

COURSE OUTLINE

(1) GENERAL

SCHOOL	Philosophy		
ACADEMIC UNIT	Archaeology		
LEVEL OF STUDIES	Post graduate		
COURSE CODE		SEMESTER	1st
COURSE TITLE	Classical Archaeology I		
INDEPENDENT TEACHING ACTIVITIES <i>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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Course of specialization, compulsory for postgraduates of the 1 st semester		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%)</i> <i>synchronous distance learning (%)</i> <i>asynchronous distance learning (%)</i> <i>(In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	In person		
AVAILABILITY TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes <i>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.</i> <i>Consult Appendix A</i> • 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 • Brief Guide for drafting Learning Outcomes
• Reinforcement of the knowledge acquired from the first cycle of studies • Acquisition of specialized knowledge on the ritual and memory in the Early Iron Age. • Familiarity with the research process. • Development of critical thinking. • Development of learning skills for writing a research paper.

General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?</i>	
<i>Search, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adaptability to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Other...</i> <i>.....</i>
• Analysis and synthesis of data and information, with the use of the necessary technology • Working independently • Team work • Working in an interdisciplinary environment • Production of new research ideas	

(3) COURSE SYLLABUS

The course primarily aims to familiarize students with the history and methodology of archaeological research through bibliographic analysis.

The selected course focuses on ritual practices and memory in the Early Iron Age. The definition of ritual, as well as the relevant theoretical anthropological and archaeological approaches will be discussed before moving to the archaeological traces of rituals in all contexts (domestic, religious and funerary) in the Early Iron Age Aegean, while it will also touch upon the concept of memory and its archaeological imprint.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Face-to-fae
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Communication via ecourse, emails and in person in a regular basis.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	Team assignments and discussions, exchange and use of educational material
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	Powerpoint presentations, use of official websites of museums, excavations, and research projects. Video presentations, as well as online digital databases and websites for educational and academic purposes.

TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Access to a computer or mobile device with internet connection and ability to use the e-course platform. Basic skills in using word processing applications, bibliography searching and electronic communication.	
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	Strictly prohibited in assignments and exams and will be detected using screening tools.	
ARTIFICIAL INTELLIGENCE POLICY <i>(1) The use of Artificial Intelligence is prohibited in all circumstances</i> <i>(2) The use of Artificial Intelligence is allowed only with the permission of the instructor</i> <i>(3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> <i>(4) Students are free to use Artificial Intelligence</i>	The use of Artificial Intelligence tools is permitted only with a clear declaration of their use in assignments, in accordance with the principles of academic ethics and the Department's policy on the use of Productive Artificial Intelligence.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.</i>	Activity	Semester workload
	Teaching in class	39 hours
	Teaching in Laboratory	9 hours
	Study	120 hours
	Preparation of the presentation	12 hours
	Essay writing	120 hours
	Course total	300
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Oral presentation and written long essay	

(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography:

- Bell, C. 1992. *Ritual Perspectives and Dimensions*, Oxford.
- Bell, C. 2007. Response: Defining the Need for a Definition, στο E. Kyriakidis (επιμ.), *The Archaeology of Ritual*, Los Angeles, 289-308.
- Durkheim, E., 1965. *The Elementary Forms of Religious Life* (μτφρ. J. W. Swain), New York.
- Geertz, C., 1966. Religion as a cultural system, στο M. Banton (επιμ.), *Anthropological Approaches to the Study of Religion*, London, 1-46.
- Insoll, T. (επιμ.), 2011. *The Oxford Handbook of the Archaeology of Ritual and Religion*, Oxford.
- Insoll, T. (επιμ.), 2001. *Archaeology and World Religion*, London.
- Insoll, T., 2004. *Archaeology, Ritual, Religion*, London.

- Insoll, T., 2009. Materiality, belief, ritual: Archaeology and material religion: An introduction, *Material Religion* 5, 261-264.
- Kyriakidis, E. (ed.) 2007. *The Archaeology of Ritual*, Los Angeles.
- Kyriakidis, E. 2007. Archaeologies of Ritual, στο E. Kyriakidis (επιμ.), *The Archaeology of Ritual*, Los Angeles, 289-308.
- Kyriakidis, E. 2007. Finding Ritual: Calibrating the Evidence, στο E. Kyriakidis (επιμ.), *The Archaeology of Ritual*, Los Angeles, 9-22.
- Rappaport, R.A. 1999. *Ritual and Religion in the Making of Humanity*, Cambridge.
- Renfrew, C., 1985. *The Archaeology of Cult. The Sanctuary at Phylakopi*, London.
- Renfrew, C., 1994. The archaeology of religion, στο C. Renfrew & E. Zubrow (επιμ.), *The Ancient Mind: Elements of Cognitive Archaeology*, Cambridge, 47-54.
- Renfrew, C., 2007. "The Archaeology of Ritual, of Cult, and of Religion", στο E. Kyriakidis (επιμ.), *The Archaeology of Ritual*, Los Angeles, 109-122.
- Van Dyke, R.M. και Alcock, S. 2003. Archaeologies of memory: An introduction, στο R. M. Van Dyke & S. Alcock (επιμ.), *Archaeologies of Memory*, Oxford, 1-13.
- Whitley, D. και Hays-Gilpin, K. (επιμ.) 2008. *Belief in the Past: Theoretical approaches to the archaeology of religion*, Walnut Creek, CA.
- Wright, J.C., 1995. The Archaeological Correlates of Religion: Case Studies in the Aegean, στο R. Laffineur & W.-D. Niemeier (επιμ.), *POLITEIA. Society and State in the Aegean Bronze Age. Proceedings of the 5th International Aegean Conference, University of Heidelberg, 10-13 April 1994, Liège*, 341-348.

COURSE OUTLINE

(1) GENERAL

SCHOOL	Philosophy		
ACADEMIC UNIT	History and Archaeology		
LEVEL OF STUDIES	Master		
COURSE CODE	APE201	SEMESTER	2
COURSE TITLE	Prehistoric Archaeology II		
INDEPENDENT TEACHING ACTIVITIES <i>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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	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, Palatial Civilizations)		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek. For the Erasmus+ students: possibility for examination in English, French or Italian (after agreement with the instructor)		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	In-person 100%		
AVAILABILITY TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes <i>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.</i> 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 • Brief Guide for drafting 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)

General Competences

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

Search, analysis and synthesis of data and information, with the use of the necessary technology

Adaptability to new situations

Decision-making

Working independently

Team work

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

.....

Other...

.....

- 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 societies.

(3) COURSE 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, ethnography/ethnoarchaeology, ecology).

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Face to face teaching and communication of students with instructors/supervisors	
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Weekly meetings	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	Team assignments and discussions, video conference	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	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)	
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Standard	
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	-	
ARTIFICIAL INTELLIGENCE POLICY <i>(1) The use of Artificial Intelligence is prohibited in all circumstances</i> <i>(2) The use of Artificial Intelligence is allowed only with the permission of the instructor</i> <i>(3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> <i>(4) Students are free to use Artificial Intelligence</i>	The use of Artificial Intelligence is allowed only with an explicit reference to the literature	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.</i>	Activity	Semester workload
	Lectures in class	39 hours
	Practice with arch. material or replicas at the Educational Collection	6 hours
	Study	40 hours
	Essay writing	40 hours
	Course total	125 hours
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative</i>	Language of evaluation: Greek	

<i>assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	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
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(5) RECOMMENDED BIBLIOGRAPHY

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

- *Related academic 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, Journal of Mediterranean Archaeology, Journal of Field Archaeology, BCH, ASAtene, Pasiphae, Aegaeum, Journal of Prehistoric Religion, Αρχαιολογική Εφημερίς, AURA.

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	MASTER		
COURSE CODE	ARE 203	SEMESTER	2
COURSE TITLE	ROMAN ARCHAEOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Course of special background offering specialized academic knowledge addressing to first-year MA students		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%)</i> <i>synchronous distance learning (%)</i> <i>asynchronous distance learning (%)</i> <i>(In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	In person		
AVAILABILITY TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes <i>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.</i> <i>Consult Appendix A</i> • 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 • Brief Guide for drafting 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 are stated below), at which of the following does the course aim?

Search, analysis and synthesis of data and information,
with the use of the necessary technology

Adaptability to new situations

Decision-making

Working independently

Team work

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

.....

Other...

.....

- 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.

(3) COURSE 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.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Face to face
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Regular communication with students through the e-course platform, email, and office hours. Communication includes announcements, clarifications regarding the course, and guidance on studying and completing assignments
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	Communication and collaboration among students are fostered through course-related discussions, group activities, the exchange of educational

	materials, and the use of collaborative digital tools and online communication applications																				
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	Utilization of Information and Communication Technologies (ICT) in teaching and communication with students through presentations, audiovisual materials, digital bibliographic resources, online databases, and the University's e-course platform.																				
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Access to a desktop computer or mobile device with an internet connection and the ability to use the University's e-course platform. Basic skills in using word-processing applications, conducting literature searches, and electronic communication.																				
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	The course policy on plagiarism and academic integrity follows the Study Regulations and the relevant provisions of the University of Ioannina. Assignments must comply with the principles of academic documentation and the proper use of bibliographic and digital sources. The use of plagiarism detection and text similarity checking tools may be employed.																				
ARTIFICIAL INTELLIGENCE POLICY (1) The use of Artificial Intelligence is prohibited in all circumstances (2) The use of Artificial Intelligence is allowed only with the permission of the instructor (3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature (4) Students are free to use Artificial Intelligence	The use of Artificial Intelligence is allowed only with the permission of the instructor and with an explicit reference to the literature.																				
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.</i>	<table> <tr> <th><i>Activity</i></th><th><i>Semester workload</i></th></tr> <tr> <td>Lectures</td><td>39 hours</td></tr> <tr> <td>Practice at Museums</td><td>21 hours</td></tr> <tr> <td>Independent Study</td><td>120 hours</td></tr> <tr> <td>Preparation of the written paper</td><td>120 hours</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Course total</td><td>300 hours</td></tr> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39 hours	Practice at Museums	21 hours	Independent Study	120 hours	Preparation of the written paper	120 hours									Course total	300 hours
<i>Activity</i>	<i>Semester workload</i>																				
Lectures	39 hours																				
Practice at Museums	21 hours																				
Independent Study	120 hours																				
Preparation of the written paper	120 hours																				
Course total	300 hours																				
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral</i>	Language of evaluation: Greek																				

examination, public presentation, laboratory assignment, 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.
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(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography:

- 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, *Römische 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, Ruppolding 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

(1) 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 <i>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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Special background course		
PREREQUISITE COURSES	Undergraduate Courses in Ancient Greek History and Epigraphy		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	in-person 100%		
AVAILABILITY TO ERASMUS STUDENTS	Yes. Supplementary seminar-style instruction and supervision of written assignments may also be offered in English and French.		
COURSE WEBSITE (URL)	On the official e-course website of the University.		

(2) LEARNING OUTCOMES

Learning Outcomes <i>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.</i> 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 • Brief Guide for drafting Learning Outcomes
Upon successful completion of the course, students will be able to: 1. Demonstrate specialized knowledge of the ancient Greek world, particularly with regard to geography, political institutions, religion, economy, and social structures, through the study of selected themes, regions, and historical case studies. 2. Apply contemporary historical and archaeological methodologies to the study of antiquity, making critical use of both primary sources and international scholarly literature. 3. Analyze, synthesize, and interpret primary evidence (literary, epigraphic, archaeological, and other sources) in order to investigate specific regions, societies, and political formations of the ancient Greek world.

4. Evaluate and compare historical phenomena by identifying similarities, differences, and developments in the political, social, economic, and cultural structures of different periods and regions.
5. Develop well-documented scholarly arguments and communicate the results of their research clearly and accurately, both orally and in writing.
6. Conduct independent small-scale historical research by formulating research questions, employing appropriate sources and methods, and applying the fundamental principles of academic ethics and scholarly integrity.

General Competences

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

Search, analysis and synthesis of data and information, with the use of the necessary technology

Adaptability to new situations

Decision-making

Working independently

Team work

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

.....

Other...

.....

The course contributes to the development of the following generic competences:

- Ability to search for, analyze, and synthesize data and information using appropriate technological tools.
- Capacity for independent work.
- Ability to work effectively in teams.
- Ability to work in an interdisciplinary environment.
- Capacity to generate new research ideas.
- Ability to engage in critical thinking and self-evaluation.
- Promotion of free, creative, and inductive thinking.
- Respect for diversity and multiculturalism.
- Demonstration of scientific, professional, and ethical responsibility.

(3) COURSE SYLLABUS

This course examines forms of political organization, social and economic structures, and the processes through which collective identities were formed in the ancient Greek world, with particular emphasis on the regions of northern and northwestern Greece. Its aim is to provide an in-depth understanding of the characteristics, functions, and historical development of different communities and political formations through the study of Epirus, Macedonia, Thessaly, Thrace, and other peripheral regions of the Greek world.

The course is based on the premise that ancient Greek political reality was not confined to the model of the southern Greek polis, but encompassed a wide range of political structures, including *ethne*, tribal states, sympolities, *koina*, kingdoms, and federal formations. Through a comparative study of these political entities, students explore different forms of political organization, the relationship between central and local authorities, the functioning of institutions, and the processes of political integration and state formation.

Emphasis is placed on the political structures of the societies of Epirus and northern Greece. The course examines the formation of the Epirote *ethne*, the Molossian monarchy and the Koinon of the Epirotes, the Kingdom of Macedonia and its administrative mechanisms, the political and social structures of Thracian tribes and kingdoms, as well as the distinctive forms of organization that developed in Thessaly and other peripheral regions of the Greek world. These developments are studied both within their local contexts and in relation to the broader processes that shaped Greek and Mediterranean history.

The course also analyzes the social structures of individual communities, the formation of local elites, patterns of social stratification, and the relationships between citizens, aristocracies, royal authority, and dependent populations. Attention is paid to mechanisms of social inclusion and exclusion, the construction of collective identities, and the operation of political and cultural networks linking different regions of the Greek world.

Furthermore, the course examines the economic foundations of ancient societies, including the exploitation of natural resources, agricultural production, pastoralism, mining activities, trade, and monetary circulation. Special emphasis is placed on the ways in which economic structures influence political developments and interregional relations.

A significant part of the course is devoted to the study of religion, culture, and their modes of expression and representation. Topics include major sanctuaries, local cults, foundation myths, public rituals, and cultural practices that contributed to the formation of political identities. The role of art, iconography, architecture, and coinage in the construction and promotion of political ideologies by local elites and political authorities is also explored.

Attention is given to interstate relations and interactions among the various regions of the Greek world. The course investigates the relations between Epirotes, Macedonians, Thessalians, Thracians, Illyrians, and the cities of southern Greece, as well as their political, military, economic, and cultural contacts. It also examines the consequences of Macedonian hegemony, the emergence of the Hellenistic kingdoms, and the incorporation of Greek regions into the Roman state.

The course adopts an interdisciplinary approach based on the combined use of literary, epigraphic, numismatic, and archaeological evidence. Importance is attached to historical methodology, the critical interpretation of sources, and familiarization with modern theoretical and historiographical approaches to the study of political communities, states, and collective identities in antiquity.

Course Topics

1. Theoretical and methodological approaches to the study of political structures and collective identities in antiquity.
2. Geography, environment, and historical topography of northern and northwestern Greece.
3. *Ethne, poleis, koina*, and kingdoms: forms of political organization in the ancient Greek world.
4. The formation of the Epirote *ethne* and the political structures of ancient Epirus.
5. The Macedonian state: institutions, administration, and royal authority.
6. Thracians and Thracian kingdoms: society, political organization, and culture.
7. Thessaly and its forms of political and social organization.
8. Diplomacy, alliances, and interstate relations in the Greek world.
9. Social structures, elites, and mechanisms of power.
10. Religion, sanctuaries, and collective identities.
11. Cultural interactions and regional networks.
12. Macedonian hegemony and the transformations of the Hellenistic period.
13. Urbanization, settlement networks, and the organization of space.
14. Economy, production, trade, and monetary circulation.
15. Transformations under Roman rule and the Greek communities.
16. Literary, epigraphic, numismatic, and archaeological sources: methods of analysis and interpretation.

Throughout the course, particular emphasis is placed on the critical analysis of primary sources, especially epigraphic evidence, familiarization with current international scholarship, and the development of research skills through the study of selected case studies from the broader region of northern Greece. The course may also be supplemented by educational visits to archaeological sites, museums, and research institutions.

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(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Face-to-face and distance teaching.	
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Daily communication both face-to-face and via e-mail.	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	Communication and collaboration among students are supported through group discussions and collaborative activities within the framework of the course, both face-to-face and through digital platforms and applications.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	Use of ICT tools in teaching and communication.	
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Basic computer skills, internet access, and the ability to use e-learning platforms, video conferencing software, and basic digital tools for bibliographical and source research.	
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	Plagiarism is strictly prohibited. All assignments must be based on the proper use and citation of sources and may be checked using specialized plagiarism detection software.	
ARTIFICIAL INTELLIGENCE POLICY (1) The use of Artificial Intelligence is prohibited in all circumstances (2) The use of Artificial Intelligence is allowed only with the permission of the instructor (3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature (4) Students are free to use Artificial Intelligence	Artificial Intelligence applications may, where appropriate, be used for educational and research purposes under the guidance of the instructor.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.</i>	Activity	Semester workload
	Lectures	24 hours
	Study of ancient sources	10 hours
	Interactive teaching	5 hours
	Critical reading, analysis, and discussion of primary and secondary bibliography.	100 hours
	Preparation and presentation of oral reports on selected topics	41 hours
	Research and essay writing based on the critical use of primary sources and modern scholarship.	120 hours
	Course total	300 hours
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral</i>	Assessment Methods Student assessment is based on the preparation of an original research paper (6,000–8,000 words) and its oral presentation in class. Assessment criteria are as follows: - Research paper (critical use of primary sources and modern scholarship): 70%	

examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	- Active participation in seminars and practical exercises, including the presentation and interpretation of archaeological and historical evidence: 30% Written assignments are submitted in Greek. Erasmus+ students may submit written work and deliver presentations in English or French. Students are informed of the assessment methods, requirements, and grading criteria at the beginning of the semester.
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(5) RECOMMENDED BIBLIOGRAPHY

A. General Reference Works on the Ancient Greek World and Political Structures 1. Beck, H. (ed.), <i>A Companion to Ancient Greek Government</i>, Oxford 2013. 2. Hansen, M. H. – Nielsen, T. H. (eds.), <i>An Inventory of Archaic and Classical Poleis</i>, Oxford 2004. 3. Kinzl, K. H. (ed.), <i>A Companion to the Classical Greek World</i>, Oxford 2006. 4. Rhodes, P. J. – Lewis, D. M., <i>The Decrees of the Greek States</i>, Oxford 1997. 5. Sherk, R. K., "The Eponymous Officials of Greek Cities", <i>Zeitschrift für Papyrologie und Epigraphik</i> 83 (1990), 249–288; 84 (1990), 231–295; 88 (1991), 225–260; 93 (1992), 223–272; 96 (1993), 267–295. B. Epirus 6. Sakellariou, M. B. (ed.), <i>Epirus: 4,000 Years of Greek History and Civilization</i>, Athens 2023. 7. Cabanes, P., <i>L'Épire de la mort de Pyrrhos à la conquête romaine (272–167 av. J.-C.)</i>, Paris 1976. 8. Cabanes, P., <i>Corpus des inscriptions grecques d'Illyrie méridionale et d'Épire IV: Inscriptions de la Molossie</i>, Paris 2020. 9. Davies, J. K., "A Wholly Non-Aristotelian Universe: The Molossians as Ethnos, State, and Monarchy", in: R. Brock – S. Hodkinson (eds.), <i>Alternatives to Athens: Varieties of Political Organization and Community in Ancient Greece</i>, Oxford 2002, 234–258. 10. Domínguez, A. J. (ed.), <i>Politics, Territory and Identity in Ancient Epirus</i>, Pisa 2018. 11. Gerogiannis, G. M., <i>The Epirus of Kings: A Landscape of Power</i>, Rome 2022. 12. Hammond, N. G. L., <i>Epirus: The Geography, the Ancient Remains, the History and Topography of Epirus and Adjacent Areas</i>, Oxford 1967. 13. Meyer, E. A., <i>The Inscriptions of Dodona and a New History of Molossia</i>, Stuttgart 2013. 14. Dakaris, S. I., <i>The Genealogical Myths of the Molossians</i>, Athens 1964. 15. Faklari, Y. – Kyrkou, Th. – Choïnas, N., "The Koinon of the Molossians through Inscriptions from the Archaeological Museum of Ioannina", <i>Archaiologikon Deltion</i> 73–75 (2018–2020), 381–390. C. Macedonia 16. Hatzopoulos, M. B., <i>La Macédoine: Géographie historique, Langue, Cultes et croyances, Institutions</i>, Paris 2006. 17. Hatzopoulos, M. B., <i>Ancient Macedonia</i>, Berlin–Boston 2020. 18. Lane Fox, R. J. (ed.), <i>Brill's Companion to Ancient Macedon: Studies in the Archaeology and History</i>, Leiden–Boston 2011. 19. Roisman, J. – Worthington, I. (eds.), <i>A Companion to Ancient Macedonia</i>, Oxford 2010. 20. Kalaitzi, M. – Paschidis, P. – Antonetti, Cl. – Guimier-Sorbets, A.-M. (eds.), <i>Voreioelladika: Tales from the Lands of the Ethne / Histoires du monde des ethné. Études en l'honneur de Miltiade B. Hatzopoulos</i>, Athens 2018. D. Thrace 21. Valeva, J. – Nankov, E. – Graninger, D. (eds.), <i>A Companion to Ancient Thrace</i>, Malden–Oxford 2015. 22. Adams, W. L., "'Symmiktous Katoikisas' and the City Foundations on the Thracian Frontier", in: <i>Thrace in the Graeco-Roman World. Proceedings of the 10th International Congress of Thracology</i>, Athens 2007, 3–12.

23. Delev, P. et al., *Ancient Thrace: Myth and Reality. Proceedings of the Thirteenth International Congress of Thracology*, Sofia 2022.
 24. Loukopoulou, L. D. – Zournatzi, A. – Parissaki, M.-G. – Psoma, S., *Inscriptions of Aegean Thrace between the Rivers Nestos and Hebros*, Athens 2005.
 25. Peter, U. – Stolba, V., *Thrace: Local Coinage and Regional Identity*, Berlin 2021.
- E. Epigraphy and Sources
26. Cabanes, P. – Faïk, D. (dirs.), *Corpus des inscriptions grecques d'Illyrie méridionale et d'Épire III: Inscriptions d'Albanie*, Athens 2016.
 27. Cabanes, P., *Corpus des inscriptions grecques d'Illyrie méridionale et d'Épire IV: Inscriptions de la Molossie*, Athens 2020.
 28. Rhodes, P. J. – Lewis, D. M., *The Decrees of the Greek States*, Oxford 1997.
 29. Sherk, R. K., "The Eponymous Officials of Greek Cities", *Zeitschrift für Papyrologie und Epigraphik* 83–96 (1990–1993).
- F. Archaeological Guides and Regional Studies on Epirus
30. Zachos, K. L., *Archaeological Guide to Nicopolis*, Athens 2015.
 31. *The Archaeological Site of Kassope*, Ephorate of Antiquities of Preveza, Preveza 2015.
 32. *The Archaeological Sites of the Nekromanteion and Ephyra*, Ephorate of Antiquities of Preveza, Preveza 2015.
 33. Kanta-Kitsou, Aik., *Gitana, Thesprotia: Archaeological Guide*, Athens 2008.
 34. Kanta-Kitsou, Aik. – Lamprou, V., *Doliani, Thesprotia: Archaeological Guide*, Athens 2008.
 35. Kanta-Kitsou, Aik., *Network of Archaeological Sites of Thesprotia*, Igoumenitsa 2009.
 36. Pliakou, G. – Lamprou, V. – Tzortzatou, A., *The Ancient Theatre of Gitana*, Ioannina 2022.
 37. Riginos, K. – Lazari, K., *Elea in Thesprotia: Archaeological Guide to the Site and the Wider Region*, CD-ROM, 2007.
 38. *Digitization of the Cultural Heritage Material of the Prefecture of Thesprotia*, CD-ROM, 2008.
 39. *Historical and Archaeological Atlas of the Greek–Albanian Borderland*, CD-ROM, 2008.
 40. Pliakou, G., "The Basin of Ioannina in Central Epirus, Northwestern Greece, from the Early Iron Age to the Roman Period", *Archaeological Reports* 64 (2017–2018), 133–151.

COURSE OUTLINE

(1) 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 <i>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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	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 OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%)</i> <i>synchronous distance learning (%)</i> <i>asynchronous distance learning (%)</i> <i>(In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	In person		
AVAILABILITY TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes <i>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.</i> <i>Consult Appendix A</i> • 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 • Brief Guide for drafting 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 are stated below), at which of the following does the course aim?

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

- 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

(3) COURSE 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

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Face to face
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	3 hours of office hours per week in the instructor's office (days and times are posted on the instructor's website), or by appointment at: koulakiotis@uoi.gr
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	Face-to-face, telephone, or video conference discussions. Communication with students by phone or through the asynchronous e-learning platform
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	Use of a PowerPoint presentation and related visual aids (maps and diagrams).
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Access to online databases via computers.
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	Monitoring during the completion of assignments.
ARTIFICIAL INTELLIGENCE POLICY <i>(1) The use of Artificial Intelligence is prohibited in all circumstances (2) The use of Artificial Intelligence is allowed only with the permission of the instructor (3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature (4) Students are free to use Artificial Intelligence</i>	The use of artificial intelligence is permitted with the instructor's permission

ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.</i>	Activity	Semester workload
	Lectures, Analysis of Literature and Sources	39
	Independent study	161
	Preparation of a paper	100
	Course total	300
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of assessment: Greek; for students in the Erasmus+ exchange program, exams may be conducted in English, German, or French, as appropriate. Generally, a written exam, and exceptionally an oral exam with questions on the comprehension of broader topics, as well as the historical evaluation of texts and sources. 70% Requirement for critical thinking, analytical, and synthetic skills during the courses. 30%	

(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Specific bibliography in English, French or German, as well as the following:

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.
Lénêque, 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

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	AIY 102	SEMESTER	1
COURSE TITLE	ROMAN HISTORY I		
INDEPENDENT TEACHING ACTIVITIES <i>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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	15
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).</i>			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Special background (P.M.S. Specialization). The course is mandatory.		
PREREQUISITE COURSES	Previous undergraduate courses in Roman History.		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek.		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	In person.		
AVAILABILITY 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
- Brief Guide for drafting 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.

General Competences

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

Search, analysis and synthesis of data and information, with the use of the necessary technology

Adaptability to new situations

Decision-making

Working independently

Team work

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

.....

Other...

.....

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.

(3) COURSE 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).

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING

Face-to-face, distance learning, etc.

Face-to-face.

MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Regular communication with students via email and collaboration hours. Communication includes announcements and clarifications regarding the course.	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	Communication and collaboration between students is enhanced through in-course discussions, group activities, exchange of educational materials, and use of collaborative digital tools and online communication applications.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	Utilization of ICT in teaching and communication with students through presentations, audiovisual material, and digital bibliographic sources.	
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Access to a computer or mobile device with internet connection and ability to use the University's e-course platform. Basic skills in using word processing applications, bibliography searching and electronic communication.	
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	Informing students about academic ethics, the Study Regulations and the relevant provisions of the University of Ioannina.	
ARTIFICIAL INTELLIGENCE POLICY <i>(1) The use of Artificial Intelligence is prohibited in all circumstances (2) The use of Artificial Intelligence is allowed only with the permission of the instructor (3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature (4) Students are free to use Artificial Intelligence</i>	The use of Artificial Intelligence is permitted with explicit reference to the bibliography and relevant verification of the information obtained by the teacher.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc. The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.</i>	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/Essay	120 hours
	Course total	300 hours
STUDENT ASSESSMENT <i>Description of the assessment method Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral</i>	Written assignment of 6,000 – 8,000 words, Public presentation. Specifically: Written assignments: 70% Class attendance: 10%	

examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	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.
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(5) RECOMMENDED 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.

KARAMPEΛΑΣ, 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.

ROSTOVΤΖΕFF, 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

(1) General

School	Philosophy		
Department	History and Archaeology		
Level of Studies	Master		
Course Code	APY101	Semester	1st
Course title	Prehistoric Archaeology I		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	15
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	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 in the fields of early (Stone Age) and later (Bronze Age) prehistory.		
PREREQUISITE COURSES:	Basic courses in Prehistoric Archaeology (Palaeolithic, Mesolithic, Neolithic, Bronze Age)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek / English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Development of critical thinking and scientific writing skills, familiarization with the literature of prehistoric archaeology 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

Adapting to new situations

Decision-making

Working independently

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

- Advancement of creative and inductive thinking
- Production of new research ideas
- Survey, analysis and synthesis of data and information, by use of state-of-the-art technologies
- 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

(3) SYLLABUS

Course with a focus on the general/broad theoretical and methodological principles that frame Prehistoric Archaeology. It addresses debates on the methods, the analytical tools and the goals of the research in early and later prehistory (Palaeolithic, Mesolithic, Neolithic and Bronze Age), it discusses current topics in prehistory, and it familiarizes the students with the main stages of a research project by focusing on a thematic unit or a case study.

(4) TEACHING and LEARNING METHODS - EVALUATION

MODE OF TEACHING	Face to face teaching and communication of students with instructors/supervisors
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Regular communication with students via the e-course platform, email, and office hours. This communication includes announcements, clarifications regarding the course, and guidance on studying and assignments.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS	Communication and collaboration among students are fostered through class discussions, group activities, the sharing of educational materials, and the use of collaborative digital tools and online communication platforms.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	In-class teaching, with the use of image and sound systems Potential for in-class online connections with guest lecturers Participation in laboratory training at the Archaeological Laboratory Participation in field work (excavations, survey research), workshops and professional meetings (conferences, symposia) Student-instructor communication by use of institutional email accounts
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Access to a computer or mobile device with an internet connection and the ability to use the University's e-course platform. Basic skills in using word processing applications, conducting literature searches, and communicating online.

PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	The course policy on plagiarism and academic integrity follows the Academic Regulations and relevant provisions of the University of Ioannina. Assignments must adhere to the rules of scientific documentation and the proper use of bibliographic and digital sources. The use of plagiarism and text similarity detection tools is permitted.	
ARTIFICIAL INTELLIGENCE POLICY <i>(1) The use of Artificial Intelligence is prohibited in all circumstances</i> <i>(2) The use of Artificial Intelligence is allowed only with the permission of the instructor</i> <i>(3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> <i>(4) Students are free to use Artificial Intelligence</i>	The use of Artificial Intelligence is prohibited in all circumstances	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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.</i> <i>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</i>	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 ASSESSMENT	Evaluation Language: Greek. For Erasmus students: examination in English, after arrangement with the instructor.	
	Written examinations. Possibility for oral examinations for Erasmus+ students, and for students with writing difficulties. Oral exam for Erasmus+ students, involving a presentation of their work that relates to the interests and knowledge they have acquired in their host country.	
	Oral presentation in class (power-point presentation) and delivery of written assignment (essay).	

	The assessment evaluates the student's level of critical thinking, their scientific approach to the question under examination, their analytical, inductive, and synthetic thinking, as well as their degree of understanding of the research issues as discussed in the course and presented in the relevant literature.
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(5) RECOMMENDED BIBLIOGRAPHY

Bahn, P. G. (2012). *Cave art: A guide to the decorated Ice Age caves of Europe* (2nd ed.). Frances Lincoln.

Burdukiewicz, J. M. (2014). The origin of symbolic behavior of Middle Palaeolithic humans: Recent controversies. *Quaternary International*, 326–327, 398–405. <https://doi.org/10.1016/j.quaint.2013.11.031>

Clottes, J. (2008). *Cave art*. Phaidon Press.

Clottes, J., & Lewis-Williams, D. (1998). *The shamans of prehistory: Trance and magic in the painted caves*. Harry N. Abrams.

Dapschauskas, R., et al. (2022). The emergence of habitual ochre use in Africa and its implications for the evolution of symbolic behavior. *Journal of Archaeological Research in Africa*, 7(2), 85–103. <https://doi.org/10.1080/20548923.2022.2074217>

D'Errico, F., & Stringer, C. (2011). Evolution, revolution or saltation scenario for the emergence of modern cultures? *Philosophical Transactions of the Royal Society B: Biological Sciences*, 366(1567), 1060–1069. <https://doi.org/10.1098/rstb.2010.0340>

Dowson, T. A., & Lewis-Williams, D. (1988). The signs of all times: Entoptic phenomena in Upper Palaeolithic art. *Current Anthropology*, 29(2), 201–245. <https://doi.org/10.1086/203629>

Duff, A. I. (1992). Symbolism in the Early Palaeolithic: A conceptual odyssey. *Cambridge Archaeological Journal*, 2(1), 25–39. <https://doi.org/10.1017/S0959774300000458>

Henshilwood, C. S., d'Errico, F., van Niekerk, K. L., Coquinot, Y., Jacobs, Z., Lauritzen, S. E., Menu, M., & García-Moreno, R. (2009). Engraved ochres from the Middle Stone Age levels at Blombos Cave, South Africa. *Journal of Human Evolution*, 57(1), 27–47. <https://doi.org/10.1016/j.jhevol.2009.01.005>

Hodder, I. (1986). *Reading the past: Current approaches to interpretation in archaeology*. Cambridge University Press.

Hovers, E., Ilani, S., Bar-Yosef, O., & Vandermeersch, B. (2003). An early case of color symbolism: Ochre use by modern humans in Qafzeh Cave. *Current Anthropology*, 44(4), 491–522. <https://doi.org/10.1086/375869>

Kuhn, S. L., & Stiner, M. C. (2007). Body ornamentation as information technology: Towards an understanding of the significance of early beads. In R. Vanhaeren, F. d'Errico & F. L. Coolidge (Eds.), *Cognitive archaeology and human evolution* (pp. 45–68). Cambridge University Press.

Lewis-Williams, D. (1988). The Palaeolithic mind: A study in cognitive evolution. *Cambridge Archaeological Journal*, 1(1), 1–34.

Lewis-Williams, D. (2002). *The mind in the cave: Consciousness and the origins of art*. Thames & Hudson.

Mithen, S. (1996). *The prehistory of the mind: The cognitive origins of art, religion and science*. Thames & Hudson.

Pettitt, P. (2011). *The Palaeolithic origins of human burial*. Routledge.

Renfrew, C. (2007). *Prehistory: The making of the human mind*. Weidenfeld & Nicolson.

Trigger, B. G. (2006). *A history of archaeological thought* (2nd ed.). Cambridge University Press.