that approaches the action, that collaborates and converses, improvises and does not create the illusion of proximity through the telephoto lens, the cameraman no longer has a monopoly of observation. With camera in hand, the camera is not the "medium" but the filmmaker's own body which, with the right exercises, will have the flexibility, empathy and alertness to be absorbed by the field, the relationships and connections it forms. In ethnographic practice, audiovisual media are not used as means of 'recording' but the act of taking, viewing/listening and the conditions of their performance are themselves reviewed and problematized. The media not only record the speech and action of the informants but also record their encounter with the filmmaker. They are therefore a complex reflective tool. In the course, we will attempt experimentation to interconnect and trace specific fields of research that each student will choose with different audiovisual techniques (video, photo essay, interactive platform documentary, blog, vlog, exhibition and performance).

HAN 151 Introduction to Ancient Greek History [w.s.]

Ilias SVERKOS

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.

HAN 261 Culture and Education in the Ancient World [w.s.]**Aikaterini MANDALAKI**

The issue of this course is the critical approach to carefully selected educational institutions of the ancient Greco-Roman world from the 8th c. B.C. to the 4th c. 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://qa.auth.gr/el/class/1/600244052/M1/edit>

HAN 501 Ancient Greek History I: Political Institutions – Political Theory and-Ideology (Athens from 404 to 386 B.C.) [s.s.]**Ioannis XYDOPOULOS**

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 c. 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.

HAN 651 Ancient Greek History I. Archaic and Classical Periods [w.s.]

Ilias SVERKOS

General survey of ancient Greek history from the 8th to the 4th c. 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>

HBA 501 Balkan History: Diplomacy and Politics (20th c.) [w.s.]

Efstratios DORDANAS

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.

The aim of the course is to familiarize students with the general developments of the 1940s and in particular with the political, military, social and economic events in Greece (and Balkans) during the Occupation period and the Civil War (1941-1949).

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

HBA 651 Modern and Contemporary Balkan History [s.s.]

Efstratios DORDANAS

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 during the 19th-20th c. These stages fall within the chronological and thematic framework of the reference 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.

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.

Upon completion of the course are students to know to approach critically and analyze the contemporary history of the Balkans, to identify the similarities and differences in their ideological constitution, the political and social life, to interpret the different perceptions of the historical past by the Balkan peoples.

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

HBA 901 Seminar. Specialisation in History: Greece and the Balkans (1936-1946) [w.s.]

Efstratios DORDANAS

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 1936 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.

Upon completion of the tutorial are students to know 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, the basic principles of the science of history and historical methodology, the main problems of historical research, the technique of writing scientific papers and the organization of individual research projects or group work (projects).

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

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

Andreas GKOUTZIOUKOSTAS

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>

HBY 252 Aspects of the Byzantine Society [w.s.]

Alexandra-Kyriaki WASSILIOU-SEIBT

Byzantine society was characterized by horizontal and vertical mobility. The latter made possible the social promotion of individuals from the lower classes and the integration of foreigners to the aristocracy and the state apparatus. The conditions for vertical social advancement are the possession of qualifications and the support by a patron. Mobility within the aristocracy is determined by the awarding of honorary titles and offices by the emperor. The main mechanisms for vertical social advancement include intermarriage, which also demonstrates the social contribution of women. The aim of this course is to familiarize students with the criteria and factors that contribute to social advancement and to examine the relationship between the aristocracy and the lower social strata and marginal groups. We will also draw attention to the role of eunuchs as a "third gender" that contributes to vertical social advancement. For this purpose, we will use literary sources and sigillographic material.

Students will: (a) become familiar with the different types of sources and their contextual analysis, (b) be introduced to the structure of Byzantine society, and (c) the main mechanisms for horizontal and vertical mobility.

HBY 254 Learning and Education in Byzantium [s.s.]

Konstantinos TAKIRTAKOGLOU

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) practice in the written and oral presentation of ideas and arguments.

HBY 357 Sino-Byzantine Relations [w.s.]

Stephanos KORDOSIS

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 c. 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.

HBY 451 Byzantine Sigillography [s.s.]

Alexandra-Kyriaki WASSILIOU-SEIBT

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 century. 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.

Students 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.

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

Elissavet CHATZIANTONIOU

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 c., 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 501 Byzantine History: Central and Provincial Administration [w.s.]**Andreas GKOUTZIOUKOSTAS**

The course will examine the central (imperial chancery, financial services, palace service, Constantinople) and provincial administration (provinces, dioceses, prefectures, themes, kephalai) from the 4th to the 15th c. 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.

<https://qa.auth.gr/el/class/1/600244137/M1/edit>

HBY 503 Byzantine History: Politics, Defense and Diplomacy [s.s.]**Georgios LEVENIOTIS**

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 c., under the influence of the new state absolutism (“des-

poteia”), the gradual bureaucratic centralization, the wider administrative and legislative changes, and –to a certain extent– the ideological influence of Christianity; during the following c. 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”.

HBY 651 Byzantine History I [w.s.]

Georgios LEVENIOTIS

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 c. 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 be-

tween the Eastern Roman state and society and its neighboring areas of the Late Antiquity (late 3rd – early 7th c. A.D.) and subsequent Middle Ages (mid. 7th c. onwards); finally, through a methodological approach and analysis of the most important historical works of the same eras, they will familiarize 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 652 Byzantine History II [s.s.]

Elissavet CHATZIANTONIU

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 c. 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 901 Seminar. Specialisation in History: Byzantine History I [w.s.]**Andreas GKOUTZIOUKOSTAS**

The objective of the seminar is to familiarise the students with the Byzantine sources and the methods of the historical research as well as with the methods of preparation and presentation of a scientific paper. The course focuses on the history of Thessaloniki during the Byzantine period, and includes the study of the relevant primary sources. The students will write papers on topics relative to the important events, institutions, prosopography and administration of Thessaloniki, 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>

HBY 901 Seminar. Specialisation in History: Byzantium in the 7th c. A.D. (Political Developments, Social and Economic Changes) [w.s.]**Georgios LEVENIOTIS**

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

The main purposes of tutoring though are the performance of students in the use and interpretation of the relevant early medieval sources and modern bibliography; also, the preparation of papers relating to the above historical devel-

opments. The students who will attend the course are expected to understand, assimilate, and apply the basic techniques of research and writing a historical scientific essay that specifically concerns the study of Byzantium; moreover, they will be practiced in the methods and ways of presenting and / or teaching history topics during a specific (limited) time.

HBY 901 Seminar. Specialisation in History: Byzantium's Relations with the Peoples of the East (4th-8th c.) [w.s.]

Konstantinos TAKIRTAKOGLOU

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 4th to the 8th c.

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://qa.auth.gr/el/class/1/600244051/M1/edit>

HBY 901 Seminar. Specialisation in History: Byzantium in the 11th c. [s.s.] Alexandra-Kyriaki WASSILIOU-SEIBT

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 (in Modern Greek and in Western languages), (c) understand the con-

tent of the sources and the relevant bibliography, (d) structure a special thematic topic, and (e) compose and present a thesis.

HBY 901 Seminar. Specialisation in History: Byzantium's Relations with the Peoples of the East (9th-12th c.) [s.s.]

Konstantinos TAKIRTAKOGLOU

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 9th to the 12th c.

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.

HCG 651 Contemporary Greek History, 1924-1967 [s.s.]

Athanasios SFIKAS

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, and (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>

HEH 251 Hellenism of Anatolia in Modern Times [w.s.]**Kyriakos CHATZIKYRIAKIDIS**

The history of the Greeks of the East (Anatolia) from the fall of Constantinople until the beginning of the 20th c. will be the subject of the course. The course will examine topics such as: the economic and cultural emergence and development of the Greeks of Asia Minor; the historical similarities and differences between Ionia, Pontus and Cappadocia; the "Millet" of the Rums and the period of Tanzimat; the penetration of European powers into Asia Minor; the Young Turk Movement/Revolution and the fate of the minorities of the Ottoman Empire; the relations of the Greeks with other peoples of the region.

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

HEH 252 Hellenism of the Black Sea in Modern and Contemporary History [w.s.]**Kyriakos CHATZIKYRIAKIDIS**

The subject of the course is the history of the Greeks who lived in the Pontus (from Colchis and Minor Armenia in the northeast, to Paphlagonia in the west and Cappadocia in the south) from the fall of Trebizond in 1461 until the beginning of the 20th c. The period 1461-1774 in particular is characterized as a period of introversion, especially after the predominance of the Ottomans and their allies in the Black Sea. However, in the late 18th and early 19th c., Europeans began to rapidly penetrate the Ottoman Empire to serve their geopolitical, strategic and economic interests. The course also examines the period of reforms (Tanzimat), the socio-economic development of the Greeks of Pontus, the formation of their institutions within the framework of the "millet" of the Rums, their gradual transition from religious to national identity and their economic and social rise until the Treaty of Lausanne (1923) and the compulsory exchange of populations between Greece and Turkey.

Students will learn about the modern history of the Hellenism of Pontus, become familiar with the relevant literature and maps of the period.

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

HEH 253 Hellenism of the Tsarist Russia and the ex-USSR [s.s.]

Kyriakos CHATZIKYRIAKIDIS

The course aims to acquaint students with the archives and collections relating to Hellenism in Anatolia and in Tsarist Russia-former USSR. In the context of the course, special reference is made to Hellenism on the one hand in Tsarist Russia (the communities in Odessa, Crimea, Mariupol, etc, as well as in the North Caucasus and Transcaucasia, from the 17th to the beginning of the 20th c.) and on the other hand, the Soviet Union (from the October Revolution to the collapse of the USSR).

Students will learn about the modern history of Hellenism in Tsarist Russia-former USSR, become familiar with the relevant literature, sources and maps of the period.

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

HIST 151 Introduction to Historical Studies [w.s.]

Athanasios SFIKAS – Eleni TOYNTA (co-teaching)

The course is intended as an introduction to the theoretical debates that have shaped historical inquiry from the 19th c. 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 the course examines the evolution of historical thinking from antiquity to the 18th c. 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 c. 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 an-

tiquity to the present, and (d) possess the necessary background knowledge to recognize and study the key historiographical schools and trends from the 19th c. to the present.

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

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

HIST 461 Didactics of History [w.s.]

Eleftheria MANTA

The course aims to present modern aspects and perspectives about teaching history to secondary education by analyzing 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 organizing individual or group History projects, (d) utilize 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>

HJP 451 Holocaust and Memory in Greece and Europe [s.s.]

Georgios ANTONIOU

The course focuses on the modern history of Greek and European Jewry from the interwar period until approximately 1955. The syllabus covers topics in the social and diplomatic history of the Holocaust, interprets the roots and popularity of Nazism, focuses on 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 includes visits to museums, historical tours, and screenings of historical documentaries and fiction films.

Students are expected to become familiar with the modern history of Jewish communities in Greece and Europe in relation to the Holocaust, to be able to evaluate different scientific approaches and interpretations of the historical de-

velopment and formation of Nazism, and to delve into a specific topic of the World War II period, with a focus on the Holocaust and its legacy. Additionally, they will further develop their critical and synthetic abilities in producing written work using sources and bibliography, improve their ability to assess and evaluate historical questions with appropriate arguments, and become acquainted with interdisciplinary approaches to the subject matter.

HJP 452 History of the Greek Jewish Communities [w.s.]

Georgios ANTONIOU

The course focuses on the modern history of Sephardic and Romaniote Jewry from the period of their expulsion from the Iberian Peninsula until World War II. The syllabus covers topics in the social, economic, and political history of the Jewish communities, emphasizing the significance of the relationships between Christians, Ottomans, and Jews, and comparing the Jewish community of Thessaloniki with other Greek communities. The course includes a planned educational excursion and, optionally, the completion of a project/written essay.

Students are expected to become familiar with the modern history of the Jewish communities in Greece and the Eastern Mediterranean, to be able to evaluate different scientific approaches and interpretations of the historical development and structure of the Jewish communities in relation to other communities, to further develop their critical and synthetic skills in producing written work using sources and bibliography, to improve their ability to assess and evaluate historical questions with appropriate arguments, and to become acquainted with interdisciplinary approaches to the subject matter.

HME 501 Social and Economic History of Medieval Europe [s.s.]

Eleni TOUNTA

The course examines social and economic systems of Medieval Europe (5th-15th c.). It also presents the historiographical debates on the aforementioned issues, as well as the most important research tools. Students are expected to: (a) become familiar with social and economic history of medieval Europe, (b) be able to evaluate different scholarly approaches to social and economic developments in the Middle Ages during the medieval period, (c) acquire in-depth knowledge of a special subject within the course, (d) develop further their critical and synthetic abilities to produce written work with the use of sources and

bibliography, (e) improve their ability to assess and evaluate historical questions through the construction of appropriate arguments, and (f) become familiar with interdisciplinary approaches to the course's topic.

<https://elearning.auth.gr/course/view.php?id=18659>

HME 651 History of Medieval Western Europe [w.s.]

Eleni TOUNTA

This course is an introduction to the medieval history of Western Europe from the 5th to the 15th c. 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 c. 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>

HME 901 Seminar. Specialisation in History: Medieval History [w.s.]

Eleni TOUNTA

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 com-

position 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>

<https://qa.auth.gr/el/class/1/600244128/M1/edit>

HMG 253 The Greek War of Independence [w.s.]

Dimitrios PASTAMATIΟΥ

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.

HMG 354 The Refugee Issue in Greece (19th-20th c.) [s.s.]

Kyriakos CHATZIKYRIAKIDIS

The subject of the course is the refugee flows to Greece from the years of the Greek Revolution until 1940. It examines the institutions, decisions and procedures of the Greek state, from its foundation onwards, in dealing with the refugee question. Particular emphasis is given to the Greeks of the East (Anatolia) who became refugees before and after 1922, as a result of geopolitical developments in the first decades of the 20th c. In the context of the course, issues of care, settlement and rehabilitation of refugees, the role and contribution of Greek and foreign charitable organizations, collective refugee memory and refugee identity are discussed.

Students will learn about the issue of refugee flows in Greece (19th-20th c.), become familiar with the relevant literature, archival sources and maps of the

period through the Greek and foreign Archives and the relevant digital databases.

HMG 501 Greek History: Politics, Diplomacy, Society, Economy, Ideology [w.s.]

Dimitrios PASTAMATIΟΥ

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.

HMG 502 Greek History: Politics, Diplomacy, Society, Economy, Ideology [s.s.]

Georgios ANTONIΟΥ

The course focuses on topics in Modern Greek History of the 20th c. The specific themes that will be developed this semester concern the evolution of the idea of the Greek nation through the respective circumstances and historical phenomena that shaped national identity. In particular, concepts such as the monumentalization of national identity through the study of national holidays and public sculpture, as well as national defeats as events of renegotiating national identity, will be analyzed.

Students are expected to become familiar with the modern history of Greece in relation to the 19th c., to be able to evaluate different scientific approaches and interpretations of the historical development of the Greek nation, and to delve into a specific topic of the period, such as the national calendar and public sculpture. Additionally, they will further develop their critical and synthetic abilities in producing written work using sources and bibliography, improve their

ability to assess and evaluate historical questions with appropriate arguments, and become acquainted with interdisciplinary approaches to the subject matter.

HMG 651 Modern Greek History [s.s.]

Eleftheria MANTA

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 specialized knowledge on Modern Greek History, (b) be able to analyze 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 specialized questions within the specific topic, which involve both critical thinking and empirical knowledge.

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

HMG 901 Seminar. Specialisation in History: Greek History [s.s.]

Dimitrios PASTAMATIΟΥ

The seminar aims at familiarizing students with the aims and methods of the discipline of History. The issues to be presented include: the methodology, ethics and general strategy of historical research; tracing, analysing and evaluation documents and bibliography; exercise in palaeography; the structure and presentation of historical essays.

Upon completion of the courses and two visits to Archives students are expected to: (a) be familiar with the basic principles of the history science and of historical methodology, (b) trace, recognize and utilize historical sources (written, oral, figurative material, etc.) for writing essays on historical topics and for the teaching of history in High School education, and (c) be familiar with the technique of writing and presenting academic essays as part of the teaching of History in High School Education.

HMO 151 Introduction to Modern and Contemporary History [s.s.]

Iakovos MICHALIDIS

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.

<https://elearning.auth.gr/course/view.php?id=18450>

HMO 253 History of Imperialism and Colonialism [w.s.]

Loukianos HASSIOTIS

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, (w) work together to analyse historical sources.

<https://qa.auth.gr/el/class/1/600244168>

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

HMO 254 Fascism and Extreme Right in Modern and Contemporary History [w.s.]

Loukianos HASSIOTIS

The course examines the development of authoritarian ideologies and policies in modern and contemporary Europe, with an emphasis on interwar fascism. Among the topics to be discussed are the role of national and imperialist competition, the Great War and the Russian Revolution, the basic ideological features of fascism, the politics of interwar European fascist and authoritarian movements and regimes, the reaction to fascism and its collapse in 1945, and its revivals in contemporary Europe.

Upon completion of the course students are expected to: (a) be familiar with the ideological currents of the 20th c., the political and social antagonisms of the period, (b) formulate synthetic judgments about the history of the 20th c., especially the history of the 20th c., (c) be familiar with the general historiographical trends that study the historical phenomenon in question, (d) be familiar with the process of analysing primary and secondary historical sources.

<https://qa.auth.gr/el/class/1/600154706/M1>

<https://elearning.auth.gr/course/view.php?id=4943>

HMO 351 European History: Ideology, Society, Economy [w.s.]

(Helen LIAPI; to be appointed) – Cf. Supplementary file

HMO 356 Cultural History of Modern Europe [w.s.]

(Helen LIAPI; to be appointed) – Cf. Supplementary file

HMO 451 History of the Eastern Question: European Great Powers and Ottoman Empire [s.s.]

Basil GOYNARIS

The main task of the course is to explain how the Eastern Question was shaped from the fall of the Byzantium to the rise of the Balkan nation states. In other words it is the question of European mastery in Eastern Mediterranean and in

the European provinces of the Porte, which evolved parallel to the fall of the Ottoman Empire. This Question is discussed in the light of European diplomacy (Venetian, Austrian, and Russian) and Anglo-French commercial penetration, which grew rapidly in the age of commercial and industrial capitalism. The final goal is to trace within this quest for mastery the origins of Balkan nationalism and state independence and thus explain the basic diplomatic trends which dominated S.E. European diplomacy in the 19th c.

HMO 455 History of the United States of America [s.s.]

Athanasios SFIKAS

The course examines the history of the United States of America from the colonial and pre-revolutionary eras until the mid-20th c. Special attention is given to the processes of US ascendancy from the late 18th to the late 19th c., 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 c., (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>

HMO 501 European and World History: Diplomacy, Society, Economy, Ideology [w.s.]

Basil GOUNARIS

The purpose of the special seminar, which will be presented within the framework of the extended thematic unit of modern European and global history, is to analyze the history of piracy and privateering in modern times in different geographical areas of the planet, from the Mediterranean and the Atlantic to the Far East. Specific objectives include understanding the conditions of their development in each region, their correlation with international developments, the

presentation of key figures in the field, their survival in popular culture, as well as explaining the economic mechanisms of pirate activity, with emphasis on the slave trade.

HMO 651 Contemporary European and World History [s.s.]

(Helen LIAPI; to be appointed) – Cf. Supplementary file

HMO 652 Contemporary European and World History [w.s.]

Athanasios SFIKAS

The course surveys the history of the 20th c. 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 c., (b) demonstrate they have acquired a sound understanding of the importance of ideological conflicts and their contribution to the making of 20th-c. 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>

HMO 901 Seminar. Specialisation in History: European and World History

Basil GOYNARIS [w.s.], Helen Liapi [s.s.]

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

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

HPC 252 History of the Armenian Kingdom of Cilicia [s.s.]

Konstantinos TAKIRTAKOGLOU

This course examines the history of the Armenian Kingdom of Cilicia, the Armenian refugee state created after the conquest of Armenia by the Seljuks. It will analyse the political and military events that determined the emergence and development of this state and its relations with Byzantium, the Latin East (Crusader states) and the Islamic powers of the time (Danismedids, Seljuks, Zygids, Mamluks).

Upon successful completion of the course, students will be familiar with the political and military history of the Armenians of Cilicia. They will understand the importance of the Armenian kingdom in the development of the Crusader movement and will be able to evaluate the common experiences of the late Byzantine Empire and the Kingdom of Cilicia.

HPC 351 The Caucasus Region between Byzantium and the Arabs [w.s.]

Konstantinos TAKIRTAKOGLOU

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

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

<https://elearning.auth.gr/course/view.php?id=17284>

HRO 501 Roman History I: Political Institutions – Political Ideology [s.s.]**Ilias SVERKOS**

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. – 283 A.D.). 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 c. A.D.

HRO 651 Roman History [w.s.]**Maria KANTIREA**

History of Ancient Rome and of the Roman Empire. Foundation myths and the kings. *Res publica* with emphasis on the political institutions, the social organization, the economy, and the military changes. Wars and the extension of the Empire in the western and eastern Mediterranean. Civil wars and the foundation of the Principate by Augustus, institutional reforms, provinces. The role of the emperor and ways of communication with the subjects, the world of the cities. Political, economic, and military crisis of the 3rd c. 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. – 330 A.D.). 2) Study of selected written sources, of the numismatic evidence and of the archeological material. The students are expected to understand historical phenomena in the *longue durée* and to learn methods and tools of the analysis and of the synthesis of the data.

HRO 901 Seminar. Specialisation in History: Imperial benefactions in the Eastern Roman Provinces [s.s.]

Maria KANTIREA

The course focuses on the study of the imperial donations in the eastern provinces of the Roman Empire. The students are expected to study in a comparative way the inscriptions, the literary documents, the numismatic iconography, and the archaeology, in order to understand and evaluate the character, the scale and the frequency of the Roman imperial benefaction outside the city of Rome.

HSL 452 Russian History (882-1613) [s.s.]

Angeliki DELIKARI

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

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, to practice their skills to present orally and in written their ideas and arguments.

<https://qa.auth.gr/el/class/1/600244086/M1/edit>

HSL 501 Medieval History of the South Slavic Peoples

Angeliki DELIKARI [w.s.]

The seminar focuses in the major political and cultural centres of South Slavs during the Middle Ages, the South Slavs' interaction with the Byzantines as well

as the rest of the Slavs. We examine (through the study of byzantine and slavic sources) the settlement of slavic groups in Greece during the Middle Ages and the slavic influence (for example slavic toponyms all over the Greece) till nowadays. The role of the Christianization and its contribution to the political, ecclesiastical, cultural and social development of the slavic states of Bulgaria and Serbia will also be discussed.

Students are expected to understand the theoretical questions concerning the relations between the Byzantine Empire and the South Slavs, to compare the social and cultural patterns of Byzantium with those of the Bulgarian and Serbian state, to familiarize themselves with the process of the development of the cultural life of South 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, to be able to answer specialized questions within the specific topic, which involve both critical thinking and empirical knowledge.

<https://qa.auth.gr/el/class/1/600244139/M1/edit>

HSL 651 Medieval History of the Slavic People [s.s.]

Angeliki DELIKARI

A general overview of medieval history of the Slavic people from the 6th to the 15th c. 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 cyrillic script, the geographical term Macedonia in the slavic sources, the state of tsar Samuel, the Hesychasmus and the Slavs 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 c., to learn about the missionary work of Cyril and Methodius in Great Moravia and the spread of their legacy first in Bulgaria (also Ohrid area) and later all over the Slavic world as well as the medieval history of Bulgaria and Serbia, 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/en/class/1/600227645> \
<https://opencourses.auth.gr/courses/OCRS192/>

HTP 253 Everyday Life and Material Culture in the Ottoman World [s.s.]

Phokion KOTZAGEORGIS

The course: (a) introduces the students to the theoretical discussion of culture with special emphasis on the Ottoman case, (b) gives a synthetic picture of the characteristics of Ottoman culture of everyday life, (c) analyzes the role of human networks in the production process and diffusion of cultural phenomena and (d) an attempt is made for a political interpretation of works of art and cultural processes.

Upon successful completion of the course students should: (a) be acquainted with the world of Ottoman culture and especially that of everyday life, (b) reflect on the concept of culture, studying a highly multicultural society, in which cultural osmosis was strong and ubiquitous, (c) to understand the role of human networks in the transfer of knowledge and cultural trends and d) to obtain a synthetic picture of culture in the Ottoman Empire taking into account historical change.

<https://qa.auth.gr/el/class/1/600222585/M1/edit>
<https://elearning.auth.gr/course/view.php?id=17383>

HTP 501 Ottoman History: Institutions, Society and Economy [s.s.]

Phokion KOTZAGEORGIS

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 Ottoman city will be analyzed. Issues such as the scientific theoretical debate on the existence of an "Ottoman city", the basic elements of Ottoman policy towards cities, an outline of city-related institutions and the historical evolution in Ottoman urban development will be explored.

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-century 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 phenomenon of Ottoman city.

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

HTP 651 History of the Ottoman Empire [w.s.]

Phokion KOTZAGEORGIS

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>

THE 151 Thessaloniki: History and Archaeology from the Prehistoric Times to the Present Day (supervisor Dimitrios PAPASTAMATIOU / co-teaching with other members of the teaching staff) [w.s. & s.s.]

The course is an overview of the history of Thessaloniki from prehistory to modern times. Members of the teaching staff of the department focus on the

various periods of the long and turbulent history of the city according to their scientific and research specialization. In this sense, classes follow the distinct and successive phases of the past of the city in a linear mode, starting with the prehistoric settlement located in Thermaic gulf, and moving on with the ancient, Byzantine, Ottoman, and modern Greek past of the urban setting. At the same time, the course is structured along two major methodological lines; on the one hand, the students attend classes focusing on the historic background of each distinct period presented by the historians of the department, and on the other hand, they get acquainted with pertinent aspects of material civilization and art, usually through field classes, organized *in situ* by the archaeologists of the department, at the respective excavation sites, or by the monuments of the city. Finally, the course comprises seminars examining the historical role of the Jewish community, the present day multicultural context produced by migrants and refugees and the new identity of Thessaloniki during the last three decades. The course is taught in English and is offered to Erasmus students of the Aristotle University irrespective of the department or faculty they attend.

When students have completed the course they will have acquired some basic but sound knowledge of the history of Thessaloniki, and will have known how historical, archaeological and anthropological methods, analytical tools, and theories can be combined in the most creative and prolific manner so as to delve into and enlighten the assorted political, social, economic, ideological and material aspects of the past of a case study such as Thessaloniki.

3. COURSE DESCRIPTIONS & LEARNING OUTCOMES

DEPARTMENT OF ARCHAEOLOGY

DEPARTMENT OF ART HISTORY

ABY 151 Introduction to Christian and Byzantine Archaeology [s.s.]

Anastasios TANTSIS

The course offers an outline of the evolution of Byzantine art and architecture covering the period from the beginning of the 4th c. A.D., with the widespread spread of Christianity, until the fall of Constantinople in 1453. The material is divided into sub-periods, according to which are examined representative architectural ensembles, issues of topography, outstanding examples of mosaic decoration and wall paintings, portable images and sculpture with an emphasis on the large productive centers of the Byzantine territory. At the same time, the historical parameters that led to the formation of the general characteristics of each period are also examined.

Upon successful completion of the course, students should have understood the basic issues of artistic production throughout the Byzantine Empire. At the same time, they should have familiarized themselves with issues of terminology as well as methodology for dealing with and analyzing research issues and classification of the study material, as well as the main and currently dominant trends in research and international scholarship.

ABY 271 Byzantine Illuminated Manuscripts [s.s.]

Melina PAISIDOU

The course focuses mainly on the production, circulation and development of the byzantine illuminated manuscripts from the 6th to the 15th c. Special references are made on thematic, iconographic and stylistic issues in correspondence to portable icons and to the monumental painting. Historical, political and theological parameters are also examined in correlation to special options of the manuscript illuminations. Finally, some basic information concerning paleography and codicology is given. The course comprises a visit in a laboratory of

maintenance of manuscripts in Thessaloniki. The seminar is supported by a didactic book from EUDOXOS.

ABY 275 Byzantine and Medieval Numismatics [w.s.]

Pagona PAPAPOULOU

The course offers a general introduction to the field of Byzantine numismatics, i.e. the monetary production and numismatic circulation of the Byzantine empire (491-1453), as well as to the field of Medieval numismatics, that is on the one hand the numismatic production of the Latin states that were established in the territories of the Byzantine empire after 1204 and on the other hand, on the foreign coinages that circulated in the Aegean between the 13th and 15th c. After a general introduction to the methods of the field of numismatics, the course will provide an overview of Byzantine coin production, but will also touch upon special issues, such as numismatic circulation, coins as archaeological evidence, numismatic iconography as an expression of imperial ideology etc. Students that will attend the course will become familiar with the use of digital tools in the study of Byzantine and Medieval numismatics. Particular emphasis will be given to the electronic database of the University of Trieste, Italy, nomismata.org, on which students will upload numismatic finds from Greek territories. Finally, a visit is planned to the Ephorate of Antiquities of Chalcidice and Mount Athos, where students will have a hands-on view of Byzantine and Medieval coin finds from Chalkidike.

The learning goals of this course include the acquaintance of students with the possibilities offered by coins as excavation finds, their familiarization with the methodology of acquiring information from coins regarding the economy, exchanges and communications, and the comprehension of their contribution to the study of Byzantine society.

ABY 351 Practice in Archaeological Sites and Museums, Seminar [w.s.]

Christina PAPAKYRIAKOU

The seminar aims to familiarize students with select archaeological sites and monuments of Thessaloniki dated from Late Antiquity until the 14th c., as well as with archaeological finds exhibited in the city's museums. Students will practice in describing archaeological sites, finds and monuments using the proper scientific terminology. Practise include architecture, iconography, mosaics,

sculpture, pottery and epigraphy. The seminar includes: a. Lectures in class, b. Visits in archaeological sites and museums of the city for practicing on the spot. Students will also be given the opportunity to meet other scholars and discuss various matters with them.

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; to recognize and comment on an artifact, to read and comment on an inscription, to describe and comment on iconographical subjects.

Students' evaluation is based on participation during the Seminar and on short papers.

<https://elearning.auth.gr/course/view.php?id=17524>

ABY 351 Practice in Archaeological Sites and Museums. Seminar [w.s.]

Anastasia PLIOTA

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

The lesson aims on the one hand to bring the students in direct contact with representative, in terms of date and function, material remains dated between the 4th and the 15th c. 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 Archaeological as well as 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.

ABY 358 Art and Ideology in Byzantium [w.s.]**Athanasios SEMOGLOU**

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.

ABY 501 Byzantine Archaeology: Aspects of Material Culture in Byzantium. Luxurious Objects in Byzantium [w.s.]**Pagona PAPADOPOULOU (teaching assistance: Anastasia PLIOTA)**

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 (ivory, enamel, precious metals, precious stones etc.), 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.

<https://elearning.auth.gr/course/view.php?id=18128>

ABY 502 Byzantine Archaeology: Monuments and Monumental Space in Byzantium [s.s.]

Melina PAISIDOU (teaching assistance: Anastasia PLIOTA)

In the course, the meaning of the terms “monument” and “monumental space” is analyzed through the choice of certain episcopal or monastic churches of Macedonia and Thrace of the middle byzantine period. The development of their integral space, the monumentality, their climax, the decoration and their donors are commented. Moreover, emphasis is given to the general topography, where they are included. Specific case studies are chosen as from Thessaloniki, Veroia, Edessa, Kastoria, Serres and castles from the Macedonian hinterland, that have been sieges of bishops. Special case is the monastic church of Panagia Kosmosoteira in Ferres. The course is supported by the e-learning and a book is also delivered by EYDOXOS. Within the frame of the course, an educational trip is included.

The main scope of the course is to develop the critical thought of the students towards special topics concerning the monumental examples of the byzantine civilization and their importance.

ABY 651 Byzantine Architecture [w.s.]

Anastasios TANTSIS

The course presents an introduction to the architectural creation of the Byzantine Empire. The lectures are organized following chronological development and present the urban development of settlements and the creation of religious

and secular buildings and complexes. Special emphasis is given to issues of methodological approach to the historical interpretation of architectural production, as well as to the corresponding problems identified in the recent literature. The analysis focuses on buildings and complexes as a starting point for the discussion of architectural creation and the historical interpretation of the social forces that influence it. The course is enriched with excerpts from texts of the period which are indications of the reception of architectural production in its time. In addition, visits are made to the Byzantine monuments of Thessaloniki. If the conditions permit, an educational excursion to monastic complexes in Central Greece (Panagia Skripou, Hosios Loukas Monastery, Hosios Meletios Monastery, etc.)

The aim of the course is to familiarize students with the terminology and methodology of studying the architectural production of the Byzantine Empire. Students are asked to understand issues of urban planning and organization of the space of cities and settlements, as well as issues of architectural composition of individual buildings, utilitarian (e.g. walls) or high architectural intentions (e.g. temples). Upon completion of the course, they should have the resources for the bibliographic as well as the physical study of buildings and building ruins, after understanding the basic elements of the study as they are developed in modern literature.

ABY 652 Byzantine Painting [s.s.]

Athanasios SEMOGLOU

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

ABY 653 Byzantine Sculpture and Miniature Art [s.s.]**Pagona PAPADOPOULOU**

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

<https://elearning.auth.gr/course/view.php?id=16626>

ABY 901 Seminar. Specialisation in Archaeology and Art: Byzantine Portable Icons [w.s.]**Melina PAISIDOU (teaching assistance: Anastasia PLIOTA)**

The Seminar focuses mainly on the production, development and circulation of the byzantine portable icons from 6th to the 15th c. Special references are made to their categories according to the technique (encaustic icons, mosaic icons, enameled icons, metal icons and tempera icons) or their liturgical use (temple screen icons, processional icons, diptych, triptych). Iconographic and

stylistic topics are analyzed with comparisons to illuminated manuscripts or to minor objects. Historical, political and theological parameters, which are connected to their creation, are examined. During the first lectures, the main topics of the course are presented. The following lectures comprise the presentation of the students' essays and a relative debate. The course comprises a visit to the Museum of Byzantine Culture in Thessaloniki and to the Ecclesiastical Museum of Thessaloniki's Cathedral combined to the presentations of essays. The course is supported by the e-learning, with the power point presentations and the basic bibliography. A book of EUDOXOS is also delivered. The written essay and its presentation in class is compulsory for the successful examination of the course.

The main scope of the course is the thorough examination of the byzantine portable icons from the point of art and ideology and the development of abilities of the students to recognize, categorize and date the byzantine icons and to write an essay.

ABY 901 Seminar. Specialisation in Archaeology and Art: Byzantine Art, Architecture and Terminology [s.s.]

Athanasios SEMOGLOU (teaching assistance: Christina PAPAKYRIAKOU)

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.

ACL 151 Introduction to Classical Archaeology [w.s.]

Athanasia KYRIAKOU

Classical Archeology is the discipline that studies the material remains of the ancient Greek and Roman civilization as it was formed from the 10th c. B.C. to the 4th c. 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>

ACL 263 Architecture and Town Planning: Hellenistic Period [s.s.]

Pavlos KARVONIS

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, guesthouses, 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 and museums.

ACL 266 Sculpture: Hellenistic – Roman Period [s.s.]**Eleni PAPAGIANNI**

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>

ACL 271 Coinage and Economy In the Ancient Greek World [w.s.]**Panagiotis TSELEKAS**

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

Following the successful completion of the course, students will understand the impact of coinage in the economies and societies of the ancient Greek world, be able to use coins as a source of information for the study and interpretation of economy, society, ideology, religion and art of their time.

ACL 275 Funerary Monuments and Burial Practices [w.s.]**Vasiliki VLACHOU**

The aim of the course is the comprehensive presentation of the variability of funerary practices, the diversity of the material culture associated with them (funerary gifts, grave markers, funerary monuments) and of the available sources on the subject, within a period extending from the 12th to the 5th c. B.C. Through interpretive approaches developed as early as the mid-20th c., social status, wealth and land ownership, age and gender differences have emerged as decisive indicators in shaping the behaviour of the living towards the dead, as materialized in the archaeological context. This diversity of burial practices and material culture will be highlighted through the lectures of invited speakers, and optional essays assigned to the students. The course focuses on various regions of mainland Greece, the Aegean islands and Crete, as well as on a variability of burial practices and rituals, from children's burials and children's cemeteries, to burials with weapons and elite burial expressions, as well as cases of hero cult and the bestowal of exceptional honours on eminent dead. Anthropological data will be discussed where available. The course includes training visits/exercises to specific sites and museums in Mainland Greece and the Aegean islands, aiming to a better approach and comprehension of the available data and the burial practices.

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

ACL 276 Ancient Greek Religion and Cult. The Religious Festivals of the Ancient Greek Cities [s.s.]**Vasiliki VLACHOU**

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.

ACL 351 Practice in Archaeological Sites and Museums. Seminar: Thessaloniki from its Foundation to Late Antiquity

Chrysanthi KALLINI – Ioanna VASILEIADOU (co-teaching)

Thessaloniki was founded in 316/5 B.C. by King Cassander with the urbanisation of the existing settlements in the area and named after his wife, daughter of Philip II and half-sister of Alexander III. The new city is supposed 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 centres in the eastern part of the Roman Empire.

The objective of the seminar is to highlight the monumental image 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 in Aristotle University of Thessaloniki. The papers 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 on 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>

ACL 351 Practice in Archaeological Sites and Museums. Seminar [w.s.]

Matenia GEIVANIDOU – Konstantina TSONAKA (co-teaching)

The objective of the seminar is the use of mythology in shaping the public identity and promoting the official ideology of city-states and rulers through the various expressions of ancient Greek and Roman art, such as sculpture, vase painting, large-scale painting, minor art, mosaics, and coins. Myth, the narrative of stories concerning Olympian and secondary deities, heroes, and heroines, as well as demonic and fantastical beings, formed a fundamental element of ancient Greek and Roman civilization. Additionally, myths served as a primary source of themes for the decoration of private art.

The goal of the course is to familiarize students with the subject matter of mythology and its interpretation based on written sources and iconography. This will be achieved through practices that involve the presentation, critical commentary, and comparison of artifacts bearing mythological representations in museums (such as the Cast Museum, the Archaeological Museum, and the Ancient Agora Museum) in Thessaloniki. Students will also be requested to compose and present papers related to specific monuments and artifacts decorated with mythological representations of the ancient Greek and Roman world.

Upon successful completion of the seminar, students should be able to: (a) recognize, describe, and inventory ancient artifacts, (b) become acquainted with methods of approaching and interpreting monuments and museum artifacts, (c) develop research, critical analysis, synthesis, communication skills and well-structured arguments, through oral presentations and essays.

ACL 352 Topography of Attica [s.s.]**Pavlos KARVONIS**

In this course we present the sites and monuments of Attica in the historic period. An introductory course is dedicated to the presentation of the history, geography, and political organisation of Attica, as well as of the sources that will be used during the course, such as the texts of ancient authors, mostly historians and geographers, the inscriptions, and the excavations and archaeological publications. We will then study the main sites of Attica, starting from the city of Athens and then the Peiraeus, Eleusis, cape Sounion and other sites. During the course monuments such as sanctuaries and temples, fortifications, agoras, theatres, road network, cemeteries, houses and farmhouses, commercial and industrial will be examined. The course aims to help the students become familiar with the study of topography and acquire knowledge on the archaeology of Attica. The course includes visits to archaeological sites and museums.

ACL 357 Numismatics. Seminar [s.s.]**Panagiotis TSELEKAS (teaching assistance: Chrysanthi KALLINI)**

Numismatics, the study of coins and coin-formed objects, comprises an important discipline of humanities and an essential tool for archaeologists and historians in interpreting the past. Coins, due to their advantages compared to other types of artefacts from the past –issued by official authorities, produced in large quantities, made of durable materials, bearing images and legends- provide a wealth of information for the study and interpretation of economy, society, ideology, religion and art of their time. The course examines various aspects of coin production, iconography and circulation in the ancient world. Furthermore, it aims at familiarizing the students with the methodology of Numismatics.

Following the successful completion of the course, students will become familiar with the history and development of coinage in the antiquity, learn the metals and the techniques used for the production of coins, understand the impact of coinage in the economies and societies of the ancient world. In addition, they will become familiar with the methodology of Numismatics via a series of exercises on the identification, description and recording of ancient coins at the Casts Museum of the Faculty of Philosophy, as well as they will learn to compose and verify written assignments and practice their skills to present orally their ideas and arguments.

ACL 359 Funerary Monuments. Seminar [s.s.]**Athanasia KYRIAKOU (teaching assistance: Matenia GEIVANIDOU)**

The subject of the course is the funerary monuments and grave markers of the classical and Hellenistic periods. Mounds, burial enclosures, tombstones and other types of grave markers, as well as plain or monumental burial structures, will form the large reservoir from which the topics that will concern the course will be drawn. Typical examples from the Attic relief tombstones of the 4th c. B.C. will be examined, the painted stelae of Demetrias, the "Macedonian tombs", the Thracian tombs, the carved tombs of Alexandria and Cyprus, as well as funerary monuments from Caria and Lykia. The aim of the course is: (a) to outline the wide range of ways of marking and shaping graves in the Mediterranean in relation to eschatological concepts, the mortuary landscape, and the interaction with the urban fabric, (b) to familiarize students with the typological characteristics of monuments and to understand the constructions in question as an integral part of the burial process, c) to come into contact with ancient Greek painting through the sources, its reflection in other art forms and original examples, mainly from the area of Macedonia, (d) to understand the sculptural, painted and architectural decoration of funerary monuments as a social practice linked to the rites of passage related to death and the formation of identity within the community, and (e) to understand the intercultural relations as traced in the funerary buildings.

The course is structured in a limited number of lectures and mainly in the writing and 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 oral 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 on the methodology of approaching ancient monuments and art in relation to the archaeological, historical and social contexts, to be familiar with the results of scientific research and to be in position to critically compose a complete work that includes documented archaeological information in combination with the research questions

ACL 501 Classical Archaeology: Geometric – Classical Period [w.s.]**Eleni MANAKIDOU (teaching assistance: Konstantina TSONAKA)**

The course focuses on the various manifestations of Greek civilization and on various categories of its material remains from the beginning of historical times

(Early Iron Age, Geometric period) with emphasis on the Archaic and Classical periods. Specifically, topics related to the genesis and evolution of the city-state, the establishment of colonies on the Mediterranean, Aegean and Black Sea coasts, the foundation and organization of local and Panhellenic sanctuaries, urban planning, burial practices, the evolution of architecture (religious and secular), sculpture and pottery are examined. These will be presented by geographical area on the Greek mainland and islands (Attica, Boeotia, Corinth, Laconia, Cyclades, Eastern Greece). Interpretative issues in relation to political and social structures, as well as issues of religious, economic and social organization through the archaeological data will also be examined and discussed. After the completion of each unit there will be revision tests to consolidate the syllabus. In addition, visits to museums and archaeological sites in the form of educational excursions will be carried out as part of the course.

Upon successful completion of the course, students are expected to have acquired a combined and multifaceted knowledge of the art and crafts of the Geometric, Archaic and Classical periods (specifically in terms of the characteristics of architecture, sculpture and pottery products). They will practice describing, analyzing and comparing different works of art in both synchronic and diachronic terms. They will be able to process the material studied in accordance with archaeological methodology and relate it to the social, political and economic conditions prevailing during these periods and thus become familiar with various issues such as social structures, colonization, religion/cult and artistic production in the areas under consideration. As a result of this knowledge, they will be able to understand the continuities and discontinuities in the ancient Greek world and to proceed to the synthesis of archaeological data.

ACL 502 Classical Archaeology: Hellenistic – Roman Period s.s.]

Athanasia KYRIAKOU

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 c. 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.

<https://elearning.auth.gr/course/view.php?id=18563>

ACL 651 Classical Archaeology: Architecture and Town Planning [w.s.]

Pavlos KARVONIS

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 652 Classical Archaeology: Sculpture [w.s.]

Athanasia KYRIAKOU

The course examines the evolution of monumental sculpture in classical antiquity. In this context, the main categories of works of ancient Greek sculpture will be presented through representative examples, such as idealistic and figurative statues, architectural sculptures and free-standing reliefs. All of the above will be examined in detail based on their development and their stylistic integration.

The students attending the course are expected to acquire specialized knowledge of the subject of ancient sculpture, to understand the typological and technical characteristics of the sculptures and to be able to evaluate them comparatively.

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

ACL 653 Classical Archaeology: Pottery [s.s.]

Eleni MANAKIDOU

This course focuses on the examination of the various categories of ancient Greek painted pottery. By way of introduction, various topics related to the organization and conditions of production in ancient ceramic workshops will be examined, based on found material remains, the evidence of ancient sources, and the vessels themselves. Then, the decoration techniques and the most characteristic shapes of vases during the Archaic and Classical periods will be presented, with emphasis on the products of the Corinthian and Attic pottery workshops (Protogeometric and Geometric, Protocorinthian and Proto-Attic, Black- and Red-Figure, and Black-glaze vases). Extra reference will be made to the most important representatives of these workshops (potters and vase painters), the dissemination of their vessels and the influence they had on other contemporary ceramic centers. A number of iconographic issues will also be examined, as well as questions of dating, sites of discovery, distribution - trade and evaluation of ancient ceramics.

The aim of the course is to provide a comprehensive and documented knowledge of pottery production from the Early Iron Age to Classical times, 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 ceramic finds in many areas of archaeological research (technology, dating, trade-economy, cult, burial customs, etc.). At the same time, the aim is to familiarize students with the numerous categories of pottery from the various workshops, many of which they encounter in excavations and museum collections during their practical training.

ACL 901 Seminar. Specialisation in Archaeology and Art: Conservation, Restoration, Organisation and Presentation of Monuments and Sites [w.s.]

Pavlos KARVONIS (teaching assistance: Chrysanthi KALLINI)

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 archaeological sites and museums

ACL 901 Seminar. Specialisation in Archaeology and Art: Pottery. Iconography of Women in Geometric, Archaic and Classical Pottery and Art [s.s.]

Eleni MANAKIDOU (teaching assistance: Konstantina TSONAKA)

First introduction of the framework that has been developed in the research of "gender studies" in Classical Archaeology and in particular with regard to the

iconography of women in ancient Greek pottery and art, with references both to the world of female figures in Greek mythology (goddesses, heroines, associations of deities) and to the "anonymous" women who participate in various scenes on black- and red-figure vases as well as in other categories of visual media (reliefs, statues, figurines). Our interest will focus on important events in everyday and cult life, where women play a key role, such as in wedding ceremonies, in the preparation and lament of the dead, in the ritual events of worship, in domestic and other tasks, in the so-called "scenes of the women's room". Emphasis will be placed on the relationship and the respective performances of women with their husbands, children and other family members, and of women with each other. As a special group, the courtesans and their status in ancient society will also be examined, always in relation to their representations in Attic vases.

Compositional assignments in oral and written form as well as tests of various kinds (identification and description of representations, matching of terms, dating and identification of monuments, summary of archaeological texts) in relation to the above-mentioned topics are intended to consolidate and enhance the understanding of the basic iconographic themes and the role of women in ancient Greece. The tutorial will include visits to the Cast Museum and the Archaeological Museum of Thessaloniki with discussion and commentary on individual exhibits.

ACL 901 Seminar. Specialisation in Archaeology and Art: Greek Colonies in Macedonia and Aegean Thrace (8th-4th c. B.C.) [s.s.]

Panagiotis TSELEKAS (teaching assistance: Ioanna VASILEIADOU)

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

educational visits to archaeological sites (Olynthos, Stageira, Akanthos-lerissos, Amphipolis) and museums (Thessaloniki Archaeological Museum, Polygyros Archaeological Museum, Kavala Archaeological Museum).

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

ACL 901 Seminar. Specialisation in Archaeology and Art: The Early Iron Age and Archaic Period in Macedonia: Settlements and Cemeteries [w.s.]

Vasiliki VLACHOU (teaching assistance: Ioanna VASILEIADOU)

The course examines the transition to the Iron Age in the wider area of Macedonia, through the material remains of settlements and cemeteries. Through the study of the settlements and their cemeteries, the course will attempt to highlight the various aspects of the communities that flourished in the wider region of Macedonia, their economy, the exploitation of the natural wealth and the multi-dimensional natural environment bordered by the Aegean Sea, defined by the Pindus mountain range and the river Nestos, and its rich valleys flowed by the largest rivers of the southern Balkans. Through the examination of the different territories of Macedonia, the significant differences in material culture and in the form of the settlements that developed here in comparison to southern Greece and the island area will be highlighted and an attempt will be made to interpret and analyse them. Students will prepare papers in relation to the above topics, undertaking the examination and presentation of either specific sites or specific phenomena related to this period. The main aim of the course is to provide a comprehensive overview of the most recent interpretive approaches and archaeological findings that have enriched and partly changed our understanding of this early period in Macedonia. In addition to the reference works for the study of this exciting and changing period, the most recent articles and selected chapters from edited volumes will form the main core of the bibliography for this course. During the course, field trips/exercises will be conducted to selected sites and museums in the region for a better understanding of the data, and guest speakers will enrich our knowledge with new data and new interpretive approaches to material culture.

Upon completion of this course, students will be familiar with the phenomena that characterize the transition of societies in the Iron Age and will be able to distinguish the basic features of settlement development and burial remains up to the end of the Archaic period. Societies do not evolve in a linear sequence and therefore students should be able to discern synchronisms and discontinuities in the historical development of the towns and cities of Macedonia. In addition, by preparing a written assignment, students will become familiar with the tools of archaeological research, synthesis and presentation of data.

APR 151 Introduction to Prehistoric Culture [w.s.]

Ioannis FAPPAS – Sultana Maria VALAMOTI (co-teaching)

The course introduces students to the prehistoric cultures around the world since the earliest appearance of human societies until the Bronze Age. The course 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 the Mediterranean and Europe with special emphasis in the Aegean, Bronze Age societies of the Old World, early cities, Mesopotamia and Egypt, the Minoan and Mycenaean civilizations, the Iron Age of Europe, the prehistory of Africa and the New World.

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.

<https://qa.auth.gr/el/class/1/600209833>

<https://elearning.auth.gr/course/view.php?id=14652>

APR 261 Topics of Ideology in the Middle and Late Bronze Age (2nd Mill. BCE) Aegean [s.s.]

Ioannis FAPPAS

The course focuses on the approach to ideological aspects of the everyday during the 3rd and 2nd millennia BCE, as reflected in the art and the funerary and religious rituals. After a brief introduction to the civilizations 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.

An educational field trip will be organized as part of the course.

<https://elearning.auth.gr/course/search.php?search=%CE%91%CE%A0%CE%A1+261>

APR 268 Bioarchaeology and Ancient Environment [s.s.]

Soultana Maria VALAMOTI – Dimitrios KOSTOPOULOS – Sampson PANAGIOTIDIS – George SYRIDES (co-teaching)

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 them-

selves with practical aspects of bioarchaeology through laboratory sessions at the Departments of Archaeology, Geology, Forestry and Natural Environment.

A field trip will take place in May, in collaboration with the School of Forestry and Natural Environment.

Assessment is based on a written exam and participation to the laboratory courses.

APR 351 Practice in Archaeological Sites and Museums. Seminar [w.s.] Athina ALMATZI – Ioanna ANAGNOSTOU (co-teaching)

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 Aegean. The second axis concerns prehistoric collections and exhibitions in museums in Greece. The third examines issues of Public Archaeology and mainly the presentation of the prehistoric past to the public via popular and news media, display strategies and new technologies. The fourth axis is about the interpretation of the prehistoric past and the dissemination of archaeological issues to the wider public in relation to the historical context of the research and the principal directions of the theoretical archaeological thought during the 20th c. 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 which will arise during the presentation of the lessons and essays.

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. In addition, students acquire precious experience as regards the perception of prehistoric archaeology by non-specialised groups of people. Finally, the successful completion of the course, provides students with valua-

ble 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.

APR 501 Prehistoric Archaeology: The Neolithic Period [s.s.]

Soultana Maria VALAMOTI (teaching assistance: Ioanna ANAGNOSTOU)

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.

APR 502 Prehistoric Archaeology: Bronze Age [w.s.]**Sevasti TRIANTAPHYLLOU (teaching assistance: Evangelia VOULGARI)**

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.

Themes which will be discussed throughout the course include: (a) EBA: The emergence of the household – Egalitarian communities versus emerging hierarchies, (b) EBA: Metallurgy – Networks – Exchange systems, (c) EBA: The funerary landscape, (d) MBA: The emergence of the palaces on Crete – Emerging elites, (e) MBA: The emergence of religion – Cult, (f) MBA: Middle Helladic societies and the emphasis on the lineage, (g) LBA: The shaft graves period in the Greek mainland - Emerging elites and the impact of Crete on the mainland, (h) LBA: The peak of the palaces on Crete and the Cretan landscape – Minoanization in the Aegean, (i) LBA: Mycenaean societies and palatial states – Mycenaeanization on Crete, (j) The definition of the otherness in northern Greece – Macedonia on the crossroads between the North and the South.

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.

Evaluation will be based on oral exams combined with the overall performance of the students throughout the course and the optional writing up of a short essay (3000 words).

<https://qa.auth.gr/el/class/1/600244130>

<https://elearning.auth.gr/course/view.php?id=17987>

APR 651 Prehistoric Archaeology: Theory and Method [s.s.]

Maria NTINO

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. The main principles of culture history, processual and post-processual 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. Finally, some issues concerning public archaeology and the place of archaeology in the contemporary world are briefly presented.

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 652 Prehistoric Societies of the Aegean and the Balkans until the End of the Neolithic [w.s.]

Soultana Maria VALAMOTI

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.

A day-trip will take place to a neolithic site.

APR 653 Prehistoric Archaeology: Societies of the Aegean and the Eastern Mediterranean in the Bronze Age [w.s.]

Ioannis FAPPAS

The course focuses on the examination of the data on the civilizations of the prehistoric Aegean 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.

An educational field trip will be organized as part of the course.

<https://elearning.auth.gr/course/search.php?search=%CE%91%CE%A0%CE%A1+653>

APR 901 Seminar. Specialization in Archaeology and Art: Linear B and Mycenaean Archaeology [w.s.]

Ioannis FAPPAS (teaching assistance: Athina ALMATZI)

The aim of the seminar is the training to the reading and interpretation of the Linear B texts, the first known written form of the Greek language, as well as their use in combination with the archaeological data to approach aspects of the Mycenaean economy, society and religion. The course will present the history of the decipherment, analyze the types and way of function of the Mycenaean written documents, and teach the symbols (syllabograms, logograms, numerals, units of weight measurement), as well as the basic rules and conventions for the use of the script and the interpretation of words and symbols. At the same time, the corpora of the texts and their thematic subjects from the palatial centers of Mycenaean Greece (Knossos, Mycenae, Tiryns, Pylos, Thebes, Agios Vasilios) will be presented, and the way of their transcription and classification will be analyzed.

Successful completion of the course is expected to lead students to become familiar with the way Linear B works, to deepen in the study and understanding of the texts, and to become familiar with the use of Mycenaean documents in combination with the archaeological data of the period.

An educational field trip will be organized as part of the course.

APR 901 Seminar. Specialisation in Archaeology and Art: Prehistoric Archaeology (Neolithic and Bronze Age Studies in Greece: From Ingredients to Meals) [s.s.]

Soultana Maria VALAMOTI (teaching assistance: Evangelia VOULGARI)

The topic chosen for the winter term Prehistoric Archaeology Seminar (APR901) focuses on the central issue of food in the context of neolithic and bronze age societies in the Aegean. Food procurement, preparation and con-

sumption 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 lectures 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. A field-trip will take place as part of the course.

ARCH 151 Introduction to Archaeological Studies [w.s.]**Eleni MANAKIDOU – Pagona PAPADOPOULOU – Sevasti TRIANTAPHYLLOU (co-teaching)**

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. Evaluation will be based on written exams.

<https://qa.auth.gr/el/class/1/600244032>

<https://elearning.auth.gr/course/view.php?id=14533>

ARCH 251 Excavation – Drawing [s.s.]

Athanasia KYRIAKOU – Maria NTINOY – Melina PAISIDOU – Eleni PAPA-GIANNI – Anastasios TANTSIS (co-teaching)

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 drawing and documentation of mobile and immovable finds in archaeological excavations, 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.

ARCH 351 Introduction to Museum Studies. Seminar [w.s.]

Anastasios TANTSIS (teaching assistance: Anastasia PLIOTA)

The course takes the form of a seminar and is offered to a limited number of students. In its context, a brief introduction to Museology as theory and practice takes place. 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 to understand the identity and functioning of Museums.

The course then focuses on the detailed presentation of the principles and method of organization and presentation of the permanent collections and the thematic sections of the Museum of Byzantine Culture of Thessaloniki. The students are asked to prepare three short written assignments about the permanent exhibitions of the MBP. The aim of the work is to familiarize the students with issues of organization and planning of museum exhibitions at a theoretical and practical level.

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. They are invited to manage the way in which 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 in a context that it arouses interest and remains accessible to a diverse audience with different backgrounds, requirements and aspirations.

ARCH 352 Interpretation of the Archaeological Record. Museum and Education. Seminar [w.s.]

Evangelia VOULGARI

There are four axes in the course structure. The first looks at theoretical approaches to material culture and archaeological data in relation to the historical context of the archaeological research. The second is about Public archaeology and is primarily about how archaeological research is communicated to the public, particularly pupils and students. The third axis consists of lectures on a brief history of museums as institutions up to the present, as well as topics such definitions, functions, the structure of collections, and modern Museology. The potential use of archaeological finds for educational purposes is the main topic of the fourth section, which focuses on Museum pedagogy in its theoretical and practical aspects and its relationship to modern pedagogy. The topics are developed through lectures in the classroom and through visits to archaeological sites and museums. 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 group discussions and discussions will arise during the presentation of the other essays.

After successful completion of the course, students: a) will be familiar with different approaches to the exhibition of cultural remains, but also with broader issues of cultural heritage management. b) They will be able to organize educational visits to museums and archaeological sites and to present archaeological topics as part of their teaching activities. c) They will recognize the potential of museums as alternative educational environments to evoke questions, awaken

creative thinking and promote dialogue, and d) they will be able to evaluate museum educational activities and programs.

<https://elearning.auth.gr/course/view.php?id=18702>

HIA 151 History and Theory of Art [s.s.]

Iliana ZARRA

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 c. (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 c., 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 255 Neoclassicism – Romanticism [w.s.]

Glaiki GOTSI

The course examines the art of Neoclassicism and Romanticism. More specifically, we analyze works of painting, sculpture, architecture and the applied arts of the period 1750-1850 that are part of the particular trends, and discuss their historical context. Special emphasis is put on the relation of artistic production to the ideology, politics and economy of the time, as well as to matters of class, gender, race and nation. Moreover, we explore the conditions under which men and women artists from Europe and the USA create and circulate their works: issues addressed include artists' workshops, the role of the Academy, the stay

in Rome, art exhibitions and the public of art, the clients and the market, the discourse on art.

Upon completing the course, students are expected to know the men and women artists of Neoclassicism and Romanticism and be competent to discuss representative works of theirs; also, to be able to identify the special features of each trend and point out differences and affinities between them; finally, to have realized the correlation of artistic phenomena with various contemporary factors, cultural, ideological, social and political.

HIA 259 Greek Art in the 19th c. [s.s.]

Glafki GOTSI

In this course Greek art of the 19th c. 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. 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. For teaching purposes an educational excursion will be held to Athens.

The aim of the course is the familiarization with the manifestations of the 19th c. 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 262 Teaching Humanities through Art Historical Material: A Teacher Training Seminar [w.s.]

Antonios KOTIDIS

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 501 History of Art: Art and Society [w.s.]**Glafki GOTSI**

The course explores aspects of the connection of art with society as these are understood and approached in the framework of art history. First we look at key positions and representative works of art historians who have examined the relation of art of various periods with economic, social, cultural and institutional factors. Among the themes we discuss are the patronage of art, the role of the artist as producer, the operation of institutions such as the Academy and the museum, the interaction of art and ideology, the inclusion of art practices within the visual culture of their time, the importance of art criticism and of the public of art. Then, emphasis is given to examples from the 19th and 20th c. and we investigate thoroughly features of art which pertain to politics and ideology, raise issues of colonialism and nationalism, or highlight class, gender, race and sexuality as factors that construct social identities, differences and relations of power. Student assessment will be based on a written essay and written exams.

Students are expected to understand that art is not limited to aesthetics but concerns various parts of the society of an era, to think critically about works of art and their contributors, to delve into concepts such as production and reception of art, to perceive the wealth of questions that emerge from the study of artistic phenomena within their social and cultural context.

HIA 651 The Art of Renaissance [s.s.]**Iliana ZARRA**

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/1/600248837/M1/edit>

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

HIA 652 European Art from Renaissance to the Present (with Emphasis on the Period from 1880 to World War I) [w.s.]

Iliana ZARRA

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 c. 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 c., 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 c.

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

<https://qa.auth.gr/el/class/1/600244046/M1/edit>

HIA 653 20th-century Greek Art [s.s.]

Antonios KOTIDIS

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.

HIA 901 Seminar. Specialisation in Archaeology and Art: : History of Art [s.s.]

Glafki GOTSI

The seminar focuses on the subject “Art and gender”. It examines the relationship between gender and the production and interpretation of art works, as highlighted 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 art a series of issues are explored: the differentiation of women’s engagement with art from that of men, the ideological construction of concepts such as male 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, by 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 demands.

HIA 901 Seminar. Specialisation in Archaeology and Art: History of Art [w.s.]

Iliana ZARRA

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/1/600244097/M1/edit>

PART THREE

General Information for the Students

2024-2025



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 (Me-lenikou 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

Tel. +30 2310 996742, 2310 995307

E: internat-rel@auth.gr

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

A.U.TH. Research Committee

Tel. +30 2310 995140

E: research@rc.auth.gr

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

Endowments Department AUTh

Tel. +30 2310 995213, 2310
995214

E: admin-trl@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

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 Mamuka 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: A.-K., Vassiliou-Seibt, Professor, Byzantine History – Sigillography, email: avassili@hist.auth.gr

The principal purpose 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: sval@hist.auth.gr

webpage: <http://edae.hist.auth.gr/>
<http://lab.web.auth.gr/auth-labs/>

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. Triantafyllou)

Classical Archaeology

Dion (E. Papagianni)

Karabournaki, Thessaloniki (E. Manakidou)

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)

Fillipoi, Kavala (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>.



Archaologiko 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 semester.

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

ΕΣΠΑ
2014-2020
ανάπτυξη - εργασία - αλληλεγγύη
Partnership Agreement
2014 - 2020

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 Pro-gramme.

Scientific/Academic Manager of School of History and Archaeology:

Paisidou Melaxroini, Professor

Tel: +30 2310 -997127, e-mail: mpaisidou@hist.auth.gr

Entities' and students' support: Gavriilidou Efi, +30 2310 - 997067, gavriilidou@auth.gr

14.

AUTH SPORTS CENTRE

The Aristotle University Sports Centre covers approximately 22 acres and provides facilities and fitness programmes for all students and staff of the University. There are teams in all sports which represent the University in competitions, both in Greece and abroad. There is also a traditional Greek folk dancing group.

For further information: <http://www.gym.auth.gr/en>

15.

LEISURE ACTIVITIES IN AUTH

For more information:

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

<https://www.auth.gr/en/units/8170>

16.

STUDENT ASSOCIATIONS

Students of all Faculties / Departments are entitled to enroll as members of the Student Association of their School / Department, which operates in accordance with the law and must be recognised by the Court of First Instance. Students' representatives participate in accordance with the applicable provisions of the Law in the Collective Bodies of their School / Department and the University.

Student Elections are held every year in May.

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

17.

STUDENT COUNCILOR

Cf. <https://www.auth.gr/synigoros-tou-foititi>

18.

**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>