

Undergraduate courses abstracts | Winter semester 2025-2026  
Department of History & Archaeology, University of Crete

## Byzantine History (BIS)

### COURSE OUTLINE

#### (1) GENERAL

<b>SCHOOL</b>	Faculty of Letters		
<b>ACADEMIC UNIT</b>	Department of History and Archeology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>BIS 629</b>	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	The era of Basil II (958-1025)		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b>  <i>general background, special background, specialised general knowledge, skills development</i>	<i>general background</i>		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek. English as exam language for Erasmus+ students.		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=6144">https://elearn.uoc.gr/course/view.php?id=6144</a>		

#### (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

- Acquaintance with basic bibliography and sources of all kinds.
- Acquiring general knowledge and getting introduced to the study and research on Byzantium.
- Developing criticism skills, as students discuss with the instructor various scholarly views, in combination with contemporary theoretical and methodological approaches.

### 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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting 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>Others...</i>
	<i>.....</i>

### (3) SYLLABUS

The eral of Basil II, the longest-reigning medieval Roman Emperor, has been labelled the “apogee” of Byzantium. From another perspective, the emperor has been seen as a popular leader who halted the growth of landed aristocracy, while some scholars have stressed his “ruthlessness” or “asceticism”. The era’s cultural output was considered minor, a dry spell between the “macedonian renaissance” and the eleventh-century cultural flourishing. All of the above have been recently put into doubt or plainly disproven. In any case, the era of Basil II was a time of fluidity, political subversion, economic growth; also a time of grave problems, new aesthetic pursuits, as well as anxiety about the imminent end of time.

The course does not adopt a linear narrative approach, but takes as a starting point different sources, texts and objects, in order to investigate separate aspects of an elusive composite reality.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching and in communication with students</i>	
<b>TEACHING METHODS</b> <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hours
	Study and analysis of bibliography	67 hours
	8 written assignments	16 hours
	Final exam	3 hours
	Course total	<b>125 hours</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>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</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final exam (605)  Eight short written assignments during the semester (40%)  <b>NB. Erasmus+ students should contact the instructor regarding meetings during the semester and the method of their evaluation.</b>	

#### (5) ATTACHED BIBLIOGRAPHY

**Erasmus+ students, please contact the instructor about bibliography in English.**

#### COURSE OUTLINE

##### (1) GENERAL

<b>SCHOOL</b>	Faculty of letters
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<b>ACADEMIC UNIT</b>	Department of History and Archeology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>BIS310</b>	<b>SEMESTER</b>	<b>3d-8th</b>
<b>COURSE TITLE</b>	Army and Warfare in Byzantium		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, , skills development</i>	specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	EM002 or any seminar		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Only to students with a working knowledge of Modern Greek		
<b>COURSE WEBSITE (URL)</b>			

## (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

-Acquaintance with specialized bibliography and reading of available sources.

-Acquiring knowledge and becoming familiar with the study and research on the Byzantine army at different moments in Byzantine History.

-Developing critical ability, through discussions with the instructor on various scholarly approaches, in combination with contemporary theory and methodology.

Through the composition of a final short study on a subject related to the seminar topic, students can improve their ability to express their thoughts, supported by arguments, and using the correct language and terminology. They also get used to studying non-Greek bibliography and are trained in the correct use of references.

#### 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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting 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>Production of new research ideas</i>	<i>Others...</i>
	.....

### (3) SYLLABUS

The seminar covers the structure and organization of the Byzantine army at different moments during the Empire's history, as well as different aspects on how Byzantine society dealt with the constant reality of war: ideology, weaponry, fortifications, tactics, etc. The overall aim is to investigate how war and military needs formed social relations in Byzantium.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>		
<b>TEACHING METHODS</b> <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</i>	<b>Activity</b>	<b>Semester workload</b>
	Seminar meetings	39 hours
	Studying and discussing bibliography	90 hours
	Exercises	40 hours

<i>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>	Presentation of the final paper	1 hour
	Writing the final paper	80 hours
	Course total	<b>250 hours</b>
<b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i>  <i>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</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written final paper and in-class oral presentation	

## (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:     - Related academic journals:
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## Medieval History (IMX)

### COURSE OUTLINE

#### (1) GENERAL

<b>SCHOOL</b>	FACULTY OF LETTERS		
<b>ACADEMIC UNIT</b>	HISTORY AND ARCHAEOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	IMX-217	<b>SEMESTER</b>	1 <sup>st</sup> , 3 <sup>rd</sup> , 5 <sup>th</sup> , 7 <sup>th</sup>
<b>COURSE TITLE</b>	SOCIETY AND FAITH IN THE WESTERN MIDDLE AGES		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	ELECTIVE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK (AND ENGLISH FOR ERASMUS STUDENTS)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=6044">https://elearn.uoc.gr/course/view.php?id=6044</a>		

#### (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

Upon completing the module, students must:

- Recognise the fundamental features of medieval social and ecclesiastical organisation.
- Develop an understanding of some basic turning points in the history of Western Europe.
- Develop the ability to analyse and interpret medieval primary sources (in translation).
- Be able to undertake historical research and to present an historical argument according to accepted scholarly conventions.

### 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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting 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>Others...</i>
	<i>.....</i>

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

*Adapting to new situations*

*Decision-making*

*Working independently*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Showing social, professional and ethical responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

### (3) SYLLABUS

The Middle Ages are often described as an 'Age of Faith'. Though this description is somewhat simplistic, it is true that the great majority of Europe's population subscribed to the Christian

world theory. Therefore, in order to understand medieval society, it is necessary to study the role of religion and faith in that world.

In this module we shall study the structures of the medieval Church in Western Europe and the ways in which religion shaped the lives, the social relations and the perceptions of Western Europeans. We will pay particular attention to the examination of popular religiosity and the customs and devotions that characterised it. A considerable part of this module will consist of the analysis and interpretation of primary sources, in order to acquaint students with medieval world-views.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT used in teaching and communication with students.	
<b>TEACHING METHODS</b>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hours
	Independent study	83 hours
	Written exam	3 hours
	Course total	<b>125 hours</b>
<b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i>  <i>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</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final written exam: one question on source analysis and one essay question. Instructions concerning the examination are given in class and on the module's VLE.	

## (5) ATTACHED BIBLIOGRAPHY

- David Nicholas, *The Evolution of the Medieval World: Society, Government and Thought in Europe, 312-1500* (London: Routledge, 1992)
- Peter Brown, *The World of Late Antiquity* (New York: Norton, 1989)
- Jacques Le Goff, *Medieval Civilization, 400-1500* (New York: Barnes & Noble, 2000)
- Bernard Hamilton, *Religion in the Medieval West* (London: Arnold, 2003)
- Norman Tanner and Sethina Watson, 'Least of the Laity: The Minimum Requirements for a Medieval Christian', *Journal of Medieval History* 32 (2006), 395-423
- C.H. Lawrence, *Medieval Monasticism: Forms of Religious Life in Western Europe in the Middle Ages* (London: Routledge, 1984)
- R.I. Moore, *The Formation of a Persecuting Society: Authority and Deviance in Western Europe 950-1250* (Oxford: Blackwell, 1987)
- John H. Arnold, *Belief and Unbelief in Medieval Europe* (Hodder, 1995)
- Eamon Duffy, *The Stripping of the Altars: Traditional Religion in England, c.1400-c.1580* (New Haven: Yale University Press, 2005)
- James Given, 'The Inquisitors of Languedoc and the Medieval Technology of Power', *American Historical Review* 94 (1989), 336-359

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	LETTERS		
<b>ACADEMIC UNIT</b>	HISTORY AND ARCHAEOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	IMX 001	<b>SEMESTER</b>	WINTER
<b>COURSE TITLE</b>	Introduction to European Medieval History: a toolkit for the Middle Ages		

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, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b>  <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek – English for Erasmus+ students		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=6142">https://elearn.uoc.gr/course/view.php?id=6142</a>		

## (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><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></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul> <p>The learning outcomes consist in familiarizing students with the study and research of the past, specifically with important aspects of the culture, society, economy, and institutions of Western Europe during the Middle Ages. This is achieved through reference to the relevant bibliography and analysis of primary historical sources during the course. The combination of bibliography and sources allows not only for the acquisition of knowledge, but also for the development of the student's critical thinking skills, as it enables them to critically approach selected excerpts from relevant historical sources and to discuss, within the framework of the course, the scientific views that have been formulated on specific topics in combination with contemporary theoretical and methodological approaches to the subject.</p>
<p><b>General Competences</b></p> <p><i>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?</i></p>

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting 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>Production of new research ideas</i>	<i>Others...</i>
	.....

  

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>
<i>Adapting 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>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>

### (3) SYLLABUS

<p>This introductory course examines, through recent literature and original sources, the main axes of political, institutional, social, economic, and intellectual development in Western Europe during the medieval period, while at the same time making a systematic effort to understand these historical phenomena through vivid and tangible examples from historical sources of the period, as well as through the impact that the Middle Ages has on the modern era. The aim is to provide an introduction to the basic concepts and main analytical tools of the discipline of Medieval European History, as well as to how the Middle Ages are perceived in contemporary political and cultural discourse.</p>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In person, face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, and communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hours

<p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></p> <p><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></p>	Bibliography reading	75 hours
	1 optional written essay	8 hours
	Written examination	3 hours
	Course total	<b>125 hours</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Final written examination: a combination of essay-type questions and questions on excerpts from the original sources that will have been discussed during term. Instructions on the format of the exam and the appropriate way to answer will be posted on the course website.</p> <p>An optional written exercise via the elearn platform can increase the final grade by 1 point (maximum).</p>	

## (5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>LeGoff, J., <i>Medieval Civilization</i></p> <p>Wickham, Chris, <i>Medieval Europe</i> (2016)</p> <p>Ward-Perkins, Bryan, <i>The Fall of Rome and the End of Civilization</i> (2006)</p> <p>James, Edward, <i>Europe's Barbarians</i> (2009)</p> <p>Gabriele, M. and D.M. Perry, <i>The Bright Ages: A New History of Medieval Europe</i> (2021)</p> <p>Smith, Julia, <i>Europe after Rome: New cultural history</i> (2007)</p>
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## COURSE OUTLINE

### (1) GENERAL

SCHOOL	LETTERS
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY

<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	IMX 345	<b>SEMESTER</b>	SPRING
<b>COURSE TITLE</b>	War, taxation, representation in Medieval Europe, 8 <sup>th</sup> -14 <sup>th</sup> century		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge		
<b>PREREQUISITE COURSES:</b>	TWO LECTURE COURSES IN MEDIEVAL EUROPEAN HISTORY		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK, and ENGLISH FOR ERASMUS+ STUDENTS		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=6141">https://elearn.uoc.gr/course/view.php?id=6141</a>		

## (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><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></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The learning outcomes for students during the course include:</p> <ul style="list-style-type: none"> <li>• familiarization with the relevant literature and examination of available sources.</li> <li>• acquisition of knowledge and research skills on the topic of war, taxation, and representation in medieval Europe, as well as on contemporary theoretical and methodological approaches to the subject.</li> <li>• the development of critical thinking and debating skills,</li> </ul>

- Improved ability to express their thoughts in a documented manner and to use language correctly
- become familiar with the study of foreign-language bibliography and practice the critical processing of the information they are called upon to handle.

### 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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting 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>Others...</i>
	<i>.....</i>

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

*Adapting 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*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

### (3) SYLLABUS

Warfare in medieval Europe made it necessary to find new sources of funding. From early on, therefore, war, military service, taxation, and government borrowing became intricately intertwined, with interesting implications for society and the economy. Early on, too, the military activity of the rulers and the imposition of the necessary contributions for the implementation of war were legitimized by securing the consent of the ruled, symbolic and ritualistic at first, but later more effective, within the context of collective bodies that were the ancestors of representative institutions. Starting from these basic principles, the seminar aims to be a forum for discussion and analysis of

fundamental phenomena and institutions of the Middle Ages with implications for the early modern period, the colonial era, and the contemporary world.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In presence, face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, and communication with students	
<b>TEACHING METHODS</b> <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>	<b>Activity</b>	<b>Semester workload</b>
	Seminar meetings	39 hours
	Study and analysis of bibliography	90 hours
	Essay writing and debating	60 hours
	In-class presentation	1 hour
	Writing-up of final essay	60 hours
	Course total	<b>250 hours</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>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</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Two short oral presentations during the semester (40%); oral presentation of the final essay-topic (20%) and submission of the final essay in written form and the end of the semester (40%).	

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Allmand, C.T., *The Hundred Years War. England and France at War, c. 1300-c. 1450* (Cambridge: CUP, 1988)

Anderson, G.M., Ekelund, R.B., Tollison, R.D., 'An economic interpretation of the Medieval Crusades', *JEECH* 21 (1992), 339-63

- Arnold, B., *German Knighthood, 1050-1300* (1985).
- Bachrach, D.S. *Warfare in Tenth-Century Germany* (2012)
- Bouchard, C.B., *Strong of Body, Brave and Noble. Chivalry and Society in Medieval France* (Ithaca, NY: Cornell University Press, 1998)
- Brock, Peter, *Pacifism in Europe to 1914* (Princeton: Princeton University Press, 1972)
- Byzantine War Ideology between Roman Imperial Concept and Christian Religion: Akten des Internationalen Symposiums (Wien, 19-21. Mai 2011)*, ed. J. Koder, I. Stouraitis (Βιέννη, 2012).
- Contamine, Ph., *War in the Middle Ages* (1991).
- Cowdrey, H.E.J., 'The peace and truce of God in the eleventh century', *Past and Present* 46 (1970), 42-67
- Erdmann, C., *The Origin of the Idea of Crusade*, transl. M.W. Baldwin, W. Goffart (Princeton: Harvard University Press, 1977)
- Fighting Techniques of the Medieval World AD 500 to AD 1500: equipment, combat skills and tactics*, ed. M. Bennett et al. (Staplehurst, Kent: Spellmount, 2005)
- Findlay, R., K. O'Rourke, *Power and Plenty. Trade, War, and the World Economy in the Second Millenium* (Princeton, 2007).
- Firnhaber-Baker, J., 'Seigneurial war and royal power in later medieval southern France', *PP*, n.208 (2010), 37-76.
- France, J., *The Crusades and the Expansion of Catholic Christendom, 1000-1714* (London and New York: Routledge, 2005)
- France, J., *Warfare in the Dark Ages* (Aldershot: Ashgate, 2008)
- France, J., *Medieval France at War: a military history of the French monarchy 885-1305* (2022)
- France, J., *Western Warfare in the Age of the Crusades* (1999)
- Guerre et société au Moyen Âge: Byzance-Occident (VIIIe-XIIIe siècle)*, ed. D. Barthélemy, J.C. Cheynet (Paris: Association des amis du Centre d'histoire et civilization de Byzance, 2010).
- Heers, J., *L'histoire oubliée des guerres d'Italie (1250-1550)* (Βερσαλις, 2009)
- Johnson, J.T., *The quest for peace: three moral traditions in western cultural history* (Princeton, 1987)
- Jonathan Riley-Smith, *The Crusades, Christianity and Islam* (New York: Columbia UP, 2008)
- Keen, M., *Chivalry* (London, 1984)
- Keen, M., *Nobles, knights and men-at-arms in the Middle Ages* (London, 1996).
- Keen, M. (ed.), *Medieval Warfare: a History* (1999)
- Laiou, A.E., 'The just war of Eastern Christians and the Holy War of the Crusaders', in: Laiou, A.E., *Byzantium and the Other: relations and exchanges* (2012), essay VI
- Louthan, H., T. Helfferich (eds), *Beyond the battlefield: reconsidering warfare in Early Modern Europe* (2023).

*Magna Carta: Muse and mentor*, ed. R.J. Holland (2014).

Mallett, M., *Mercenaries and their Masters* (Λονδίνο: 1974)

Nicholson, H., *Medieval Warfare: Theory and Practice of War in Europe, 300-1500* (Basingstoke: MacMillan, 2004).

Nicolle, D., *Medieval Warfare Sourcebook* (1995)

Potter, David, *Renaissance France at War: Armies, Culture and Society, c. 1480-1560* (Woodbridge: Boydell Press, 2008).

Riley-Smith, J., *What were the Crusades?* (1977)

Rogers, C. J., *Medieval Warfare: Technology, Military Revolutions and Strategy* (2024)

*Routledge Handbook of the global history of warfare*, ed. K. Roy, M.W. Charney (2024)

Speed, P., *Those who Fought: An Anthology of Medieval Sources* (New York, 1996)

*The Ethics of War: Classic and Contemporary Readings*, ed. G.M. Reichberg, et al. (Malden, MA: Blackwell, 2006).

*The Medieval Nobility*, ed. T. Reuter (Oxford, 1978)

Trease, G., *The condottieri: soldiers of fortune* (Λονδίνο: Thames and Hudson, 1970)

Tyerman, Christopher, *The Debate on the Crusades* (Manchester, MUP, 2011)

*War, Literature and Politics in the late Middle Ages*, ed. C.T. Allmand (Liverpool, 1976)

- Related academic journals:

*Speculum*

*Past and Present*

*Journal of Medieval History*

*Parliamentary History*

## Modern History (INX)

### COURSE OUTLINE

#### (1) GENERAL

<b>SCHOOL</b>	FACULTY OF LETTERS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	INX 263	<b>SEMESTER</b>	1o -8o
<b>COURSE TITLE</b>	Balkan history: Visions and Initiatives for a Balkan Federation		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b>  general background, special background, specialised general knowledge, skills development	Specialised general knowledge,		
<b>PREREQUISITE COURSES:</b>	Non		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK (ENGLISH FOR THE ERASMUS STUDENTS)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		

<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=6189">https://elearn.uoc.gr/course/view.php?id=6189</a>
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## (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*

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

- Demonstrate knowledge and understanding of Balkan history during the Interwar period, with particular emphasis on the historical, political, and diplomatic contexts of the Balkan Federation project.
- Critically analyze the relations among Balkan states, their collaborations and tensions, as well as the role of Great Powers, diplomacy, social movements, and women's organizations in shaping the federal vision.
- Reflect on the significance of the Balkan unification project and evaluate the historical consequences of its failure for the broader trajectory of Balkan history.
- Apply specialized knowledge to relevant research questions and effectively communicate conclusions, reasoning, and assumptions with clarity in both written and oral form.

### 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*

*Team work*

*Working in an international*

*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*

<i>environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
	.....
<i>Production of new research ideas</i>	

  

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Production of new research ideas</i> <i>Respect for difference and multiculturalism</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>
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### (3) SYLLABUS

This course explores the history of the idea and political project of a Balkan Federation, from its intellectual roots in the late 18th and 19th centuries to its revival and attempted realization during the interwar period.

In the immediate aftermath of the First World War, a vigorous political movement emerged advocating the establishment of supranational organizations and the strengthening of relations among peoples, with the aim of preventing future conflicts and fostering a climate of optimism about the prospects of lasting peace on a global scale. In the Balkans, this spirit was initially reflected in bilateral treaties of friendship and cooperation among the states of the region, and subsequently in broader forms of collaboration and the renewed pursuit of a Balkan Federation.

The course focuses on the history of the idea of Balkan unification and, more specifically, on the project of a Balkan Federation. It examines the principal advocates of this vision, the organization and proceedings of the Balkan Conferences, and the outcomes of these initiatives. Special attention will be devoted to the active involvement and contribution of social forces—such as civic associations, collectives, and women’s organizations—alongside the direct and indirect interventions of governments. The interwar years constitute a particularly “bright” moment in Balkan history, during which the region’s

long-standing traditions of hostility and conflict were consciously reimagined as opportunities for cooperation and peaceful coexistence.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b></p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face to face	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching and communication with students	
<p><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></p> <p><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></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	39 hours
	Study and analysis of bibliography preparation for the exams	83 hours
	Exams	3 hours
	Course total	<b>125</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work,</i></p>	<p>Final written exam (duration 3 hours) including:</p> <ul style="list-style-type: none"> <li>- multiple choice questionnaire,</li> <li>- short-answer questions,</li> <li>- open-ended questions/questions of analysis</li> </ul> <p>Methods of students' performance evaluation are uploaded on the course's website</p>	

<p>essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	
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## (5) ATTACHED BIBLIOGRAPHY

### - Bibliography

Akrivoulis, Dimitrios. *Eleftherios Venizelos, the Great Powers and the Balkans, 1928–1932* [in Greek]. Thessaloniki: Epikentro, 2009.

Dalakoura, Katerina. “Feminisms and Politics in the Interwar Period. The Little Entente of Women (1923-1938).” *Aspasia, The International Yearbook of Central, Eastern, and Southeastern European Women’s and Gender Studies* (Berghahn) 16, 1 (2022): 37-55. <https://www.berghahnjournals.com/view/journals/aspasia/16/1/aspasia.16.issue-1.xml>

Dalakoura, Katerina. “Women, Politics, and Regional Diplomacy: From the Little Entente of Women to the Balkan Conference, 1923–1939.” In *Feminisms and Politics in the Balkans and East-Central Europe*, edited by Katerina Dalakoura and Krassimira Daskalova. New York–Budapest: CEU Press, 2025 (forthcoming).

Dordanas, Stratos. “Balkan Friendship Pacts, 1912–1941” [in Greek]. In *The Balkans 1913–2011: One Hundred Years of Storms and Chimeras*, edited by Nikolaos Mertzos, Spyridon Sfetas, Ioannis Zykas et al., 119–126. Thessaloniki: Afoi Kyriakidi, 2012.

Hassiotis, Loukianos. “The Ideal of Balkan Unity from a European Perspective (1789–1945).” *Balkanica. Annual of the Institute for Balkan Studies* 41 (2010): 211–217.

Kissudi, Penelope. “The Balkan Games and Balkan Politics in the Interwar Years (1929–1939): Politicians in Pursuit of Peace.” *The International Journal of the History of Sport* 25, no. 13 (2008): 1687–1867.

Mazower, Mark. *The Balkans* [in Greek translation by Kostas Kouremenos]. Athens: Patakis, 2013.

Mazower, Mark. *Dark Continent. Europe’s Twentieth Century* [in Greek translation by Kostas Kouremenos, chapter 2]. Athens: Alexandria, 2013.

Nystazopoulou-Pelekidou, Maria. “Alexandros Papanastasiou and the Balkan Entente” [in Greek]. *Dodoni* vol. 16 (1987): 135–157.

Preshlenova, Roumiana. “Uniting the Balkans: Common Desires and First Initiatives in the Interwar Period.” In *Disintegration and Integration in East-Central Europe, 1919 – post-1989*, edited by Wilfried Loth and Nicolae Păun, 93–104. Baden-Baden: Nomos Verlagsgesellschaft mbH Stable & Co. KG, 2014.

Sharp, Ingrid and Matthew Stibbe. "Women's International Activism during the Interwar Period, 1919–1939." *Women's History Review* 26, no. 2 (2017): 163–172.

Sfetas, Spyridon. "Balkan Friendship Pacts, 1913–2011" [in Greek]. In *The Balkans 1913–2011: One Hundred Years of Storms and Chimeras*, edited by Nikolaos Mertzos, Spyridon Sfetas, Ioannis Zykas et al., 103–117. Thessaloniki: Afoi Kyriakidi, 2012.

Todorova, Maria. "What Is or Is There a Balkan Culture and Do or Should the Balkans Have a Regional Identity?" *Southeast European and Black Sea Studies* 4, no. 1 (2004): 175–185.

Tounta-Fergadi, Areti. *Minorities in the Balkans: The Balkan Conferences 1930–1934* [in Greek]. Thessaloniki: Epikentro, 2010.

Tounta-Fergadi, Areti. *Topics in Greek Diplomatic History (1912–1934)* [in Greek]. Athens: Sideris, 2005.

Tounta-Fergadi, Areti. *The Foreign Policy of the Great Powers in the Interwar Period* [in Greek]. Athens: Sideris, 2000.

Turan, Tufan. "The Rise of the Concept of a Balkan Pact and the First Balkan Conference." *International Journal of History Studies* 4, no. 4 (2012): 433–446.

Vuljevic, Suzana. "The Crisis of Spirit: Pan-Balkan Idealism, Transnational Cultural-Diplomatic Networks and Intellectual Cooperation in Interwar Southeast Europe, 1930–1941." PhD Thesis, Columbia University, 2020. <https://doi.org/10.7916/d8-9zc3-wf30>

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	FACULTY OF LETTERS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	INXA 321	<b>SEMESTER</b>	3 <sup>RD</sup> – 8 <sup>TH</sup>
<b>COURSE TITLE</b>	Doing History with Digital Tools: A Critical Approach to Sources, Research, and Historical Knowledge		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	10

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		
<b>COURSE TYPE</b>  general background, special background, specialised general knowledge, skills development	<b>SKILLS DEVELOPMENT</b>	
<b>PREREQUISITE COURSES:</b>	ONE COURSE ON METHODOLOGY OF HISTORY	
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK (ENGLISH FOR THE ERASMUS STUDENTS)	
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES	
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=6188">https://elearn.uoc.gr/course/view.php?id=6188</a>	

## (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><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></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p><b>The learning outcomes that will result during the course for the students are:</b></p> <ul style="list-style-type: none"> <li>• their familiarization with the relevant literature (both Greek and foreign-language),</li> <li>• their familiarization with research methodology, the role of the historian, the sources and their limitations in general, so that they can reflect critically when undertaking research,</li> <li>• their specific familiarization with digital sources and databases as research tools and means, and their understanding of their particular characteristics, their limitations as research sources, and the different ways in which historians handle them,</li> <li>• the development of skills for the critical use of digital sources and tools,</li> <li>• their familiarization with citation and bibliography systems and the correct use of bibliographic references,</li> </ul>

<ul style="list-style-type: none"> <li>the ability to express their thoughts in a well-documented way, present their arguments, and use language appropriately.</li> </ul>	
<b>General Competences</b>	
<p><i>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?</i></p>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting 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>Production of new research ideas</i>	<i>Others...</i>
	.....
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Production of new research ideas</i></p> <p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p>	

### (3) SYLLABUS

How is historical scholarship transformed in the digital age? This course addresses that question by combining theoretical discussion with practical applications.

Computational and digital technologies have undoubtedly contributed to the advancement of research and teaching in the humanities. In particular, with regard to the discipline of history, the digitization of material and the creation of digital repositories (through the now-universal strategy of major libraries and archives to digitize their holdings) have to some extent solved the problem of the time-consuming process of locating and collecting archival material. Moreover, the new digital tools—namely, digital databases that emerged in the new millennium—provide researchers with the ability to access and manage vast amounts of archival sources, while the “new generation” of databases—knowledge aggregation and correlation platforms—promise much more in terms of processing historical data and supporting semantic searches within digital content.

At the same time, however, these very advances raise concerns regarding the processes of producing (and presenting) digital (meta)data (e.g., documentation procedures and methodology), the scholarly knowledge generated through these tools, and the transformations of the research process and of the historian’s work itself, thus opening up epistemological questions.

These issues will be the focus of this seminar through (a) study, discussion, and critical examination of texts and bibliography, (b) group-work in the classroom, (c) exercises with databases and knowledge correlation platforms, and (d) the presentation and writing of a research paper.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	<b>FACE TO FACE</b>	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching, laboratory practice, communication with students</i>	
<b>TEACHING METHODS</b> <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</i>	<b>Activity</b>	<b>Semester workload</b>
	Seminars	39 hours
	study and analysis of bibliography	70 hours
	Practice	46 hours
	Preparation fro the public presentation of the written essay	15 hours
	Writing essay	70 hours
	Course total	<b>250</b>

<p><i>visits, project, essay writing, artistic creativity, etc.</i></p> <p><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></p>	
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Active participation: 10%</p> <p>Practice: 30%</p> <p>Written essay: 60%</p> <p>The evaluation criteria are uploaded on the course's website</p>

## (5) ATTACHED BIBLIOGRAPHY

### General Historiography

Vogli, Elpida. *What a Historian Should Know About the Discipline and the Profession*. Athens: Association of Hellenic Academic Libraries, 2015. <http://hdl.handle.net/11419/3821>. (ch. 2).

Cannadine, David, ed. *What Is History Today?* Translated by Kostas Athanasiou. Athens: Nisos, 2007.

Iggers, Georg. *Historiography in the 20th Century*. Athens: Nefeli, 1999. (pp. 39–56 & 129–185).

Liakos, Antonis. *How the Past Becomes History*. Athens: Polis, 2007.

Offenstadt, Nicolas. *The Historian's Words: Key Concepts in the Study of History*. Athens: Kedros, 2004.

### Digital History – Sources

Barber, Sarah, and Corinna Peniston-Bird, eds. *History Beyond the Text: A Student's Guide to Approaching Alternative Sources*. London and New York: Routledge, 2009.

Borgman, Christine L. *Big Data, Little Data, No Data: Scholarship in the Networked World*. MIT Press, 2015 (κεφάλαια 6–7).

Cohen, Daniel J., & Rosenzweig, Roy. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. University of Pennsylvania Press, 2006.

Cannadine, David, επιμ. *Τι είναι ιστορία σήμερα; Μετάφραση Κώστας Αθανασίου*. Αθήνα: Νήσος, 2007.

Dalakoura, Katerina. “Digital Technologies and Historical Research: The Use of Sources.” Paper presented at the “Online Workshop on Information Systems for the Documentation of Scientific Research in the Humanities and Social Sciences,” co-organized by FORTH & KEME, University of Crete, September 23, 2020.

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Rosenzweig, Roy. “Scarcity or Abundance? Preserving the Past in a Digital Era.” *The American Historical Review* 108, no. 3 (2003): 735–762.

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Aqub Database. Accessed September 14, 2025. <https://fepib.ia.uoc.gr/aqub/>.

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## Prehistoric Archaeology (ΠΑΡ)

### COURSE OUTLINE

#### (1) GENERAL

<b>SCHOOL</b>	Philosophy		
<b>ACADEMIC UNIT</b>	History and Archaeology		
<b>LEVEL OF STUDIES</b>	Bachelor		
<b>COURSE CODE</b>	ΠΑΡ004	<b>SEMESTER</b>	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup>
<b>COURSE TITLE</b>	Introduction to the Minoan and Mycenaean cultures		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek and English (exam language for Erasmus students)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

#### (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 that will arise during the course for the students are:

- their familiarization with the relevant bibliography and the examination of the available sources
- their acquisition of knowledge and familiarization with the study and research of the general characteristics of the Minoan and Mycenaean Civilization
- the development of critical thinking skills, as they provide during the course the opportunity to discuss the scientific opinions that have been expressed on individual topics in combination with modern theoretical and methodological approaches to the Minoan and Mycenaean civilizations.

### 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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting 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>Others...</i>
	<i>.....</i>

Search, analysis and synthesis of data and information, using the necessary technologies

Adaptation to new situations

Decision-making

Autonomous work

Work in an international environment

Work in an interdisciplinary environment

Demonstration of social, professional and ethical responsibility and sensitivity to gender issues

Promoting free, creative and inductive thinking

### (3) SYLLABUS

The topic of this course is the introduction of two important Bronze Age civilizations, the Minoan and the Mycenaean. The changes in Crete will be discussed from the beginning of

the 3rd millennium BC until formation of a strong religion and the establishment of palaces with distinct social and political groups on the island. The

role and character of art that flourished in the mid-2nd millennium BC and of trade in the Aegean and the wider Mediterranean will also be highlighted. The development of the Mycenaean civilization in mainland Greece from the beginning to the end of the 2nd millennium BC will also be presented in details. The differences between the continental palaces and those of Crete will be demonstrated, as well as the new elements that the Mycenaean states brought until the fall of the palaces and beyond, as a legacy to the classical world.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in Teaching, communication with the students.	
<b>TEACHING METHODS</b> <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>	<b>Activity</b>	<b>Semester workload</b>
	Lecture	39
	Study of Bibliography and preparation for Lectures	83
	Exams	3
	Course total	125
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>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</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final written exam: Four topics from which two will be chosen. Instructions on the format of the exam and the appropriate way to answer are posted on the course website.	

#### (5) ATTACHED BIBLIOGRAPHY

Betancourt, P.P. 2007. *Introduction to Aegean Art*. Philadelphia: INSTAP Academic Press

Branigan, K. 1993. *Dancing with death: life and death in southern Crete, c. 3000 - 2000 BC*, Amsterdam.

Cavanagh, W. and Mee, C. 1998. *A Private Place: Death in Prehistoric Greece*, Jonsered.

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Davis, J.L. 1992. 'Review of Aegean prehistory I: The islands of the Aegean', *American Journal of Archaeology* 96, 699-756.

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Legarra Herrero, B. 2014. *Mortuary Behavior and Social Trajectories in Pre- and Protopalatial Crete*, Philadelphia.

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## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Philosophy		
<b>ACADEMIC UNIT</b>	History and Archaeology		
<b>LEVEL OF STUDIES</b>	Bachelor		
<b>COURSE CODE</b>	ΠΑΡ205	<b>SEMESTER</b>	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> or 8 <sup>th</sup>
<b>COURSE TITLE</b>	The Burial Customs and Beliefs in the Prehistoric Aegean		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	5

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek and English (exam language for Erasmus students)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

## (2) LEARNING OUTCOMES

<b>Learning outcomes</b>  <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> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>													
<p>The learning outcomes that will arise during the course for the students are:</p> <ul style="list-style-type: none"> <li>• their familiarization with the relevant bibliography and the examination of available sources</li> <li>• their acquisition of knowledge and familiarization with the study and research of burial customs and burial practices throughout Prehistory in the Aegean</li> <li>• the development of critical thinking skills, since the course provides the opportunities to discuss with the teacher the scientific opinions that have been expressed on individual topics in combination with modern theoretical and methodological approaches to the subject in the Aegean and more broadly.</li> </ul>													
<b>General Competences</b>  <i>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?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting 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>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>												
<i>Adapting 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>Production of new research ideas</i>	<i>Others...</i>
	.....

  

Search, analysis and synthesis of data and information, using the necessary technologies
Adaptation to new situations
Decision-making
Autonomous work
Work in an international environment
Work in an interdisciplinary environment
Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
Promoting free, creative and inductive thinking

### (3) SYLLABUS

The topic of this course is the understanding of the complexity of burial customs and practices in general in archaeology. Emphasis will be placed on the diachronic changes and traditions that emerged in the Aegean as well as the social and political imprint they left. Especially for the Bronze Age, the wealth of information allows for the analysis of communities, the activities and often the beliefs of the people of this period. The different methodological and interpretive approaches that will be presented in the course will highlight the way in which the study of funerary remains can offer conclusions about the social and political dynamics of the era.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in Teaching, communication with the students.	
<b>TEACHING METHODS</b>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Lecture	39
	Study of Bibliography and preparation for Lectures	83
	Exams	3

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	Course total	125
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	Final written exam: Four topics from which two will be chosen. Instructions on the format of the exam and the appropriate way to answer are posted on the course website.	

## (5) ATTACHED BIBLIOGRAPHY

Branigan, K. 1993. *Dancing with death: life and death in southern Crete, c. 3000 - 2000 BC*, Amsterdam.

Broodbank, C. 2008. 'The Early Bronze Age in the Cyclades', *The Cambridge Companion to the Archaeology of Aegean Bronze Age*, C. Shelmerdine, (ed.), Cambridge, 47-76.

Broodbank, C. 2000. *An Island Archaeology of the Early Cyclades*, Cambridge.

Cavanagh, W. 2010. 'Death and the Mycenaeans', *The Cambridge Companion to the Archaeology of Aegean Bronze Age*, C. Shelmerdine, (ed.), Cambridge, 327-341.

Cavanagh, W. and Mee, C. 1998. *A Private Place: Death in Prehistoric Greece*, Jonsered.

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Soles, J.S. 1992. *The Prepalatial Cemeteries of Mochlos and Gournia and the House tombs of Bronze Age Crete*, Nw Jersey.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Philosophy		
<b>ACADEMIC UNIT</b>	Department of History and Archaeology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	PAR 180	<b>SEMESTER</b>	1-2-3-4-5-6-7-8
<b>COURSE TITLE</b>	Prehistoric Cyprus		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	general background		
<b>PREREQUISITE COURSES:</b>	none		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	instruction: Greek (written/oral) exams: English/French/German/Italian		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=5976">https://elearn.uoc.gr/course/view.php?id=5976</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>  <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> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
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The learning outcomes that the course aims to produce for the students are:

- familiarization with the relevant bibliography and research data for the geographical area to which the course relates, i.e. Cyprus, mainly during the Bronze Age;
- acquisition of facts/data and acquaintance with the study and archaeological research on Cyprus;
- development of critical thinking skills, as students are given the opportunity to discuss with the instructor during the course the scholarly opinions that have been formulated on specialized topics, in combination with modern theoretical and methodological approaches to the subject.

### 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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting 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>Others...</i>
	<i>.....</i>

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

*Decision-making*

*Working independently*

*Working in an interdisciplinary environment*

*Production of free, creative and inductive thinking*

### (3) SYLLABUS

The course will deal with the archaeology of prehistoric Cyprus. The lectures will start with the examination of the archaeological data of the earliest habitation on the island during the Epipaleolithic and Neolithic periods (10,500-3900 BCE), as well as during the lengthy Chalcolithic (3900-2500 BCE). The lectures will, however, focus primarily on the Bronze Age (2500-1050 BCE).

The description of geography and the natural environment will be the first to discuss, with an emphasis on geological data, since the copper deposits have determined the character and history of the island over the centuries.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face																				
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	-Use of ICT in teaching and communication with students  -Lectures will be delivered in lecture theater C, every Wednesday, 17.30-20.30 (24/9-17/12/2025)  -All communication with course participants (course bibliography, course syllabus and exams, activities) will be posted on the course page in eLearn ( <a href="https://elearn.uoc.gr/course/view.php?id=5976">https://elearn.uoc.gr/course/view.php?id=5976</a> )																				
<b>TEACHING METHODS</b>  <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>	<table border="1"> <thead> <tr> <th><i>Activity</i></th><th><i>Semester workload</i></th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>39 hours</td></tr> <tr> <td>Individual study</td><td>78 hours</td></tr> <tr> <td></td><td></td></tr> <tr> <td>Exam</td><td>3 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><b>120 hours</b></td></tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39 hours	Individual study	78 hours			Exam	3 hours									Course total	<b>120 hours</b>
<i>Activity</i>	<i>Semester workload</i>																				
Lectures	39 hours																				
Individual study	78 hours																				
Exam	3 hours																				
Course total	<b>120 hours</b>																				
<b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i>  <i>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</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Exam material and announcements regarding the course: all will be posted on the course website on eLearn (which automatically sends an email to one's institutional email account).  Final written exam: three hours, in-person written exam.  The possibility of an oral, individual exam is also offered to all (after consultation with the instructor).																				

#### (5) ATTACHED BIBLIOGRAPHY

General
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<p>M. Καντηρέα, <i>Οι επιγραφές του Κυπριακού Μουσείου: στιγμιότυπα της ιστορίας της αρχαίας Κύπρου</i>, Πανεπιστημιακές Εκδόσεις Κύπρου 2019.</p> <p>N. Παπαδημητρίου, Μ. Τόλη (eds.), <i>Αρχαία Κύπρος – Πρόσφατες Εξελίξεις στην Αρχαιολογία της Ανατολικής Μεσογείου</i>, Μουσείο Κυκλαδικής Τέχνης 2017.</p> <p>A. C. Brown, H. W. Catling, <i>Ancient Cyprus</i>, Ashmolean Museum 1986 [available online: <a href="https://archive.org/details/ANCIENTCYPRUS1986BYA.C.BROWNH.W.CATLING">https://archive.org/details/ANCIENTCYPRUS1986BYA.C.BROWNH.W.CATLING</a>]</p> <p>G. Cadogan, M. Iacovou, K. Kopaka, J. Whitley (eds.), <i>Parallel lives. Ancient island societies in Crete and Cyprus</i>, British School at Athens 2012.</p> <p>Online resources on Cypriot history and archaeology</p> <p>A website on the history and archaeology of Cyprus: [<a href="https://kyprioscharacter.eie.gr/en/scientific-texts/">https://kyprioscharacter.eie.gr/en/scientific-texts/</a>]</p> <p>Centre d'Études Chypriotes: <a href="http://centredetudeschypriotes.fr/">http://centredetudeschypriotes.fr/</a></p> <p>Cahiers du Centre d'Études Chypriotes (CCEC): <a href="https://www.persee.fr/collection/cchyp">https://www.persee.fr/collection/cchyp</a></p> <p>A website on Cypriot coroplastic, Stypax: <a href="https://sites.uwm.edu/dbc/">https://sites.uwm.edu/dbc/</a></p> <p>Research project on Cypriot connectivity: <a href="https://cycomedproject.eie.gr/">https://cycomedproject.eie.gr/</a></p> <p>Cyprus American Archaeological Research Institute: <a href="https://caari.org/">https://caari.org/</a></p> <p>Cyprus Department of Antiquities: <a href="https://www.culture.gov.cy/dmcculture/da/da.nsf/DMLindex_en/DMLindex_en?OpenDocument">https://www.culture.gov.cy/dmcculture/da/da.nsf/DMLindex_en/DMLindex_en?OpenDocument</a></p>	
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## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Philosophy		
<b>ACADEMIC UNIT</b>	Department of History and Archaeology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>PAR 321</b>	<b>SEMESTER</b>	<b>3-4-5-6-7-8</b>
<b>COURSE TITLE</b>	Architecture and town planning during the Bronze Age in Greece and Cyprus		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	10

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	specialized general knowledge	
<b>PREREQUISITE COURSES:</b>	at least two lecture courses on prehistoric archaeology, one of which should be on the Bronze Age (3 <sup>rd</sup> -2 <sup>nd</sup> mill. BCE)	
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek	
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes	
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=5975">https://elearn.uoc.gr/course/view.php?id=5975</a>	

## (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><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></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The learning outcomes that the seminar aims to produce for the students are:</p> <ul style="list-style-type: none"> <li>• their familiarization with the relevant bibliography and the examination of the available sources (analog and digital sources);</li> <li>• the acquisition of knowledge and their familiarization with the study and research of architectural and urban organization during the 3rd and 2nd millennium BCE in Greece and Cyprus;</li> <li>• the development of critical thinking skills, as they are given the opportunity to discuss with the instructor, within the context of the course, the interpretations that have been formulated on individual topics in combination with modern theoretical and methodological approaches to the subject.</li> </ul> <p>In addition, through the composition of an essay on a topic that is part of the broader theme of the seminar on architecture and urban planning, students:</p> <ul style="list-style-type: none"> <li>• learn and practice the methods and rationale of oral presentations (presentation using Powerpoint);</li> <li>• improve their ability to express themselves in a structured manner, practice using technical terminology;</li> <li>• become familiar with the study of bibliography in multiple foreign languages, and practice the correct use of bibliographic references;</li> </ul>

- practice and improve their writing skills through the preparation of the final written essay.

### 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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting 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>Others...</i>
	<i>.....</i>

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

*Decision-making*

*Working independently*

*Working in an interdisciplinary environment*

*Production of free, creative and inductive thinking*

### (3) SYLLABUS

The seminar aims to study and examine the architecture and organization of space in general in the societies of the 3rd and 2nd millennium BCE in Greece and Cyprus.

Topics of interest regard on one hand residential architecture, and on the other funerary architecture and organization. Individual and idiosyncratic types of buildings will be discussed, such as (indicatively): the early Helladic “corridor houses”, the megaron-like buildings of the 3rd millennium BCE, the apsidal buildings, the Cretan “palaces” and those of mainland Greece during the Mycenaean period, the buildings with ashlar masonry, etc. Special attention will be paid to all kinds of buildings considered as “public” or “community” buildings, the development in height (two-storey or generally multi-storey buildings), as well as communal or public works (fortification walls, sewage systems, water supply works).

Additional emphasis will be given to the urban organization of residential complexes, as large-scale architectures as well as residential or funerary complexes seem to be constructed through synergy and consultation of the members of a community, implying collective action and possible central planning.

In this context, special emphasis will be placed to the phenomenon of urbanization, which is observed for the first time in the 3rd millennium BCE in Greece and in the 2nd millennium BCE in Cyprus.

Finally, the social role of architecture will be discussed and conclusions will be drawn from residential and funerary architectural data regarding the organization and perceptions of societies of the time.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>- Regular and mandatory use of the course's eLearn website.</li> <li>- Course presentations using powerpoint, the teaching of its use is included in the course objectives.</li> <li>- Specifically regarding the use of Artificial Intelligence: it is permitted in this seminar, but with explicit reference in the assignment on how and to what extent it was used; under no circumstances is the use of AI permitted for the purposes of composing the oral or written assignment.</li> </ul>	
<b>TEACHING METHODS</b> <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
	Seminars	39 hours
	Individual study	90 hours
	Small preliminary assignments	40 hours
	Presentation of main assignment	01 hour
	Writing up	80 hours
	Course total	<b>250 hours</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>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</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>- Attendance and participation in class;</li> <li>- Small, preliminary assignments;</li> <li>- Public, oral presentation of assigned topic;</li> <li>- Quality of written work (submitted at the end of the seminar);</li> <li>- Discussion between the instructor and the examinee about the written essay after its submission.</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

### On prehistoric, Bronze Age archaeology in Greece and Cyprus:

P. P. Betancourt, *Introduction to Aegean art*, INSTAP 2007.

A. C. Brown, H. W. Catling, *Ancient Cyprus*, Ashmolean Museum 1986 [available online: <https://archive.org/details/ANCIENTCYPRUS1986BYA.C.BROWNH.W.CATLING>]

G. Cadogan, M. Iacovou, K. Kopaka, J. Whitley (eds.), *Parallel lives. Ancient island societies in Crete and Cyprus*, British School at Athens 2012.

E. H. Cline (ed.), *The Bronze Age Aegean (ca. 3000-1000 BC)*, OUP 2010.

T. Cullen (ed.), *Aegean Prehistory. A review*, AJA Supplements 2001.

N. Παπαδημητρίου, Μ. Τόλη (eds.), *Αρχαία Κύπρος – Πρόσφατες Εξελίξεις στην Αρχαιολογία της Ανατολικής Μεσογείου*, Μουσείο Κυκλαδικής Τέχνης 2017.

J.-Cl. Poursat, *The art and archaeology of the Aegean Bronze Age: a History*. C. Knappett (transl.), CUP 2022.

J. Rutter (ed.), online courses + bibliography on Greek prehistory: <https://sites.dartmouth.edu/aegean-prehistory/>

C. W. Shelmerdine (ed.), *The Cambridge Companion to the Aegean Bronze Age*, CUP 2008.

R. Treuil, P. Darcque, J.-Cl. Poursat, G. Touchais, *Les civilisations égéennes du Néolithique à l' Age du Bronze*, Paris 1989.

### Online resources on the archaeology of Greece and Cyprus:

Hellenic Ministry of Culture, sites of archaeological interest:

[https://www.culture.gov.gr/en/service/SitePages/heritage\\_new.aspx](https://www.culture.gov.gr/en/service/SitePages/heritage_new.aspx)

New investigations, a collaboration between the British School at Athens and the École Française d'Athènes: <https://chronique.efa.gr/?kroute=homepage>

The collections of the Hellenic National Museum: <https://www.namuseum.gr/en/collections/>

«Aigeus», a society that focuses on news and publications on Greek and Cypriot prehistory: <https://www.aegeussociety.org/en/>

A website on the history and archaeology of Cyprus: <https://kyprioscharacter.eie.gr/en/>

### Online resources on the Bronze Age in Greece and Cyprus:

Bibliographical database on Greek and Cypriot prehistory, Nestor:

<https://classics.uc.edu/nestor/>

Digital publications of the Archaeological Society of Athens:

<https://www.archetai.gr/index.php?lang=en>

Museum guides and digital publications of the Latsis Foundation: <https://www.latsis-foundation.org/eng/e-library>

Architecture of the Bronze Age in Greece and Cyprus:

*L'habitat égéen préhistorique. Actes de la table ronde CNRS-Université Paris I-EFA, Athènes 23-25 juin 1987, Suppléments au BCH 19, 1990.*

J. Bretschneider, J. Driessen, K. van Lerberghe (eds.), *Power and architecture: monumental public architecture in the Bronze Age Near East and Aegean*, 2007.

M. Devolder, I. Kreimerman (eds.), *Ashlar. Exploring the materiality of cut-stone masonry in the eastern Mediterranean Bronze Age*, 2020.

R. Hägg and D. Konsola, *Early Helladic architecture and urbanization*, 1986.

K. D. Glowacki, N. Vogeikoff-Brogan (eds.), *ΣΤΕΓΑ: The Archaeology of Houses and Households in Ancient Crete, Hesperia Supplements 44*, 2011.

Q. Letesson, C. Knappett (eds.), *Minoan architecture and urbanism*, 2017.

J. C. McEnroe, *Architecture of Minoan Crete: constructing identity in the Aegean Bronze Age*, 2010.

C. Palyvou, *Daidalos at work: a phenomenological approach to the study of Minoan architecture*, 2018.

A. Rapoport, *House form and culture*, 1969.

J. W. Shaw, *Minoan architecture: materials and techniques*, 2009.

J. W. Shaw, *Elite Minoan architecture: its development at Knossos, Phaistos, and Malia*, 2015.

## Classical Archaeology (KAP)

### COURSE OUTLINE

#### (1) GENERAL

<b>SCHOOL</b>			
<b>ACADEMIC UNIT</b>	History and Archaeology		
<b>LEVEL OF STUDIES</b>			
<b>COURSE CODE</b>	KAP100	<b>SEMESTER</b>	1 <sup>st</sup> -8 <sup>th</sup>
<b>COURSE TITLE</b>	Introduction to Classical Archaeology		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>			
<b>PREREQUISITE COURSES:</b>	no		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek-English (exam language for Erasmus students)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=6092">https://elearn.uoc.gr/course/view.php?id=6092</a>		

#### (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

### 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...
	.....

### (3) SYLLABUS

Classical archaeology is the branch of archaeology that deals with the material remains of Greco-Roman antiquity. Geographically, it focuses on the Mediterranean region, particularly Greece, Asia Minor, Southern Italy, and the Roman Empire, while chronologically it covers the period from around 1050 to late antiquity (4th century AD).

At the heart of classical archaeology lies the discovery, study, and publication of material remains, which include everything from architecture, sculpture, painting, ceramics, coins but also human and animal skeletons, food remains, plant pollen, etc. It is not only about describing and dating the finds, but also about their cultural and historical classification and interpretation in the social, political, and religious context of antiquity.

The development of classical archaeology as a scientific discipline began mainly in the 19th century. Initially, it had a strong art history character and focused on monuments and "high-value" works of art. In the meantime, the science has expanded

methodologically and collaborates interdisciplinarily with the natural sciences, digital humanities, anthropology, topography, and, of course, the historical sciences.

A central field of work is archaeological field research, especially excavations and surface surveys. In this context, modern methods are used, such as geophysical surveys, 3D reconstructions, and GIS (geographic information systems).

Classical archaeology is now considered a dynamic, methodologically pluralistic science, which, on the one hand, investigates the material remains of antiquity and, on the other hand, reflects current social debates. Its findings contribute significantly to our understanding of European cultural and ideological history and show how strongly antiquity has influenced our present.

The course Introduction to Classical Archaeology provides a brief overview of the concept, content, methods, and significance of classical archaeology, mainly in the Greek world.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>		
<b>TEACHING METHODS</b> <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>	<b>Activity</b>	<b>Semester workload</b>
	Lecture	39
	Study of Bibliography and preparation for Lectures	83
	Exams	3
	Course total	125
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>		

<p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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## (5) ATTACHED BIBLIOGRAPHY

<p>T. Hölscher, Κλασική Αρχαιολογία-Βασικές γνώσεις (μτφρ), Athens 2019, also in German</p> <p>Δ. Πλάντζος, Ελληνική Τέχνη και Αρχαιολογία 1200-30 π.Χ., Athens 2016.</p> <p>W. Biers, The archaeology of Greece. An introduction, 1990.</p>
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## COURSE OUTLINE

### (1) GENERAL

SCHOOL			
ACADEMIC UNIT	History and Archaeology		
LEVEL OF STUDIES			
COURSE CODE	KAP330	SEMESTER	1 <sup>st</sup> -8 <sup>th</sup>
COURSE TITLE	Terracotta Figurines as votive offerings in sanctuaries from the Archaic to the Hellenistic periods		
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, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			

<b>COURSE TYPE</b>  <i>general background, special background, specialised general knowledge, skills development</i>	
<b>PREREQUISITE COURSES:</b>	
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek, English (exam language for Erasmus students)
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	yes
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/index.php?categoryid=82">https://elearn.uoc.gr/course/index.php?categoryid=82</a>

## (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><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></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>																			
<p><b>General Competences</b></p> <p><i>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?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting 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>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting 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>Others...</i>																		
	<i>.....</i>																		

## (3) SYLLABUS

One of the most popular types of votive offerings in sanctuaries are terracotta figurines. From the Geometric period onwards until at least the 1st century BC, when they were replaced by other types of votive offerings, thousands of them have been found in various excavation contexts, such as burial and settlement sites, but mainly in sanctuaries. The figurines from the sanctuaries offer, under certain conditions, valuable information about the deity worshipped and its attributes, the ritual practices that took place, but also the dedicants themselves and their motives behind offering specific types of terracottas.

Beyond issues of dating, typology, and construction, the following issues/questions regarding figurine production are still relevant today: 1. the question of identifying anthropomorphic figurines with a deity or with the dedicant himself, 2. the interpretation of the act of deposition and the symbolism it carried, 3. To what extent a set of figurines characterizes worship in a sanctuary, attributes and reflects the qualities of the deity, 4. Whether the choice of specific types is influenced by random factors or is conscious and related to the deity worshipped, but also to the aspirations of the donor. All of the above should be examined on a case-by-case basis, locally and in relation to the other finds from the sanctuaries.

The seminar will examine the group of terracotta figurines from specific sanctuaries, mainly of female deities, such as those of Hera in Argolis, Artemis in Sparta, and Brauron in Attica. Also, specific types of figurines, such as protomes, children representations, male and grotesque forms, which often characterize specific cults.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>																					
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>																					
<b>TEACHING METHODS</b> <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>	<table> <tr> <th data-bbox="699 1487 1029 1525"><i>Activity</i></th><th data-bbox="1029 1487 1361 1525"><i>Semester workload</i></th></tr> <tr> <td data-bbox="699 1525 1029 1563">Seminar meetings</td><td data-bbox="1029 1525 1361 1563">39 hours</td></tr> <tr> <td data-bbox="699 1563 1029 1637">Study and analysis of bibliography</td><td data-bbox="1029 1563 1361 1637">90 hours</td></tr> <tr> <td data-bbox="699 1637 1029 1711">Essay writing and debating</td><td data-bbox="1029 1637 1361 1711">60 hours</td></tr> <tr> <td data-bbox="699 1711 1029 1749">In-class presentation</td><td data-bbox="1029 1711 1361 1749">1 hour</td></tr> <tr> <td data-bbox="699 1749 1029 1787">Writing-up of final essay</td><td data-bbox="1029 1749 1361 1787">60 hours</td></tr> <tr> <td data-bbox="699 1787 1029 1825"></td><td data-bbox="1029 1787 1361 1825"></td></tr> <tr> <td data-bbox="699 1825 1029 1863"></td><td data-bbox="1029 1825 1361 1863"></td></tr> <tr> <td data-bbox="699 1863 1029 1901"></td><td data-bbox="1029 1863 1361 1901"></td></tr> <tr> <td data-bbox="699 1901 1029 1991">Course total</td><td data-bbox="1029 1901 1361 1991"><b>250 hours</b></td></tr> </table>	<i>Activity</i>	<i>Semester workload</i>	Seminar meetings	39 hours	Study and analysis of bibliography	90 hours	Essay writing and debating	60 hours	In-class presentation	1 hour	Writing-up of final essay	60 hours							Course total	<b>250 hours</b>
<i>Activity</i>	<i>Semester workload</i>																				
Seminar meetings	39 hours																				
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In-class presentation	1 hour																				
Writing-up of final essay	60 hours																				
Course total	<b>250 hours</b>																				



## History of Art (ITΔ)

### COURSE OUTLINE

#### (1) GENERAL

<b>SCHOOL</b>	FACULTY OF LETTERS		
<b>ACADEMIC UNIT</b>	HISTORY AND ARCHAEOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ITΔ128	<b>SEMESTER</b>	1 <sup>st</sup> , 3 <sup>rd</sup> , 5 <sup>th</sup> , 7 <sup>th</sup>
<b>COURSE TITLE</b>	The construction of the visible: art and society in the Low Countries (1400-1600)		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>			
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek, English (exam language for Erasmus students)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	yes		
<b>COURSE WEBSITE (URL)</b>			

#### (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

<ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>	
<b>General Competences</b>  <i>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?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting 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>Others...</i>
	<i>.....</i>

### (3) SYLLABUS

The course examines artistic production in the Low Countries from 1400 to 1600, a period during which the region became a hub of artistic innovation and social transformation. Through the study of selected artworks, it analyzes how artists such as Jan van Eyck, Hieronymus Bosch, Pieter Bruegel the Elder, among others, shaped new conceptions of the visible, the realistic, and the imaginary. At the same time, it explores the relationship between art and the social, religious, and economic structures of the time: the rise of the urban bourgeoisie, the religious Reformation, the development of the art market, and the circulation of images. The course is structured around stylistic and iconographic analysis, the presentation of diverse methodological approaches, and the discussion of key historiographical debates.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in Teaching, communication with the students.

<b>TEACHING METHODS</b>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Lecture	39
	Study of Bibliography and preparation for Lectures	83
	Exams	3
	<b>Course total</b>	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i>  <i>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</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		

## (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Related academic journals:

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	FACULTY OF LETTERS		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ITA396	SEMESTER	3 <sup>rd</sup> , 5 <sup>th</sup> , 7 <sup>th</sup>

<b>COURSE TITLE</b>	Readers and literacy: artistic representations and social constructions in Europe (15th-18th century)		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>			
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek, English (exam language for Erasmus students)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	yes		
<b>COURSE WEBSITE (URL)</b>			

## (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p>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.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p><b>General Competences</b></p> <p>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?</p> <p>Search for, analysis and synthesis of data and information,      Project planning and management with the use of the necessary technology</p> <p>Respect for difference and multiculturalism</p> <p>Adapting to new situations</p>

<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>Production of new research ideas</i>	<i>Others...</i>
	.....

### (3) SYLLABUS

This seminar investigates the interrelation between reading, literacy, and their representations in artistic production from the 15th to the 18th century. It concentrates on the analysis of visual artworks that depict the act of reading, as well as the social perceptions associated with it. Particular emphasis is placed on the ways in which reading is visualized and interpreted within diverse social, religious, and cultural frameworks.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in Teaching, communication with the students.	
<b>TEACHING METHODS</b>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Seminar meetings	39 hours
	Study and analysis of bibliography	90 hours
	Essay writing and debating	60 hours
	In-class presentation	1 hour
	Writing-up of final essay	60 hours
	Course total	<b>250 hours</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>		



## Italian Language and Terminology (ITA)

### COURSE OUTLINE

#### (1) GENERAL

<b>SCHOOL</b>	FACULTY OF LETTERS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF HISTORY AND ARCHAEOLOGY (elective course offered to students of the Departments of History and Archaeology, Philology, Philosophy, Social Studies, and Psychology)		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>ITAA 010</b>	<b>SEMESTER</b>	From the 1st (Winter semester)
<b>COURSE TITLE</b>	ITALIAN LANGUAGE AND TERMINOLOGY 010		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Tutorials		3	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	COMPETENCE DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	ITALIAN AND GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (a good command of the Greek language is required)		
<b>COURSE WEBSITE (URL)</b>	<b>INTERDEPARTMENTAL COURSES OF THE FACULTY OF LETTERS:</b> <a href="https://elearn.uoc.gr/course/view.php?id=6104">https://elearn.uoc.gr/course/view.php?id=6104</a>		

## (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 course *Italian Language and Terminology* aims at the acquisition of the Italian language and its application for academic, research, and professional purposes. More specifically, at this particular level (010), students are expected to achieve:

- a progressively accurate understanding, reception, and production in the target language, with emphasis on academic discourse and the specialized vocabulary of the humanities and social sciences;
- familiarization with the relevant scientific literature in the Italian language.

Upon successful completion of Level 010 of the course, students, as basic users of the target language, are expected to be able to:

- understand, with the assistance of a dictionary and grammar reference, the content of simple and short texts in Italian related to the fields of the humanities and social sciences,
- answer comprehension questions on these texts,
- provide a concise summary of their content in Greek,
- translate the Italian academic discourse of the texts at this level into Greek,
- identify, understand, and render into Greek the terminology included in the assigned texts,
- acquire elementary knowledge of the main morphosyntactic structures of the target language,
- process unfamiliar vocabulary from context using metacognitive strategies,
- produce short and simple written texts in Italian.

### 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...
	.....

- Independent work
- Teamwork
- Respect for diversity and multiculturalism
- Ability to work and collaborate in an international environment
- Search, analysis, and synthesis of data and information, using the necessary technologies

### (3) SYLLABUS

Within the framework of teaching and learning, the course makes use of:

- instructional material in the form of texts related to the fields of History, Archaeology, Linguistics, Literature, Social and Philosophical Studies, Psychology, and Educational Sciences,
- charts and tables of morphosyntactic structures and vocabulary (both practical and scientific),
- authentic material in the target language,
- graded exercises, individual and group, for knowledge assessment and the development of the four basic language skills (reading, comprehension, speaking, and writing),
- open- and closed-ended tasks,
- translation activities,
- summarization of text content in Greek,
- and the production of simple and short texts in Italian.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, with active student participation	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Teaching and learning are supported through the online platform <a href="https://elearn.uoc.gr">https://elearn.uoc.gr</a> .  Use of ICT in teaching and in communication with students.	
<b>TEACHING METHODS</b>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures – Exercises	39 hours
	Language Exercises	20 hours
	Independent Study	13 hours
	Final Examination	3 hours
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>	1. Formative assessment during class sessions: <ul style="list-style-type: none"> <li>• graded exercises (grammar, syntax, terminology, translation of familiar texts,</li> </ul>	

<p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>comprehension and rendering of the content of familiar texts),</p> <ul style="list-style-type: none"> <li>• individual and group tasks,</li> <li>• evaluation of knowledge and development of the four basic language skills (reading, comprehension, speaking, and writing),</li> <li>• open- and closed-ended tasks,</li> <li>• translation and production of short and simple texts.</li> </ul> <p>2. Optional final assignment:</p> <ul style="list-style-type: none"> <li>• translation and rendering into Greek of the content of a short and simple unfamiliar scientific text in Italian.</li> </ul> <p>3. Written examination at the end of the semester:</p> <ul style="list-style-type: none"> <li>• progress test (attendance compulsory) and/or</li> <li>• final written exam including: <ul style="list-style-type: none"> <li>- translation into Greek of a taught Italian text,</li> </ul> </li> </ul> <p>exercises on specialized and general vocabulary (terminology), grammar, and syntax.</p>
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## (5) ATTACHED BIBLIOGRAPHY

<p>– Short and simple academic texts in Italian, drawn from all subject areas of the humanities and social sciences.</p> <p>– Multimedia and multimodal teaching material, where appropriate.</p> <p>– Milioni, G. (2025). <i>Antologia di testi accademici italiani: Dalle parole al pensiero. letture interdisciplinari umanistiche e sociali</i>. Salonicco: Edizioni Disigma.</p> <p>– Drakouli, A. (2012 [2011]), <i>Le prime lezioni in italiano</i>, 3a ediz., Irakleio (Creta): Ed. Itanos.</p> <p>– Δρακούλη, Α. &amp; Μαμιδάκη, Σ. (2019). <i>L'italiano non è solo...una lingua straniera!</i>, Atene: Edizioni Disigma.</p> <p>– Kapatu, G. (2015). <i>Grammatica della lingua italiana</i>, Atene: Primus Edizioni.</p> <p>– Rapacciuolo-Strani, A. (1999). <i>La lingua italiana. Esercizi</i>, vol. I, Αθήνα: εκδόσεις Σιδέρη.</p>
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## COURSE OUTLINE

### (1) GENERAL

SCHOOL	FACULTY OF LETTERS
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<b>ACADEMIC UNIT</b>	DEPARTMENT OF HISTORY AND ARCHAEOLOGY (elective course offered to students of the Departments of History and Archaeology, Philology, Philosophy, Social Studies, and Psychology)		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>ITAA 030</b>	<b>SEMESTER</b>	From the 3st (Winter semester)
<b>COURSE TITLE</b>	ITALIAN LANGUAGE AND TERMINOLOGY 030		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Tutorials		3	3
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	COMPETENCE DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	IT IS RECOMMENDED THAT STUDENTS COMPLETE BOTH LEVELS 010 AND 020 OF THE COURSE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	ITALIAN AND GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES  (a good command of the Greek language is required)		
<b>COURSE WEBSITE (URL)</b>	<b>INTERDEPARTMENTAL COURSES OF THE FACULTY OF LETTERS:</b> <a href="https://elearn.uoc.gr/course/view.php?id=6103">https://elearn.uoc.gr/course/view.php?id=6103</a>		

## (2) LEARNING OUTCOMES

<b>Learning outcomes</b>  <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> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> </ul>
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- *Guidelines for writing Learning Outcomes*

The course *Italian Language and Terminology* aims at the acquisition of the Italian language and its application for academic, research, and professional purposes. More specifically, at this particular level (030), students are expected to achieve:

- a progressively accurate understanding, reception, and production in the target language, with emphasis on academic discourse and the specialized scientific vocabulary of the humanities and social sciences;
- familiarization with the relevant scientific literature in the Italian language.

Upon successful completion of Level 030 of the course, students, as independent users of the target language, are expected to be able to:

- understand, with the assistance of a dictionary and grammar reference, the content of longer (moderately difficult) texts in Italian related to the humanities and social sciences,
- answer comprehension questions on these texts,
- provide a concise summary of their content in Greek,
- translate the Italian academic discourse of the texts at this level into Greek,
- identify, understand, and render into Greek the terminology included in the assigned texts,
- acquire the morphosyntactic structures contained in the texts analyzed in class,
- process unfamiliar vocabulary from context using metacognitive strategies,
- produce moderately complex written texts in Italian,
- express themselves orally in Italian in a well-structured register and style, articulating opinions, evaluations, arguments, agreement, or disagreement,
- appropriately make use of Italian scientific works for their academic studies (e.g., preparation of assignments, seminars, ecc.).

### 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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting 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>Production of new research ideas</i>	<i>Others...</i>
	.....

- Independent work
- Teamwork
- Respect for diversity and multiculturalism
- Ability to work and collaborate in an international environment
- Search, analysis, and synthesis of data and information, using the necessary technologies

### (3) SYLLABUS

Within the framework of teaching and learning, the course makes use of:

- instructional material in the form of texts related to the fields of History, Archaeology, Linguistics, Literature, Social and Philosophical Studies, Psychology, and Educational Sciences,
- charts and tables of morphosyntactic structures and vocabulary (both practical and scientific),
- authentic material in the target language,
- graded exercises, individual and group, for knowledge assessment and for the development of the four basic language skills (reading, comprehension, speaking, and writing),
- open- and closed-ended tasks,
- translation activities,
- summarization of text content in Greek,
- and the production of simple and short texts in Italian.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, with active student participation	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Teaching and learning are supported through the online platform <a href="https://elearn.uoc.gr">https://elearn.uoc.gr</a> .  Use of ICT in teaching and in communication with students.	
<b>TEACHING METHODS</b>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures – Exercises	39 hours
	Language Exercises	20 hours
	Independent Study	13 hours
	Final Examination	3 hours
<b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i>  <i>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</i>	1. Formative assessment during class sessions: <ul style="list-style-type: none"> <li>• graded exercises (grammar, syntax, terminology, translation of familiar texts, comprehension and rendering of the content of familiar texts),</li> <li>• individual and group tasks,</li> <li>• evaluation of knowledge and development of the four basic language skills (reading, comprehension, speaking, and writing),</li> <li>• open- and closed-ended tasks,</li> </ul>	
		<b>75 hours</b> (25 hours of workload per ECTS credit)

<p>work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<ul style="list-style-type: none"> <li>• translation and production of moderately complex texts.</li> </ul> <p>2. Optional final assignment:</p> <ul style="list-style-type: none"> <li>• translation and summarization of a longer and more complex unfamiliar scientific text in Italian.</li> </ul> <p>3. Written examination at the end of the semester:</p> <ul style="list-style-type: none"> <li>• progress test (attendance compulsory) and/or</li> <li>• final written exam including: <ul style="list-style-type: none"> <li>- translation into Greek of a taught Italian text,</li> <li>- exercises on specialized and general vocabulary (terminology), grammar, and syntax,</li> <li>- written production in Italian.</li> </ul> </li> </ul>
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##### (5) ATTACHED BIBLIOGRAPHY

– Longer and more complex academic texts in Italian, drawn from all subject areas of the humanities and social sciences.

– Multimedia and multimodal teaching material, where appropriate.

– Milioni, G. (2025). *Antologia di testi accademici italiani: Dalle parole al pensiero. letture interdisciplinari umanistiche e sociali*. Salonicco: Edizioni Disigma.

– Δρακούλη Α. & Μαμιδάκη Σ. (2019). *L'italiano non è solo...una lingua straniera!*. Atene: Edizioni Disigma.

– Μηλιώνη, Γ. & Δρακούλη, Α. (2015). *Lingue speciali e settoriali in Italiano. Istruzioni per l'uso* (Parte I). Αθήνα: Εκδόσεις Δίσιγμα.

– Materassi, G. & Fornaini, G. (a cura di) (1989). *Grammatica Italiana*, voll. I & II. Firenze: Edizioni ci. elle. i.

– Rapacciuolo-Strani, M. A. (1999). *La lingua italiana*, voll. I & II. Αθήνα: Εκδόσεις Σιδέρη.

– Kapatu, G. (2015). *Grammatica della lingua italiana*. Atene: Primus Edizioni.