A9 MA PROGRAM

Ancient World: Historical and Archaeological Theory and Practice

Contents

COURSE OUTLINE

GENERAL

SCHOOL	Philosophy
ACADEMIC UNIT	History and Archaeology
LEVEL OF STUDIES	Master

COURSE CODE	AIY101	**SEMESTER**	1

COURSE TITLE	ANCIENT GREEK HISTORY I

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Compulsory Course of special background for graduate students of History and Archaeology. The course aims at the development of critical thinking and scientific writing skills, as well as the familiarizing of the students with the specialized literature and the methodology of the fields of Ancient Greek History (Archaic, Classical, and Hellenistic)	
PREREQUISITE COURSES:	Basic courses in Ancient Greek History	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
Development of critical thinking and scientific writing skills, familiarization with the literature of Ancient Greek History in basic and specialized topics. Ability to synthesize the data and examine in detail the research questions of the topic at stake (case studies). Ability to develop research questions, address scientific arguments and assess the

results in each topic that is examined
Ability to successively present oral contributions to a specialist audience
Ability to submit papers to local or international conferences
Improvement of writing skills (written essay), development of potential for the writing of a scientific article

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Production of new research ideas	*Others...*
	....

- Advancement of creative and inductive thinking
- Production of new research ideas
- Survey, analysis and synthesis of data and information
- Adaptation to new academic challenges
- Undertaking of initiatives and development of decision making skills
- Delivering of thesis/essay within the given time constraints
- Design and management of work time and work load
- Familiarization with the natural setting / field of research
- Participation in group tasks
- Working in an international and interdisciplinary academic environment
- Familiarization and experience with the international multi-lingual literature

SYLLABUS

A) Initially, the course aims to familiarize students with the tools of historical research on the period between the 8th c. BC to 1st c. AD. The place of research on Classical Antiquity in the context of wider historical research and epistemological development.

B) Study of various sources for the history the ancient Greek world related to cities and nations. It involves understanding the historical text and context, assessing the

reliability of the source, interpreting technical terms, locating places, and identifying persons.

In particular are examined:

α) Publications of the texts of Greco-Roman historiography and literature,

b) Publications and databases concerning inscriptions, papyri and coins, as well as

(c) Indicative results of archaeological research.

C) The research methodology, the historiographical and bibliographical analysis, as well as the periodization of Ancient Greek History, is carried out through specific themes that can be enriched each time and which are relevant to:

1) Institutions,

2) Politics,

3) Government and Administration,

4) Society,

5) Culture,

6) Law,

7) Economy,

8) Religion

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*		
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Lectures in class	39 hours
	Study	100 hours
	Presentation of the paper	41 hrs
	Essay writing	100
	Course total	***300 hrs***
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions,*	Language of evaluation: Greek	

open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Oral presentation with the use of power point in class Written essay

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- *Related academic journals:*

Austin, M. & P. Vidal-Naquet, *Οικονομία και κοινωνία στην Αρχαία Ελλάδα*, Αθήνα 1998.

Baslez, M.-F., *Πολιτική Ιστορία του Αρχαίου Κόσμου*, Αθήνα 2014.

Chaniotis, A., *Age of Conquests, The Greek World from Alexander to Hadrian*, London 2018.

Gehrke, H.-J., *Ιστορία του ελληνιστικού κόσμου*, Αθήνα 2000.

Kinzl, K. (ed.), *A Companion to the Classical Greek World*, 2006.

Lévêque, P., *Ο ελληνιστικός κόσμος*, Αθήνα 2001.

Momigliano, A., *Ξένη σοφία. Τα όρια του εξελληνισμού στην αρχαιότητα*, Αθήνα 1998

H. Bengtson, *Ιστορία της Αρχαίας Ελλάδος*, Αθήνα 1991.

Hall, J. M., *Αρχαία ελληνική ιστορία. Η αρχαϊκή περίοδος 1200 - 479 π.Χ.*, Θεσσαλονίκη 2013.

Hornblower, S., *Ο ελληνικός κόσμος 479-323 π.Χ.*, Αθήνα 2005.

Lefèvre, F., *Ιστορία του Αρχαίου Ελληνικού Κόσμου*, Εκδ. Καρδαμίτσα, Αθήνα 2016,

Mossé, Cl., *Η Αρχαϊκή Ελλάδα*, Αθήνα 1991.

Orrieux, C. και P. Schmitt Pantel, *Αρχαία Ελληνική Ιστορία*, Αθήνα 2018.

Shipley, G., *Ο ελληνικός κόσμος μετά τον Αλέξανδρο*, Αθήνα 2012.

COURSE OUTLINE

GENERAL

SCHOOL	PHILOSOPHY
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY
LEVEL OF STUDIES	Postgraduate

COURSE CODE	AIY102	**SEMESTER**		1

COURSE TITLE	ROMAN HISTORY I

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (P.M.S. specialization). The course is mandatory.
PREREQUISITE COURSES:	Previous undergraduate courses in Roman History.
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
The learning outcomes of the course for students are as follows: 1. Proven in-depth knowledge regarding Ancient Rome, which, enriching what was already taught in the first cycle of studies, will not only make them understand the peculiarity of the Roman contribution to world history, but will also provide them with the ability to provide a documented explanation to third parties of the Roman specificity. 2. Development of critical ability in the face of primary and secondary bibliography. 3. Knowledge of research methodology on Latin and ancient Greek sources and knowledge of the rules for handling Modern-Modern domestic and international bibliography.

4. Development of analytical and synthetic ability, inductive and combinatorial thinking in the expression of scientific opinion through the writing of a paper/study, with limited page limits, in a diagrammatic structure (plan) and strict adherence to the completion time.
5. Ability to define the desired goal, rationally process the data and draw conclusions on this basis, with correct handling of language.
6. Development of academic ethics at a research level.

Promoting free creative and inductive thinking
Search, analysis and synthesis of data and information, using the necessary technologies.
Adaptation to new situations.
Decision-making based on historical information.
Autonomous work.
Teamwork.
Understanding the Roman-style concept of power inherited in today's world.
Respect for cultural diversity.

SYLLABUS

1- In-depth analysis of the regime during the periods of the Kings, the Republic and the Empire (Principatus and Dominatus).
2- Analysis of the decisive contribution of the Romans to legal thought (from the beginnings to the writing of the Pandect).
3- Case study in-depth analysis of political and military events.
4- In-depth examination, in terms of evolution, of social stratification and discrimination: the structure of Roman society and its reflection in legal texts and in secret sources (Latin and Greek).
5- The categories of sources relating to Roman History are presented: publications of Greco-Roman literature (including legal literature), publications and databases relating to inscriptions, paleographic background texts (papyruses, parchments – palimpsests), results of archaeological research (indicative).

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Conducting a Seminar	39 hours
	Study and Analysis of Ancient Texts and Modern Bibliography	100 hours
	Preparing Presentations	41 hours
	Writing a Paper/Thesis	120 hours
	Course total	**300 hours**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written assignment of 6,000 – 8,000 words, Public presentation. Specifically: Written assignments: 70% Class attendance: 10% Active participation in the class: 20% Evaluation language: Greek for written Assignments. Students are informed about the evaluation criteria at the beginning of the course.

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- *Related academic journals:*

ALFÖLDY, G., *Ιστορία της Ρωμαϊκής κοινωνίας*, 3η έκδ. Αθήνα 2003.
BEARD, M., *SPQR. Ιστορία της Αρχαίας Ρώμης*, Αθήνα 2017.
CAMERON, A., *Η ύστερη Ρωμαϊκή αυτοκρατορία (284 – 430 μ.Χ.)*, Αθήνα 2000.
ΔΗΜΟΠΟΥΛΟΥ, Α., *Ρωμαϊκό Δίκαιο: αναδρομή στις πηγές του συγχρόνου δικαίου*, Αθήνα 2019.
ΔΟΥΚΕΛΛΗΣ, Π. Ν., *Ρώμη. Γέννηση και σταδιακή συγκρότηση μιας μεσογειακής πόλης (προχριστιανική περίοδος)*, Αθήνα 2024.
GARNSEY, P. – SALLER, R., *Η Ρωμαϊκή αυτοκρατορία. Οικονομία, κοινωνία, και πολιτισμός*, Ηράκλειο 2013.
HUMBERT, M., *Πολιτικοί και κοινωνικοί θεσμοί της Αρχαιότητας*, Αθήνα - Θεσσαλονίκη 2012.

ΚΑΡΑΜΠΕΛΑΣ, Δ., *Δίκαιο και θεσμοί στην Δευτέρα Σοφιστική*, Αθήνα 2004.

MACKEY, Chr. S., *Αρχαία Ρώμη: πολιτική και στρατιωτική ιστορία*, Αθήνα 2013.

ΜΠΟΥΡΑΖΕΛΗΣ, Κ., *Θεία Δωρεά. Μελέτες πάνω στην πολιτική της δυναστείας των Σεβήρων και την Constitutio Antoniniana*, Αθήνα 1989.

ΜΠΟΥΡΑΖΕΛΗΣ, Κ., *Οι τρόφιμοι της λύκαινας*, Αθήνα 2017.

ΡΑΪΟΣ, Δ., *Η μέλισσα και ο λυκάνθρωπος. Μια αλληγορία της πολιτικής σύγκρουσης στα χρόνια του Νέρωνα*, Ιωάννινα 2001.

ROSTOVTZEFF, M., *Ρωμαϊκή Ιστορία*, Αθήνα 2010.

ΤΑΪΦΑΚΟΣ, Γ. Α., *Φαντασία πολιτείας ισονόμου. Μελετήματα στη διαλεκτική της ελληνορωμαϊκής πολιτικής σκέψης*, Αθήνα 1995.

ΤΖΑΜΤΖΗΣ, Ι. Ε., *Libertas. Ζητήματα ελευθερίας εις το δίκαιο και τους θεσμούς της Ρώμης*, Αθήνα / Θεσσαλονίκη / Παρίσι 2006.

ΤΖΑΜΤΖΗΣ, Ι. Ε., *Ο Μεσογειακός Κόσμος, από τον θάνατο του Μεγάλου Αλεξάνδρου έως τη δολοφονία του Ιουλίου Καίσαρα (323-44 π.Χ.). Συνοπτική πολιτική και θεσμική Ιστορία*, 2η έκδοση - Αθήνα / Θεσσαλονίκη 2024.

ΤΖΑΜΤΖΗΣ, Ι. Ε., *Finis Iuris*, Αθήνα / Θεσσαλονίκη 2019.

Course outline

General

School	Philosophy
Department	History and Archaeology
Level of Studies	Master
Course Code	APE101 **Semester** 1
Course title	Prehistoric Archaeology I

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
	3	15

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Compulsory elective course of special background for the students in the Archaeology specialization (compulsory elective course for the second semester of the Master program)
PREREQUISITE COURSES:	Basic courses in Prehistoric Archaeology (Palaeolithic, Mesolithic, Neolithic, Bronze Age)
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. For the Erasmus+ students: possibility for examination in English, French or Italian (after agreement with the instructor)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Ability for in-depth assessment of concepts, theoretical approaches and methodological tools in Prehistoric Archaeology

Acquirement of specialized knowledge but also broad overview of the current debates in the research of prehistoric societies

Training in the process of scientific research: examination of primary data, collection of bibliographic references, assessment of articles, written and oral papers

Learning of academic skills in approaching research questions through interdisciplinary investigations

Development of critical thinking, in-depth training in oral and written academic work and the relevant bibliography (in Greek and other languages)

- Advancement of analytical and synthetic thinking
- In-depth training in the ability of critical thinking and assessment of the scientific data
- Development of the ability to investigate the primary data and comprehend synthetic works
- Experience in working autonomously or within groups, in the framework of a interdisciplinary environment
- Production of original works and development of new scientific approaches
- Promotion of respect of the physical environment and cultural diversity through the familiarization with the thought and the social structures of pre-industrial sociaties

SYLLABUS

The course offers an in-depth exploration in the research of social structures, technology, art, ideology, environment and palaeo-economy of the Stone Age and the Bronze Age cultures. The current research debates and modern interpretational approaches of prehistoric societies are explored through an interdisciplinary assessment of broader topics and/or case studies, where discrete scientific field converge and discourse (landscape archaeology, historical topography, geoarchaeology, archaeometry, taphonomy, archaeobotany, archaeozoology, palaeoanthropology, enthnography/ethnoarchaeology, ecology).

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face teaching and communication of students with instructors/supervisors
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	In-class teaching and discussions with the use of power-point presentations and reference to official websites of Museums, excavations and research projects. Online video screening, use of online databases and websites of educational / academic character

	Use of laboratory equipment in the Archaeological Laboratory (microscopes, photogrammetry set, etc)	
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Lectures in class	39 hours
	Practice with arch. material or replicas at the Educational Collection	21 hours
	Study	120 hours
	Essay writing	120 hours
	Course Total	*300 hours*
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of evaluation: Greek For the students of the Erasmus+ exchange program: possibility for examination in English, French, Italian (after arrangement with the instructor) Oral presentation in class and delivery of written essay Evaluation criteria include the level of critical thinking, the scientific approach of the examined topic, the analytical, inductive and synthetic skills, as well as the level of understanding of research topics as these were discussed during the course meetings and are presented in the relevant literature. Possibility for oral examination for students with learning difficulties. Oral examination for the Erasmus+ students, where they present a work that matches the educational interests and background of their country of origin	

Suggested bibliography

The bibliography will be listed in the webpage of the course, at the institutional platform ecourse.uoi.gr

Relevant scientific journals:
Nature, Science, Scientific Reports, PLoS One, Antiquity, Journal of Paleolithic Archaeology, Quaternary International, Journal of Archaeological Sciences, Journal of Human Evolution, Paleoanthropology, Quaternary Science Reviews, Evolutionary Anthropology, Hesperia, American Journal of Archaeology, Annual of the British School at Athens, Athenische Mitteilungen, Archäologischer Anzeiger, Αρχαιολογική Εφημερίς, AURA.

COURSE OUTLINE

GENERAL

SCHOOL	PHILOSOPHY
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY
LEVEL OF STUDIES	MASTER

COURSE CODE	APY102	**SEMESTER**	1

COURSE TITLE	CLASSICAL ARCHAEOLOGY I

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Course of special background offering specialized academic knowledge addressing to first-year MA students
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(1) LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.   *Consult Appendix A*   • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *Guidelines for writing Learning Outcomes*
  • Reinforcement of knowledge acquired during the BA.   • Acquisition of specialized knowledge in cutting-edge research issues in Classical Archaeology.   • Familiarity with the research process.   • Development of critical and scientific thinking, development of originality, application of new ideas.   • Acquisition of learning skills for writing a MA thesis and a PhD thesis in the future.

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*

Production of new research ideas	Others......

- Development of critical thinking
- Data synthesis.
- Production of original research ideas.
- Collaboration in an interdisciplinary environment
- Familiarity with group and independent work.
- Study of archaeological material.

SYLLABUS

The course primarily aims at familiarising students with methodology in archaeological research through the study of a particular research issue of key importance for Classical Archaeology in a chronological span extending from the Early Iron Age to the Hellenistic Period.
The selected research topic will address questions relating to the social, economic or political developments in the Greek world, funerary or cult practices, technological issues, etc.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power point και relevant video, movies, sites of archaeological excavations, museums and research projects. Presentations by invited researchers. Use of the academic online platform ecourse for providing academic material for facilitating students' research

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Teaching in class	39 hours
	Practicum at the department's museum of casts	21 hours
	Study	120 hours
	Preparation of the written paper	120 hours
	Course total	*300 hours*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving,*	Language of evaluation: Greek

written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Oral presentation with the use of power point in class Written essay

ATTACHED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

Coldstream, J.N. 1977. *Geometric Greece*, London.

Desborough, V. 1972. *The Greek Dark Ages*, London.

Dickinson, O. 2006. *The Aegean from Bronze Age to Early Iron Age: Continuity and change between the twelfth and eighth centuries BC*, London.

Dickinson, O. 2011. Dark Age, στο *The Homer Encyclopedia*, Chichester, 194-197.

Foxhall, L. 1995. Bronze to Iron: Agricultural Systems and Political Structures in Late Bronze Age and Early Iron Age Greece, *BSA* 90, 239-250.

Kotsonas, A. 2013. Dark Age Greece, στο *The Encyclopedia of Ancient History*, Malden Mass., 1929-1930.

Lemos, I.S. 2002. *The Protogeometric Aegean. The archaeology of the late eleventh and tenth centuries* bc, Oxford.

Lemos, I.S. & Kotsonas, A. (επιμ.), 2020. *A Companion to the Archaeology of Early Greece and the Mediterranean*, Oxford, Blackwells.

Mazarakis Ainian, A. 2014. The Early Iron Age (c. 1150–700 BCE), στο *Springer Encyclopedia of Global Archaeology*, New York, 2230–2248.

Morgan, C. 2009. The Early Iron Age, στο K.A. Raaflaub & H. van Wees (επιμ.), *A Companion to Archaic Greece*, Oxford, 43–63.

Morris, I. 2007. Early Iron Age Greece, στο W. Scheidel, I. Morris & R. Saller (επιμ.), *The Cambridge Economic History of the Greco-Roman World*, Cambridge, 211–241.

Morris, I. 2009. The Eighth-Century Revolution, στο K.A. Raaflaub & H. van Wees (επιμ.), *A Companion to Archaic Greece*, Oxford, 64–80.

Murray, O. 1980. *Early Greece*, Brighton.

Osborne, R. 1996. *Greece in the making 1200–479* BC, London.

Papadopoulos, J. 1996. Dark Age Greece, στο *The Oxford companion to archaeolog*y, Oxford, 253-255.

Papadopoulos, J. 2014. Greece in the Early Iron Age: Mobility, Commodities, Polities, and Literacy, στο *The Cambridge Prehistory of the Bronze and Iron Age Mediterranean*, Cambridge, 178-195.

Snodgrass, A. 1977. *The Dark Age of Greece*, Edinburgh.

Whitley, J. 1991. *Style and Society in Dark Age Greece. The changing face of a preliterate society 1100-700* bc, Cambridge.

Whitley, J. 2001.*The Archaeology of Ancient Greece*, Cambridge.

COURSE OUTLINE

GENERAL

SCHOOL	PHILOSOPHY
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
LEVEL OF STUDIES	Postgraduate Studies : MASTER

COURSE CODE	AIE201	**SEMESTER**	**2**

COURSE TITLE	ANCIENT GREEK HISTORY II

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background course
PREREQUISITE COURSES:	Undergraduate Courses in Ancient Greek History
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

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

The learning outcomes of the course for students are as follows:

- Specialized knowledge of the ancient Greek world, specifically regarding its geography, politics, institutions, religion, and economy, through the study of specific cases of ancient political structures and geographic regions, as outlined in section (3) COURSE CONTENT.
- Application of historical research methods and contemporary approaches to the study of antiquity, using primary sources as well as modern historical and archaeological literature.
- Analysis, synthesis, and interpretation of primary historical and archaeological sources to comprehend a region and describe the political and economic factors that shape its character and transform its identity elements.

- Development of critical thinking and the ability to make comparisons across different time periods or regions, identifying similarities and differences in sociopolitical structures and culture.
- Ability to communicate research findings at an academic level, both orally and in written form, through concise papers.

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……
Others…
……

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Production of free, creative and inductive thinking
- Respect for difference and multiculturalism
- Working independently
- Teamwork

SYLLABUS

This course examines the political organization and the formation of social and cultural identity in ancient Greece, aiming for an in-depth understanding of the characteristics, functions, and historical development of various communities and political structures in the ancient Greek world. Analysis is conducted through an interdisciplinary exploration of broader thematic areas combined with detailed examination of specific case studies, such as Epirus, Macedonia, Thrace, and others. Each political structure is analyzed within the broader context of the Greek world to highlight its unique features, its position within the wider geographical and historical framework, its connections with other regions, and its contribution to broader political, economic, or cultural developments.

The course investigates the structure of authority (institutions and laws), the structure of society (its composition, roles, and citizen rights), the economy (modes of production, trade, monetary circulation), culture (religious practices, myths, etc.), as well as the intercultural interactions of the community.

Additionally, the role of material and intellectual culture is examined in shaping political propaganda, community identity, and cultural interconnections.

The analysis relies on: i) Ancient literature (works by historians, geographers, or rhetoricians that provide insights into the community), ii) epigraphic evidence (decrees, dedications, legal texts documenting administrative and social functions), iii) Iconography and coin circulation, and iv) Archaeological findings (public buildings, funerary monuments and customs, residential remains, etc.).

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching, laboratory education, communication with students

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Activity	Semester workload
	Teaching in class	39 hours
	Study and analysis of bibliography	100 hours
	Preparation of presentations	41 hours
	Essay writing	120 hours
	Course total	**300 hours**

| **STUDENT PERFORMANCE EVALUATION**
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically defined evaluation criteria are given, and if and where they are accessible to students. | Written assignment of 6,000–8,000 words, public presentation.
- Written assignments: 70%
- Active participation in the course and in laboratory exercises (presentation and interpretation of archaeological findings): 30%
- Evaluation language: Greek for written assignments. Variably for Erasmus students.

Students are informed about the evaluation criteria at the beginning of the course. |

ATTACHED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

Hans Beck (ed.), *A Companion to Ancient Greek Government*, 2013.
Konrad H. Kinzl (ed.), *A Companion to the Classical Greek World*, 2006.
Robin J. Lane Fox (ed.), Brill's *Companion to Ancient Macedon. Studies in the Archaeology and History*. 2011.
Joseph Roisman and Ian Worthington (eds.), *A Companion to Ancient Macedonia*, 2010.
Julia Valeva, Emil Nankov, Denver Graninger, *A Companion to Ancient Thrace,* 2015.
W. L. Adams, *« "Symmiktous Katoikisas" and the City Foundations on the Thracian Frontier »*, Η Θράκη στον ελληνορρωμαϊκό κόσμο, Πρακτικά 10ου Διεθνούς Συνεδρίου Θρακολογίας, Κομοτηνή-Αλεξανδρούπολη 18-23 Οκτωβρίου 2005, Αθήνα 2007, 3-12.
A. Beyer, H. Bredekamp, U. Fleckner, G. Wolf, *Bilderfahrzeuge. Aby Warburgs Vermächtnis und die Zukunft der Ikonologie. Berlin, 2018.*

P. Cabanes, Drini Faïk (Dir.), *Corpus des inscriptions grecques d'Illyrie méridionale et d'Épire 3. Inscriptions d'Albanie (en dehors des sites d'Épidamne-Dyrrhachion, Apollonia et Bouthrôtos), EfA 2016.*

P. Cabanes, *Corpus des inscriptions grecques d'Illyrie méridionale et d'Épire 4, Inscriptions de la Molossie. EfA 2020.*

P. Delev, T. Stoyanov, S. Yanakieva, H. Popov, A. Bozkova, M. Vassileva, J. Tzvetkova, M. Damyanov, P. Ilieva, J. Emilov, *Ancient Thrace: Myth and Reality. The Proceedings of the Thirteenth International Congress of Thracology, 1,* St. Kliment Ohridski University Press, 2022.

M. H. Hansen, T. H. Nielsen (eds.), *An Inventory of Archaic and Classical Poleis.* Oxford, 2004.

M. B. Hatzopoulos, *Ancient Macedonia.* Trends in classics - key perspectives on classical research, 1. Berlin; Boston, 2020.

M. B. Hatzopoulos, *La Macédoine : Géographie historique, Langue, Cultes et croyances, Institutions.* Paris, 2006.

M. Kalaitzi, P. Paschidis, Cl. Antonetti and A.-M. Guimier-Sorbets (επιμ.), *Βορειοελλαδικά: Tales from the lands of the ethne. Essays in honour of Miltiades B. Hatzopoulos / Histoires du monde des ethné. Études en l'honneur de Miltiade B. Hatzopoulos.* Αθήνα, 2018.

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U. Peter, V. Stolba, *Thrace – Local Coinage and Regional Identity.* Berlin, 2021.

P. J. Rhodes, D. M. Lewis, *The Decrees of the Greek States.* Oxford 1997.

R. K. Sherk, "The Eponymous Officials of Greek Cities", *ZPE* 83 (1990), 249-288; 84 (1990), 231-295; 88 (1991), 225-260; 93 (1992), 223-272; 96 (1993), 267-295.

COURSE OUTLINE

GENERAL

SCHOOL	PHILOSOPHY
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY
LEVEL OF STUDIES	Postgraduate

COURSE CODE	**AIE202**	**SEMESTER**	**2**

COURSE TITLE	ROMAN HISTORY II

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background (P.M.S. specialization). The course is mandatory.
PREREQUISITE COURSES:	Previous undergraduate courses in Roman History.
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
The learning outcomes of the course for male and female students are as follows: 1. Proven in-depth knowledge regarding Ancient Rome (according to the topic analyzed in (3) COURSE CONTENT), which, enriching what was already taught in the first cycle of studies, will not only make them understand the peculiarity of the Roman contribution to world history, but will also provide them with the ability to provide a documented explanation to third parties of the Roman specificity. 2. Development of critical ability in the face of primary and secondary bibliography. 3. Knowledge of research methodology on Latin and ancient Greek sources and knowledge of the rules for handling Modern-Modern domestic and international bibliography.

4. Development of analytical and synthetic ability, inductive and combinatorial thinking in the expression of scientific opinion through the writing of a paper/study, with limited page limits, in a diagrammatic structure (plan) and strict adherence to the completion time.
5. Ability to define the desired goal, rationally process the data and draw conclusions on this basis, with correct handling of language.
6. Development of academic ethics at a research level.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Production of new research ideas	*Others...*
	....

Promoting free creative and inductive thinking
Search, analysis and synthesis of data and information, using the necessary technologies.
Adaptation to new situations.
Decision-making based on historical information.
Autonomous work.
Teamwork.
Understanding the Roman-style concept of power inherited in today's world.
Respect for cultural diversity.

SYLLABUS

In-depth study of the methods of administration of Italy and the Roman provinces, through Case Studies, where the structures of Roman administration are investigated, evolutionarily, in the Italian peninsula and in the provinces of the Eastern Part of the Roman Empire, the preserved structures of local native administrations in the cities and comae, the interaction and intertwining of these two poles. The reasons for the tolerance that Roman law showed towards local laws and the methods of political integration of the empire that stem from this tolerance are also examined. Finally, the preservation of social structures and local customs under the Roman canopy is examined.

1- CASE I. The province of Crete - Cyrenaica.
2- CASE II. The Romanization of Italy.
3- CASE III. The province of Judea / Palestine.
4- CASE IV. The province of Macedonia.
5- CASE V. The province of Asia.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*		

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Conducting a Seminar	39 hours
	Study and Analysis of Ancient Texts and Modern Bibliography	100 hours
	Preparing Presentations	41 hours
	Writing a Paper/Thesis	120 hours
	Course total	**300 hours**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written assignment of 6,000 – 8,000 words, Public presentation. Specifically: Written assignments: 70% Class attendance: 10% Active participation in the class: 20% Evaluation language: Greek for written Assignments. Students are informed about the evaluation criteria at the beginning of the course.

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Related academic journals:

ΒΛΑΧΟΣ, Κ., *Από την Patria Iuris στον Pater Patriae. Η σταδιακή ιδιωτικοποίηση της Respublica*, Θεσσαλονίκη 2022.
ΓΙΟΥΝΗ, Μ. Σ., *Provincia Macedonia. Θεσμοί ιδιωτικού δικαίου στη Μακεδονία επί Ρωμαιοκρατίας*, Αθήνα 2000.
ΔΗΜΟΠΟΥΛΟΥ, Α., *Λεσβίων Πολιτείαι: Πολίτευμα και δίκαιο των πόλεων της Λέσβου (αρχαϊκοί, κλασικοί, ελληνιστικοί, ρωμαϊκοί χρόνοι),* Αθήνα 2015.
ΔΟΥΚΕΛΛΗΣ, Π. Ν., *Ρώμη. Γέννηση και σταδιακή συγκρότηση μιας μεσογειακής πόλης (προχριστιανική περίοδος)*, Αθήνα 2024.

FRANKE, P.-R., *Η Μικρά Ασία στους Ρωμαϊκούς Χρόνους. Τα νομίσματα, καθρέφτης της ζωής των Ελλήνων*, Αθήνα 2006.

KEAVENEY, A., *Rome and the Unification of Italy*, 2η έκδ. - Liverpool 2005.

MAGIE, D., *Roman Rule in Asia Minor, to the End of the Third Century after Christ*, 1-2, 2η έκδ. - Princeton 1966 [ανατύπ. North Stratford 2000].

ΝΙΓΔΕΛΗΣ, Π. Μ. – ΣΟΥΡΗΣ, Γ. Α., *«Ανθύπατος λέγει». Ένα διάταγμα των αυτοκρατορικών χρόνων για το γυμνάσιο της Βέροιας,* Θεσσαλονίκη 2005.

SARTRE, M., Ρωμαϊκή Αυτοκρατορία: οι Ανατολικές επαρχίες, από τον Αύγουστο μέχρι τους Σεβήρους, Αθήνα 2012.

SHERWIN-WHITE, A.N., *Roman Society and Roman Law in the New Testament*, Oxford 1963 [2000].

ΤΖΑΜΤΖΗΣ, Ι. Ε., *Creta Romana. Πηγές δικαίου, πολιτικοί και κοινωνικοί θεσμοί στην Κρήτη κατά την ρωμαϊκή περίοδο (67 π.Χ. - 235 μ.Χ.)*, Χανιά 2013.

ΣΥΛΛΟΓΙΚΟ ΕΡΓΟ, Editors: CZAJKOWSKI, K. – ECKHARDT, B. – STROTHMANN, M., *Law in the Roman Provinces – 'Oxford Studies in Roman Law and Society'*, Oxford 2020.

COURSE OUTLINE

GENERAL

SCHOOL	Philosophy
ACADEMIC UNIT	Department of History and Archaeology
LEVEL OF STUDIES	Postgraduate studies
COURSE CODE	AIE203 **SEMESTER** 2
COURSE TITLE	ANCIENT HISTORY: Introduction to Numismatics and Coin portraiture

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	Lecture	

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	**Special Background**
PREREQUISITE COURSES:	Ancient Greek, Roman History and Classical Archaeology
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. For Erasmus students choice of exams in English, German or french.
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	Yes

LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A*   *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   *Guidelines for writing Learning Outcomes*
Through the course, students are expected on the one hand to become acquainted with the scholarly field of numismatics, and on the other to study the depiction of human figures on coins.

During the lectures, initially students will be taught the basics of numismatics, the development of the money economy, and its role in human society. Through in-class discussion, students are expected to develop their critical assessment skills.

Lectures will subsequently focus on the human figure and the evolution of its use, as can be clearly observed on numismatic depictions: from idealistic figure portraits to means of official propaganda and deification of the Hellenistic ruler.

In order to fully comprehend the course, students are required to study specialized bibliography, learn the method of writing an assignment on numismatics, and compile numerous pictures of coins.

SYLLABUS

Through the lectures, students are expected to become familiar with the history of the coinage of Ancient Greece:

- **Pre-numismatic period**
- **need for the establishment of a money economy**
- **beginnings**
- **technical issues**
- **right to produce coins**
- **standards**
- **information regarding coins, drawn from the Ancient literature and inscriptions**
- **issues of circulation within and beyond the centre of production**
- **war, trade, public works, and coins**
- **iconography**

Public figures were depicted on coins of the Achaemenid Empire and its vassal states from the late 6th and 5th c. B.C. onwards.

In the Hellenic world, the issuing authorities first began to convey political agendas through coins in the transitional period from Archaic to Classical Greece.
Shortly before the Hellenistic period, coins would begin to depict the personalized figures of the rulers.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	**Face-to-face**
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**Use of PowerPoint presentations during lectures.** **Study material: photographs of coins, relevant literary and inscriptional sources.** **Educational field trip.**

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	**Activity**	**Semester workload**
	Independent study	
	Preparation of minor written assignments on the ancient written sources and modern bibliography	
	Course total	**300 hours**

| **STUDENT PERFORMANCE EVALUATION**
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students. | **Evaluation language: Greek**
For students of the Erasmus+ program, choice of examination in English, German, or French.

Questions and discussions during lectures.
Optional assignments utilizing Greek and foreign bibliography.
Oral examination |

ATTACHED BIBLIOGRAPHY

ΕΠΙΛΕΓΜΕΝΗ ΒΙΒΛΙΟΓΡΑΦΙΑ

General Works

P.R. Franke – M. Hirmer, *Die griechische Münze*, Μόναχο 1964.

B. V. Head, *Historia Numorum*, Οξφόρδη 1911.

Chr. Howgego, *Η αρχαία ιστορία μέσα από τα νομίσματα* (μετάφρ. Μ. Ζαχαριάδου), Αθήνα 2009.

J. P. C. Kent – A. U. Stylow – B. Overbeck, *Die römische Münze*, Μόναχο 1973.

C. M. Kraay, *Archaic and Classical Greek Coins*, Λονδίνο 1976.

J. R. Melville-Jones, *Testimonia Numaria*, Λονδίνο 1993.

O. Mørkholm, *Early Hellenistic Coinage*, Cambridge – New York – Port Chester – Melbourne – Sydney 1991.

Μ. Οικονομίδου, *Αρχαία Νομίσματα* (Ελληνική Τέχνη), Αθήνα 1996.

Ch. Seltman, *Greek Coins*, Λονδίνο 1960.

Hoards

IGCH = *An Inventory of Greek Coin Hoards* (επιμ. M. Thompson – O. Mørkholm – C. M. Kraay), Νέα Υόρκη 1973.

CH = *Coin Hoards 1-10*, Λονδίνο 1975-2010. [συνεχίζεται]

Lexica

J. R. Melville-Jones, *Dictionary of Ancient Greek Coins*, Λονδίνο 1998[2].

M. Amandry et alii, *Dictionnaire de numismatique*, Παρίσι 2001.

W. Leschhorn – P. R. Franke, *Lexikon der Aufschriften auf griechischen Münzen 1-2*, Βιέννη 2002-2009.

Catalogues

BMC = *The British Museum Catalogue 1-29*, Λονδίνο 1873-1927.

SNG = *Sylloge Nummorum Graecorum*. [Δημόσιες και ιδιωτικές Συλλογές]

Περιοδικά

Νομισματικά Χρονικά (Nom.Cron.)
Numismatic Chronicle (N.M.)
Revue Numismatique (R.N.)
Journal of Numismatc Studies (JNS)
etc.

Sources, papers, and photographs of icons will be provided electronically.

COURSE OUTLINE

GENERAL

SCHOOL	PHILOSOPHY
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
LEVEL OF STUDIES	Postgraduate Studies : MASTER

COURSE CODE	EIE201	**SEMESTER**	2

COURSE TITLE	WORKSHOP HISTORY IN PRACTICE

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	A special background course for postgraduate students in the last semester before the preparation of the thesis, aiming to develop skills in the field and to practice the knowledge acquired during the first and second semesters of the MSc.
PREREQUISITE COURSES:	Courses in Ancient Greek and Roman History
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

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

The learning outcomes of the course for students are as follows:

- Application of historical research methods and contemporary approaches to the study of antiquity, using primary sources as well as modern historical and archaeological literature.
- Analysis, synthesis, and interpretation of primary historical and archaeological sources to comprehend a region and describe the political and economic factors that shape its character and transform its identity elements.

- Development of critical thinking and the ability to make comparisons across different time periods or regions, identifying similarities and differences in sociopolitical structures and culture.
- Ability to communicate research findings at an academic level, both orally and in written form, through concise papers.

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
......
Others...
......

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Production of free, creative and inductive thinking
- Respect for difference and multiculturalism
- Working independently
- Teamwork

SYLLABUS

The goal of the History in Practice workshop is to bring students into the research field through experience in a historical archive, inscription collection, and numismatic evidence, either in field research or in a project to study historical material in a specific archaeological museum, public or private collection, library, archaeological repository, or archaeological site. The fieldwork is combined with a series of special lectures by qualified researchers on issues related to the design and implementation of historical research, the use of traditional tools (e.g. inscription mapping and the use of prints and casts), and the applications of information technology in historical research.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS	*Activity*	*Semester workload*

The manner and methods of teaching are described in detail. *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Field Work	25 hours
	Study and analysis of bibliography	100 hours
		125 hours

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically defined evaluation criteria are given, and if and where they are accessible to students.*	- Students learn theoretically, are trained in practice and practice in the field in above and their performance is evaluated depending on: 1.Their participation in the activities of the Workshop (50%) 2.The final paper they prepare and through which they document their familiarity with the relevant terminology and scientific discourse (50%)

ATTACHED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

Hans Beck (ed.), *A Companion to Ancient Greek Government*, 2013.
Konrad H. Kinzl (ed.), *A Companion to the Classical Greek World*, 2006.
M. H. Hansen, T. H. Nielsen (eds.), *An Inventory of Archaic and Classical Poleis.* Oxford, 2004.

Course outline

General

School	Philosophy
Department	History and Archaeology
Level of Studies	Master
Course Code	APE201

Course Code	APE201		**Semester**	**2**
Course title	Prehistoric Archaeology II			

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
	3	10

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Compulsory elective course of special background for the students in the Archaeology specialization (compulsory elective course for the second semester of the Master program)
PREREQUISITE COURSES:	Basic courses in Prehistoric Archaeology (Palaeolithic, Mesolithic, Neolithic, Bronze Age)
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek. For the Erasmus+ students: possibility for examination in English, French or Italian (after agreement with the instructor)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Ability for in-depth assessment of concepts, theoretical approaches and methodological tools in Prehistoric Archaeology

Acquirement of specialized knowledge but also broad overview of the current debates in the research of prehistoric societies

Training in the process of scientific research: examination of primary data, collection of bibliographic references, assessment of articles, written and oral papers

Learning of academic skills in approaching research questions through interdisciplinary investigations

Development of critical thinking, in-depth training in oral and written academic work and the relevant bibliography (in Greek and other languages)

- Advancement of analytical and synthetic thinking
- In-depth training in the ability of critical thinking and assessment of the scientific data
- Development of the ability to investigate the primary data and comprehend synthetic works
- Experience in working autonomously or within groups, in the framework of a interdisciplinary environment
- Production of original works and development of new scientific approaches
- Promotion of respect of the physical environment and cultural diversity through the familiarization with the thought and the social structures of pre-industrial sociaties

SYLLABUS

The course offers an in-depth exploration in the research of social structures, technology, art, ideology, environment and palaeo-economy of the Stone Age and the Bronze Age cultures. The current research debates and modern interpretational approaches of prehistoric societies are explored through an interdisciplinary assessment of broader topics and/or case studies, where discrete scientific field converge and discourse (landscape archaeology, historical topography, geoarchaeology, archaeometry, taphonomy, archaeobotany, archaeozoology, palaeoanthropology, enthnography/ethnoarchaeology, ecology).

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face teaching and communication of students with instructors/supervisors
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	In-class teaching and discussions with the use of power-point presentations and reference to official websites of Museums, excavations and research projects. Online video screening, use of online databases and websites of educational / academic character

	Use of laboratory equipment in the Archaeological Laboratory (microscopes, photogrammetry set, etc)	
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Lectures in class	39 hours
	Practice with arch. material or replicas at the Educational Collection	21 hours
	Study	120 hours
	Essay writing	120 hours
	Course Total	*300 hours*
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of evaluation: Greek For the students of the Erasmus+ exchange program: possibility for examination in English, French, Italian (after arrangement with the instructor) Oral presentation in class and delivery of written essay Evaluation criteria include the level of critical thinking, the scientific approach of the examined topic, the analytical, inductive and synthetic skills, as well as the level of understanding of research topics as these were discussed during the course meetings and are presented in the relevant literature. Possibility for oral examination for students with learning difficulties. Oral examination for the Erasmus+ students, where they present a work that matches the educational interests and background of their country of origin	

Suggested bibliography

The bibliography will be listed in the webpage of the course, at the institutional platform ecourse.uoi.gr

Relevant scientific journals:
Nature, Science, Scientific Reports, PLoS One, Antiquity, Journal of Paleolithic Archaeology, Quaternary International, Journal of Archaeological Sciences, Journal of Human Evolution, Paleoanthropology, Quaternary Science Reviews, Evolutionary Anthropology, Hesperia, American Journal of Archaeology, Annual of the British School at Athens, Athenische Mitteilungen, Archäologischer Anzeiger, Αρχαιολογική Εφημερίς, AURA.

COURSE OUTLINE

GENERAL

SCHOOL	PHILOSOPHY
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
LEVEL OF STUDIES	MASTER
COURSE CODE	APE202 **SEMESTER** 2
COURSE TITLE	CLASSICAL ARCHAEOLOGY II

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	**10**
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Course of special background offering specialized academic knowledge addressing to first-year MA students	
PREREQUISITE COURSES:	-	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
 • Reinforcement of knowledge acquired during the BA. • Acquisition of specialized knowledge in cutting-edge research issues in Classical Archaeology. • Familiarity with the research process. • Development of critical and scientific thinking, development of originality, application of new ideas. • Acquisition of learning skills for writing a MA thesis and a PhD thesis in the future.
General Competences *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management* *Respect for difference and multiculturalism*

- Development of critical thinking
- Data synthesis.
- Production of original research ideas.
- Collaboration in an interdisciplinary environment
- Familiarity with group and independent work.
- Study of archaeological material.

SYLLABUS

This is an in-depth course, where through the selection of a thematic area of study, important research issues of Classical Archaeology are examined in a chronological span extending from the Archaic Period to the Hellenistic Period. The selected research topic will address questions relating to the social, economic or political developments in the Greek world, funerary or cult practices, technological issues, etc.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of PowerPoint and relevant videos, movies, official sites of archaeological excavations, museums and research projects. Presentations by invited researchers. Use of the academic online platform e-course for providing academic material for facilitating students' research

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	Teaching in class	39 hours
	Practicum at the department's museum of casts	21 hours
	Autonomous Study	120 hours
	Preparation of the written paper	120 hours
	Course total	**300 hours**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure*	

Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other	Language of evaluation: Greek Oral presentation with the use of PowerPoint in class
Specifically defined evaluation criteria are given, and if and where they are accessible to students.	Written essay

ATTACHED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

J. M. Barringer, *The Art and Archaeology of Ancient Greece,* Edinburgh 2015.
J. M. Barringer, *Art, Myth, and Ritual in Classical Greece,* Edinburgh 2008.
B. Cohen (ed.), *Not the Classical Ideal*, Leiden 2000.
I. Morris, *Classical Greece: Ancient histories and modern archaeologies*, Cambridge 1994.
J. Whitley, *The Archaeology of Ancient Greece*, Cambridge 2001.

J. Hurwit, *The Art and Culture of Early Greece, 1100-480 B.C.*, London 1988.
K. Raaflaub – H. van Wees (eds.), *A Companion to Archaic Greece*, Oxford 2009.
H.A. Shapiro (ed.), *The Cambridge Companion to Archaic Greece*, Cambridge 2007.

W. Heilmeyer – M. Maischberger (eds.), *Die Griechische Klassik. Idee oder Wirklichkeit. Eine Ausstellung im Martin-Gropius Bau, Berlin, 1. Marz – 2. Juni 2002 und in der Kunst-und Ausstellungshalle der Bundesrepublik Deutschland, Bonn, 5.Juli-6 Oktober 2002*, Mainz 2002.
K. Kinzl (ed.), *A Companion to the Classical Greek World*, Malden, MA 2006.
L. J. Samons, *The Cambridge companion to the Age of Pericles*, Cambridge 2007.
A. Stewart, *Classical Greece and the Birth of Western Art*, Cambridge 2008.

L. Cerchiai – L. Jannelli – F. Longo, *The Greek cities of Magna Graecia and Sicily,* Los Angeles 2004.
R. R. Holloway, *The Archaeology of Ancient Sicily*, 2nd ed., Routledge 2000.
G. R. Tsetskhladze – A. J. Graham, *Greek Colonisation: An Account of Greek Colonies and Other Settlements Overseas*, Leiden/Boston, 2008.
G. R. Tsetskhladze – A. M. Snodgrass, *Greek Settlements in the Eastern Mediterranean and the Black Sea*, Oxford 2002.

I. Jenkins, *Greek Architecture and its Sculpture*, Cambridge 2006.
E. Lippolis – M. Livadiotti – G. Rocco, *Architettura greca. Storia e monumenti del mondo della polis dalle origini al V secolo*, Milano 2007.
J. G. Pedley, *Sanctuaries and the Sacred in the Ancient Greek World*, Cambridge 2005.
T. Spawforth, *The complete Greek Temples*, London 2006.

O. Palagia (ed.), *Greek Sculpture. Function, Materials, and techniques in the Archaic and Classical Periods*, Cambridge 2008.
A. Stewart, *Greek Sculpture. An exploration*, New Haven, London 1990.

M. Bieber, *The Sculpture of the Hellenistic Age*, 2nd ed., New York 1961.
G. R. Bugh (ed.), *The Cambridge Companion to the Hellenistic World*, Cambridge 2006.
A. F. Stewart, *Art in the Hellenistic World*, Cambridge 2014.
F. E. Winter, *Studies in Hellenistic Architecture*, Toronto 2006.

COURSE OUTLINE

GENERAL

SCHOOL	PHILOSOPHY
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY
LEVEL OF STUDIES	MASTER
COURSE CODE	APE203 **SEMESTER** 2
COURSE TITLE	ROMAN ARCHAEOLOGY

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Course of special background offering specialized academic knowledge addressing to first-year MA students
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A   • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *Guidelines for writing Learning Outcomes*
  • Reinforcement of knowledge acquired during the BA.   • Acquisition of specialized knowledge in cutting-edge research issues in Classical Archaeology.   • Familiarity with the research process.   • Development of critical and scientific thinking, development of originality, application of new ideas.   • Acquisition of learning skills for writing a MA thesis and a PhD thesis in the future
General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma

Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
	Respect for difference and multiculturalism
Adapting to new situations	*Respect for the natural environment*
Decision-making	*Showing social, professional and ethical responsibility and*
Working independently	*sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Production of new research ideas	*Others...*
	....

- Development of critical thinking
- Data synthesis.
- Production of original research ideas.
- Collaboration in an interdisciplinary environment
- Familiarity with group and independent work.
- Study of archaeological material.

SYLLABUS

The course primarily aims at familiarising students with methodology in archaeological research through the study of a particular research issue of key importance for Roman Archaeology in a chronological span extending from the foundation of Rome but mostly to the imperial era and Late Antiquity.

The selected research topic will address questions relating to the social, economic or political developments in the Roman world, organization and use of space, technological issues, funerary or cult practices, ideology etc.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of power point και relevant video, movies, sites of archaeological excavations, museums and research projects. Presentations by invited researchers. Use of the academic online platform ecourse for providing academic material for facilitating students' research

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.*	**Activity**	**Semester workload**
	Teaching in class	39 hours
	Practice at Museums and at the Department's Cast Museum	21 hours

	Study	120 hours
The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Preparation of the written paper	120 hours
	Course total	**300 hours**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of evaluation: Greek Oral presentation with the use of power point in class Written essay

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- *Related academic journals:*

- N.H. Ramage-A. Ramage, *Ρωμαϊκή τέχνη. Από τον Ρωμύλο στον Κων/νο*, (μετάφρ. Δ. Δημητριάδου, επιμ. Θ. Στεφανίδου-Τιβερίου) Θεσσαλονίκη 2000.
-P. Zanker, *Ο Αύγουστος και η δύναμη των εικόνων*, Αθήνα 2006.

-Henner von Hesberg, *Ρωμαϊκή Αρχιτεκτονική*, (μετάφρ. Χ. Παπαγεωργίου, επιμ. Θ. Στεφανίδου-Τιβερίου), Θεσσαλονίκη 2009.
-P. Gross, *L' Architecture romaine du debut du IIIe siecle av. J.-C. à la fin du Haut-Empire*, I-II, Paris 1996.
- I. Baldassarre, D. Roberte, *La peinture romaine: de l'époque hellenistique à l' antiquité tardive,* Arles- Milan 2006.
R. Ling, *Roman Painting*, Cambridge 1991.
-H. Mielsch, *Römische Wandmalerei*, Darmstadt 2001.

-Π. Ασημακοπούλου Ατζακά, *Ψηφιδωτά δάπεδα. Προσέγγιση στην τέχνη του αρχαίου ψηφιδωτού : έξι & ένα κείμενα*, Θεσσαλονίκη 2019.
-Π. Ασημακοπούλου Ατζακά, *Εικονιστικά ψηφιδωτά δάπεδα : ελλαδικός χώρος, 5ος αι. π.Χ. - 7ος αι. μ.Χ.*, Θεσσαλονίκη 2023.
- K.M. Dunbabin, *Mosaics of the Greek and Roman World*, Cambridge U.K.- N. York 1999.

-K.M. Dunbabin, *The Mosaics of Roman North Africa: Studies in Iconography and Patronage*, Oxford- N. York 1978.

-S. Muth, Erleben von Raum-Leben im Raum. *Zur Funktion mythologischer Mosaikbilder in der römisch-kaiserzeitlichen Wohnarchitektur*, Heidelberg 1998.

- F. A. Bauer-Chr. Witschel*, Statuen in der Spätantike*, Wiesbaden 2007.

-Σ. Βλίζος (επιμ.), *Η Αθήνα κατά τη Ρωμαϊκή εποχή. Πρόσφατες ανακαλύψεις, νέες έρευνες* (Αθήνα 2008)

- Γ. Δεσπίνης, Θ. Στεφανίδου Τιβερίου, Εμ. Βουτυράς, *Κατάλογος Γλυπτών του Αρχαιολογικού Μουσείου Θεσσαλονίκης, I-IV*, Θεσσαλονίκη 1997-2020.

-J. Fejfer, *Roman Portraits in Context*, Berlin-N. York 2008.

-K. Fittschen- P. Zanker, *Katalog der römischen Porträts in den Capitolinischen Museen und den anderen kommunalen Sammlungen der Stadt Rom*, I-IV, Mainz 1983-

- Κατάκης Στυλιανός, *Επίδαυρος: τα γλυπτά των ρωμαϊκών χρόνων από το ιερό του Απόλλωνος Μαλεάτα και του Ασκληπιού*, Αθήνα 2002

- G. Koch- H. Sichtermann, R*ömiche Sarkophage. Handbuch der Archäologie*, München 1982.

- G. Koch- H. Sichtermann, *Griechische Mythen auf römischen Sarkophagen*, Tübingen 1975.

-M. Lagogianni-Georgakarakos, *Die Grabdenkmäler mit Porträts aus Makedonien*, CSIR, Griechenland III.1, Athens 1998.

-Th. Stefanidou-Tiveriou, *Die lokalen Sarkophage aus Thessaloniki*, Sarkophag-Studien 8, Ruhpolding 2014.

-Θ. Στεφανίδου-Τιβερίου – Π. Καραναστάση – Δ. Δαμάσκος (επιμ.), *Κλασική παράδοση και νεωτερικά στοιχεία στην πλαστική της ρωμαϊκής Ελλάδας, Πρακτικά Διεθνούς Αρχαιολογικού Συνεδρίου*, Θεσσαλονίκη 7-9 Μαΐου 2009 (Θεσσαλονίκη 2012)

-R.R. Smith, *Roman portrait statuary from Aphrodisias*. Mainz 2006.

COURSE OUTLINE

GENERAL

SCHOOL	PHILOSOPHY
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
LEVEL OF STUDIES	Postgraduate Studies : MASTER
COURSE CODE	**EAE201** **SEMESTER** 2
COURSE TITLE	WORKSHOP ARCHAEOLOGY IN PRACTICE

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
	3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	A special background course for postgraduate students in the last semester before the preparation of the thesis, aiming to develop skills in the field and to practice the knowledge acquired during the first and second semesters of the MSc.
PREREQUISITE COURSES:	Courses in Prehistoric, Classical and Roman Archaeology
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
The learning outcomes of the course for students are as follows: Deepening the theoretical / bibliographical knowledge that the student has acquired in the first two semesters of studies in the MSc. - Familiarization with excavation methodology and excavation techniques field. - In-depth knowledge of theoretical issues of excavation/fieldwork.

- Familiarisation with the methodology, techniques and technology of surface survey.

- Familiarity with the management of finds within the existing framework of law and

scientific ethics.

- Acquire specialist knowledge of cutting-edge research issues in Prehistoric and Classical Archaeology.

- Familiarization with the basic concepts of preventive and in situ conservation, with sampling protocols for archaeometric analyses and with the basic principles of museum storage.

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Teamwork	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Production of new research ideas	*Others...*
	......

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Production of free, creative and inductive thinking
- Respect for difference and multiculturalism
- Working independently
- Teamwork

SYLLABUS

The aim of the workshop "Archaeology in Practice" is to bring students into the field through participation in an excavation, a fieldwork project, or a project to study archaeological material in a specific archaeological museum, archaeological repository or archaeological site.
Through this participation, students will become familiar with and consolidate the methodology of excavation/fieldwork both theoretically and practically in the field through participation in their respective projects. In addition, they will be trained in the systematic organization and recording of archaeological study.
The fieldwork is combined with a series of special lectures by qualified researchers on issues of planning and implementation of an archaeological investigation, the use of traditional tools (photography, drawing) and new technologies in modern field investigations (geophysical, geophysical and geochemical investigations, use of satellite systems, remote

sensing and aerial photography). The course also includes the basic principles of field preservation and conditions of artifact storage, familiarizes students with the absolute dating methods and sampling protocols that
they require, and introduces students to basic concepts of museology.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching, laboratory education, communication with students

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Activity	Semester workload
	Field Work	25 hours
	Study and analysis of bibliography	100 hours
		125 hours

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically defined evaluation criteria are given, and if and where they are accessible to students.*	- Students learn theoretically, are trained in practice and practice in the field in above and their performance is evaluated depending on: 1.Their participation in the activities of the Workshop (50%) 2.The final paper they prepare and through which they document their familiarity with the relevant terminology and scientific discourse (50%)

ATTACHED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

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• Banning, E.B. 2020. The Archaeologist's Laboratory, Cham.
• Binford, L. 1983. In pursuit of the past. Decoding the archaeological record, London.
• Corinth Excavamons, Archaeological Site Manual, American School of Classical Studies, 2008 (Ανασκαφικό εγχειρίδιο της Αμερικανικής Σχολής Κλασικών Θέμελης, Π. 2018. Ανασκαφή, Αθήνα.
• Carver, M. 2009. Archaeological Inves}ga}on, London.
• Djindjian, F. Αρχαιολογία. Θεωρίες, μέθοδοι και ανασυνθέσεις (επιμ. Γ. Βαβουρανάκης), Αθήνα.
• Dreweî, P. L. 1999. Field Archaeology - An Introduc}on, London.
• Harris, E. 1989. Principles of Archaeological Excava}on, Academic Press.
• Hodder, I. 2002. Διαβάζοντας το παρελθόν. Τρέχουσες ερμηνευτικές προσεγγίσεις στην αρχαιολογία (επιμ. Κ. Κωτσάκης, μτφρ. Π. Μουτζουρίδης,

Κ. Νικολέντζος & Μ. Τσούλη). Αθήνα.
• Renfrew, C. & Bahn, P. 2000. Αρχαιολογία: Θεωρίες, μεθοδολογία και
πρακτικές εφαρμογές (μτφρ. Ι. Καραλή-Γιαννακοπούλου), Αθήνα.
• Trigger, B.G. 2006. A History of Archaeological Thought, Cambridge.
• van Andel, T. & Runnels, C. 2002. Αρχαιολογία χωρίς σκαπάνη. Η περίπτωση
της Νότιας Αργολίδας (μτφρ. Ε. Σαχπέρογλου & Ε. Σταμπόγλη), Αθήνα.
• Wilkinson, P. 2020. Archaeology: What it is, where it is and how to do it, Oxford.
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• Χουρμουζιάδης, Γ. 1999. Λόγια από χώμα, Αθήνα.
• Χουρμουζιάδης, Γ. 2006. Ανασκαφής Εγκόλπιον, Αθήνα.

COURSE OUTLINE

(3) GENERAL

SCHOOL	PHILOSOPHY
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY
LEVEL OF STUDIES	MASTER

COURSE CODE		**SEMESTER**	3rd
COURSE TITLE	THESIS		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
		30
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Compulsory Special background specialised academic knowledge and skills development
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(4) LEARNING OUTCOMES

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

The preparation and submission of a thesis is a basic requirement for obtaining the MA degree after successfully completing the courses offered in the first two semesters of the Postgraduate Program.

The thesis is a holistic, scientific and academic work, presented in public. It treats with originality a research topic relevant to the candidate's research interests and his/her academic speciality as chosen during his first year of studies in the Postgraduate Program.

The aim of the thesis is to further promote critical thinking, data synthesis, organization and analysis of material and bibliographic data and the production of original work, individually by each student in a strictly systematic and scientific manner.

Guided by his/her supervisor and co-supervisors, the candidate will develop significant research skills and will experience the benefits resulting from the comprehensive study and research on the chosen topic.

After successfully completing the thesis, the student will be able to:

- Identify and clearly articulate an independent research issue, to address the necessity of

investigating it and its originality, as well as the objectives of the research by applying a specific methodology.
- Describe and document the theoretical background of the study and the research questions through reliable and up-to-date bibliography.
- Thoroughly present the related history of the research, carrying out the relevant bibliographic analysis, targeted at the research questions and hypotheses.
- Discuss in scientific terms the chosen research methodology, after collecting the data and following specific rules, applicable to research and related to the research questions.
- Use the available bibliography for a specific thematic area with a critical and synthetic spirit.
- Compose and edit a complete and well-structured scientific essay with internal coherence.
- Communicate the conclusions of his/her research through a comprehensive presentation

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
	Respect for difference and multiculturalism
Adapting to new situations	*Respect for the natural environment*
Decision-making	*Showing social, professional and ethical responsibility and*
Working independently	*sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

- Development of scientific and critical thinking, methodological research, and data synthesis.

• Promotion of original research ideas.

• Work in an interdisciplinary environment

• Familiarity with group work as well as autonomous, individual work.

• Study of archaeological material.

• Promotion of free, creative and inductive thinking.

(5) SYLLABUS

The Thesis is prepared during the 3rd semester of the Postgraduate Studies Program and aims to discuss and present in public a research issue in the frame of the research area covered by the Program. Students need to synthesize in a structured manner the knowledge they have acquired during their studies, while using archaeological data with the relevant bibliography.

The thesis should be 20,000 – 30,000 words long, excluding bibliography.

The thesis should have:

- Cover (with the title of the thesis, the name of the student and the name of the supervisor)
- List of abbreviations
- Table of contents
- Preface/Acknowledgements
- Introduction, where the topic, the necessity of the specific choice, the history of the research and the questions to which the thesis is called upon to answer are presented together with the adopted methodology and structure.
- Chapters
- Conclusions

- Plates
- List of plates' origin
- Bibliography

(6) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Face-to-face communication of students with supervisors and co-supervisors Material study, participation in workshops etc Online meetings
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	<table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Bibliographic research</td><td>100</td></tr><tr><td>Preparation of the thesis</td><td>200</td></tr><tr><td>Writing the thesis</td><td>300</td></tr><tr><td>Preparation of the oral presentation</td><td>150</td></tr><tr><td>Total</td><td>750</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The evaluation follows the following procedure: 1) Submission of the Thesis to the members of the examination committee 2) Oral Defence of the Thesis in public at a specified time and place 3) The evaluation is carried out by a three-member committee composed of members of the Department or Departments of other Universities and research Centers. 4) After the defence, each member of the Committee provides a grade. The final grade is the average of the grades proposed by the members of the examination committee. The final grade is based on the following: Quality of Content (topic's originality, research potential, level of research, objectives, documentation, development of research skills, autonomy of thought, production of new research ideas, synthetic perception and critical approach) 50% Research methodology 10%

	Structure and quality of the edited thesis	20%
	Oral presentation	20%

(7) ATTACHED BIBLIOGRAPHY

The basic bibliography is provided by the supervisors and co-supervisors and then expanded by the student who is expected to use the library of the University, as well as those of other institutions and research centers, as well as of Foreign Archaeological Schools in Greece.