



UNIVERSITY OF PATRAS
DEPARTMENT OF HISTORY AND ARCHAEOLOGY
COURSE OUTLINES
UNDERGRADUATE STUDIES
ACADEMIC YEAR 2024-2025

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COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_1101	SEMESTER	1st
COURSE TITLE	Introduction to Historical Studies		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General course		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> - Ability to understand Historiography and its methods. - Ability to interpret basic historical concepts, as well as to understand the main historical phenomena. - Ability to interpret basic historical concepts, as well as to understand the main historical phenomena with the help of new technologies.
General Competences
<ul style="list-style-type: none"> - Team work. - Exercise of critical thinking. - Capacity of decision-making. - Production of free, creative and inductive thinking.

- Ability to search, analyze and synthesize data and information.

(3) SYLLABUS

The aim of the course is to introduce students to the basic concepts and methodology of historical studies, with a particular emphasis on contemporary historiographical trends and the current questions of international research, as well as on the practical aspects of learning to write a paper or thesis of historical content. Among other issues, the definition of the historical event, the notion of structure in history, the sources and the methodology for their selection and use, the historical path and the current position of historical studies in the context of humanities and social sciences are studied. Emphasis is also placed on crucial issues for the understanding of modern historiography, such as the relationship between history and memory, the concepts of Cultural History, Microhistory and Public History, as well as the current challenges and prospects of historical studies.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face																							
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> - Use of ICT teaching and laboratory education. The main objective of the course is to link the discipline of history and historical learning to New Technologies. - Support of the learning process through the e-class platform. - Use of ICT in communication with students. 																							
<p style="text-align: center;">TEACHING METHODS</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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Educational visit</td> <td style="text-align: center;">11</td> </tr> <tr> <td>Interactive teaching</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Independent study</td> <td style="text-align: center;">60</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> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Educational visit	11	Interactive teaching	15	Independent study	60											Course total	125
<i>Activity</i>	<i>Semester workload</i>																							
Lectures	39																							
Educational visit	11																							
Interactive teaching	15																							
Independent study	60																							
Course total	125																							
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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,</i></p>	<p>With a written exam at the end of the semester, which includes open-ended questions.</p> <p>The criteria of the evaluation procedure are communicated to students at the beginning of the semester. In addition, each student has the right to check his/her examination sheet after the conclusion of the evaluation process.</p>																							

clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

1. Marc Bloch, *Apology for History* -in Greek, Giorgos K. Karambelias, Athens, 1994.
2. E.H. Carr, *What is History? Thoughts about the theory of History and the role of the historian* – in Greek, Patakis, Athens, 2015.
3. Gerard Noiriel, *What is Contemporary History?* - in Greek, G. Dardanos - K. Dardanos, Athens, 2005.

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_I194	SEMESTER	1 st
COURSE TITLE	Modern European History		
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
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General course		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
The course contents students to: - identify and understand key themes and concepts in European history from the end of the Middle Ages to the French Revolution - understand and explain the relationship between intellectual, political and social trends - critically analyze primary and secondary sources
General Competences

- Team work
- Working independently
- Production of new research ideas
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The aim of the course is to familiarize students with the political developments that took place in Europe from the end of the Middle Ages to the French Revolution. Religious wars, economic changes, political developments, reforms, social structures, the rise of new ideologies and enlightenment are at the heart of the course.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face											
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>												
<p style="text-align: center;">TEACHING METHODS</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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Independent study</td> <td style="text-align: center;">35</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Course total (25 hours per credit)</td> <td style="text-align: center;">100</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Independent study	35	Study and analysis of bibliography	26	Course total (25 hours per credit)	100
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Lectures	39											
Independent study	35											
Study and analysis of bibliography	26											
Course total (25 hours per credit)	100											
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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>	Written examination											

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

- | |
|--|
| <ul style="list-style-type: none">- Burns Edward, <i>Ευρωπαϊκή Ιστορία. Νεότεροι χρόνοι</i>, Θεσσαλονίκη 2006- Κολιόπουλος Ιωάννης, <i>Νεώτερη ευρωπαϊκή ιστορία 1789-1945 : από τη Γαλλική Επανάσταση μέχρι τον Β' Παγκόσμιο Πόλεμο</i>, Θεσσαλονίκη, 1987- Stuart Miller, <i>Νεότερη και σύγχρονη ευρωπαϊκή ιστορία</i>, Αθήνα 2018- Braudel Fernand, <i>Υλικός Πολιτισμός, Οικονομία και καπιταλισμός, 15ος - 18ος αιώνας, τόμος 1, Οι δομές της καθημερινότητας, τόμος 2, Οι τροχοί του εμπορίου</i>, Αθήνα, 1996-1998- Howard Michael, <i>Ο ρόλος του πολέμου στη νεότερη ευρωπαϊκή ιστορία</i>, Αθήνα 2009 |
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COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A192	SEMESTER	1 st
COURSE TITLE	Archaeological theory and methods		
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
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (Mandatory)		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE214/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course aims to familiarize students with the archaeological discipline, its object of the study as well as the methods and techniques of archaeological research. Through references to important archaeological sites and research programs, fundamental archaeological concepts are addressed, the main trends of archaeological thought are explained, while the methodological tools used in the field and the laboratory to study human activity through the material remains of the past are presented.</p> <p>Upon successful completion of the course the student is able:</p> <ul style="list-style-type: none"> - to understand basic archaeological concepts, fundamental research methods as well as the role of interpretation and explanation in archaeological research, - to understand the shifts in archaeological thinking that have occurred over the last two centuries, - to realise the contribution of laboratory methods and digital technology to archaeological projects - to recognize and know about important archaeological sites and research programs - to appreciate the benefits of archaeological knowledge in the modern world, - to be aware of the ethical responsibility of historians - archaeologists as the creators and managers of knowledge about the past - to have a knowledge of modern research trends in the field of Archaeology

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working independently
- Working in an interdisciplinary environment
- 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

(3) SYLLABUS

The course aims to provide an introduction to the discipline of Archaeology. The first part of the course outlines the history of archaeological research and the main theoretical trends that have been developed up to the present. This is followed by a presentation of the different types of archaeological evidence and the development of the basic methods of archaeological exploration: excavation, surface research and remote sensing. The archaeological documentation is presented in connection with the development of digital technology, while laboratory studies are analyzed in terms of the information they provide on dating, material culture, the environment and the subjects of the past. Using examples from the literature, issues of archaeological interpretation and the representation of the past are approached in the light of contemporary research themes and the socio-political conditions of the early 21st century.

- Introduction. What is Archaeology?
- Big moments in Greek Archaeology
- The beginnings of Archaeology
- Main trends in archaeological thinking
- The archaeological record
- Detection of archaeological sites
- Time and Archaeology
- Excavation techniques and documentation
- From fieldwork to labwork
- Environmental Archaeology
- Interpretation of the Past
- Communication of archaeological projects
- Modern research themes

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (exploration of data sources, video and interactive platforms, use of Web resources) Use of asynchronous e-learning platform for study materials and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis</i>	Activity	Semester Workload
	Lectures	30
	Interactive teaching	9
	Independent study	35

<i>of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Study and analysis of bibliography	26
	Course total (25 hours per credit)	100
<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 align="center">STUDENT PERFORMANCE EVALUATION</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>Assessment - Grading Process</p> <p>Written examination with multiple components (concept definition questions, short answer questions, multiple choice, combinatory-critical understanding questions)</p>	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Hodder, I. 2010. *Διαβάζοντας το παρελθόν. Τρέχουσες ερμηνευτικές προσεγγίσεις στην αρχαιολογία*. Εκδόσεις του Εικοστού Πρώτου: Αθήνα.

Κατσιάνης, Μ. 2012. *Ανασκαφική μεθοδολογία και σχεδιασμός πληροφοριακού συστήματος για τη διαχείριση αρχαιολογικών τεκμηρίων*. Θεσσαλονίκη: Αφοι Κυριακίδη.

Σακελλαράκης, Γ. 2006. *Ανασκάπτοντας το παρελθόν*. Ίκαρος.

Shnapp A. 2007: *Η κατάκτηση του παρελθόντος*. ΙΤΕ

- *Handbooks:*

Renfrew, C. & Bahn, P. 2013. *Αρχαιολογία. Θεωρίες, μεθοδολογία και πρακτικές εφαρμογές*. Αθήνα: Καρδαμίτσα (γ' εκδ) [Κωδ. στον Εύδοξο 59358748]

Συλλογικό έργο (2007): *Μεγάλες στιγμές της ελληνικής αρχαιολογίας*, Αθήνα: Καπόν [Κωδ. στον Εύδοξο 14266]

Djindjian, F. 2020. *Αρχαιολογία. Θεωρίες, μέθοδοι και ανασυνθέσεις*. Καρδαμίτσα: Αθήνα [Κωδ. στον Εύδοξο 94700244]

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	HIA_A194	SEMESTER	1st
COURSE TITLE	Classical Archaeology I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	http://www.ha.upatras.gr/en/undergraduate-studies/courses/		

(2) LEARNING OUTCOMES

Learning outcomes
Courses offer an overview of the evolution of ancient Greek art from the very beginning until the end of the 5th century BCE. The student is instructed on the major characteristics of each period based on examples of each category of ancient art. After the completion of the lectures the student should be able to recognize the course of ancient art's evolution in each category, and to date works within the chronological frames of each period.
General Competences
Working in an interdisciplinary environment Search for, analysis and synthesis of data and information, with the use of the necessary technology

(3) SYLLABUS

The lectures examine ancient Greek art, from its beginning, in the early 1st Millennium BC, until the high classical times (400 BC). In this context the main historical and social conditions are analyzed that led to the evolution of art from the Early Geometric times (1000-900 BC) onwards, as well as the main art genres (sculpture, vase-painting, architecture) of each period with their characteristic examples.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face in the classroom
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Powerpoint and use of eclass</p>																			
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="667 371 1002 405"><i>Activity</i></th> <th data-bbox="1010 371 1316 405"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="667 405 1002 439">Lectures</td> <td data-bbox="1010 405 1316 439">30</td> </tr> <tr> <td data-bbox="667 439 1002 472">Study of the bibliography</td> <td data-bbox="1010 439 1316 472">50</td> </tr> <tr> <td data-bbox="667 472 1002 506">Analysis of the bibliography</td> <td data-bbox="1010 472 1316 506">11</td> </tr> <tr> <td data-bbox="667 506 1002 539">Interactive teaching</td> <td data-bbox="1010 506 1316 539">9</td> </tr> <tr> <td data-bbox="667 539 1002 573"></td> <td data-bbox="1010 539 1316 573"></td> </tr> <tr> <td data-bbox="667 573 1002 607"></td> <td data-bbox="1010 573 1316 607"></td> </tr> <tr> <td data-bbox="667 607 1002 640"></td> <td data-bbox="1010 607 1316 640"></td> </tr> <tr> <td data-bbox="667 640 1002 674">Course total</td> <td data-bbox="1010 640 1316 674">100</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	30	Study of the bibliography	50	Analysis of the bibliography	11	Interactive teaching	9							Course total	100
<i>Activity</i>	<i>Semester workload</i>																			
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Study of the bibliography	50																			
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Interactive teaching	9																			
Course total	100																			
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Evaluation in Greek with open-ended questions</p>																			

(5) ATTACHED BIBLIOGRAPHY

1. Richard T. Neer, Τέχνη και αρχαιολογία του ελληνικού κόσμου, περ. 2500 - περ. 150 π.Χ. (Athens 2018)
2. Dimitris Plantzos, Ελληνική Τέχνη και Αρχαιολογία, 1200-30 π.Χ. (Athens 2016)

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_A195	SEMESTER	1st
COURSE TITLE	Byzantine Archaeology I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>This module offers an introduction to the field of Byzantine Archaeology.</p> <p>Lectures aim to introduce the students to the main themes and principles of research in the field as well as to aspects of theory and methodology.</p> <p>After the completion of the course the students will be able:</p> <ul style="list-style-type: none"> - to fully comprehend the subject of and methodology used within this field. - to understand its historical development within the history of the discipline of archaeology from the 19th to the 21st century.

- to understand, contextualize and date archaeological remains of the Byzantine period.
General Competences
<ul style="list-style-type: none"> - Working independently - Criticism and self-criticism - Production of free, creative and inductive thinking

(3) SYLLABUS

This module offers an overview of the main disciplinary principles within the field of Byzantine Archaeology. The main thematic areas of interest in Byzantine Archaeology are presented alongside a consideration of the theoretical frameworks and academic trends which have been informing it between the 19th and the 21st century. The course examines the main principles and concepts in Byzantine architecture (secular, religious and burial), monumental sculpture, art, and material culture. The latter's development between the 4th and the 15th century is explained in connection with particular historical and geographical contexts.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Yes	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	30
	Study and analysis of bibliography	11
	Non-directed study	50
	Interactive teaching	9
	Course total	100
STUDENT PERFORMANCE EVALUATION <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</i>	Written examination which requires critical answers to short-answer questions, open-ended questions and problem solving.	

work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- Χαράλαμπος Μπούρας, Ιστορία της Αρχιτεκτονικής, τ. Β΄: ΑΡΧΙΤΕΚΤΟΝΙΚΗ ΣΤΟ ΒΥΖΑΝΤΙΟ, ΤΟ ΙΣΛΑΜ ΚΑΙ ΤΗ ΔΥΤΙΚΗ ΕΥΡΩΠΗ ΚΑΤΑ ΤΟΝ ΜΕΣΑΙΩΝΑ, Αθήνα: Μέλισσα 2001.
- Τζων Λόουντεν, Πρώιμη Χριστιανική Και Βυζαντινή Τέχνη, Αθήνα: Καστανιώτη 1999.
- Ναυσικά Πανσελήνου, Βυζαντινή ζωγραφική / Η βυζαντινή κοινωνία και οι εικόνες της, Αθήνα: Καστανιώτης 2014.
- Charles Delvoe, Βυζαντινή Τέχνη, Αθήνα: Παπαδήμα 2013
- Μανώλης Μελάς, Η Αρχαιολογία σήμερα - Κοινωνική/πολιτισμική θεωρία, ανθρωπολογία και αρχαιολογική ερμηνεία, Αθήνα: Καρδαμίτσα 2003
- Matthew Johnson, Αρχαιολογική θεωρία – μια εισαγωγή, Πανεπιστημιακές εκδόσεις Κρήτης 2018
- Selected articles (via the eclass platform)

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A196	SEMESTER	A
COURSE TITLE	History of the European Art I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE305/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The students:</p> <ol style="list-style-type: none"> 1. will become familiar with the practice of observing works of art and their respective details. During the courses, exemplary works of art of the period will be selected to get acquainted with the techniques, materials and style of the examined period, 2. will be able to describe and convey creatively what the eye will see, 3. will have consolidated the historicity of phenomena and the fact that works of art are part of a historical society. 4. will have cultivated their imagination that will provoke their creative thinking. 5. will have realized the connection of historical learning with New Technologies
General Competences
<ul style="list-style-type: none"> • Decision-making • Working independently • Team work • Working in an international environment • Working in an interdisciplinary environment • Production of new research ideas • Project planning and management • Respect for difference and multiculturalism • Respect for the natural environment • Showing social, professional and ethical responsibility and sensitivity to gender issues

- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The main subject of the course is the study and presentation of the Art of the Renaissance, Mannerism and Baroque, with emphasis on the main representatives of the 15th and 16th centuries. In this context, the main trends and currents in Italy and the rest of Europe will be outlined, which will allow us to understand the foundations of modern European culture.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, educational visits.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	30
	Interactive teaching	9
	Educational visits	11
	Study and analysis of bibliography	50
	Course total	100
STUDENT PERFORMANCE EVALUATION <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>	<p>The main language of evaluation is Greek.</p> <p>The assessment method is the written exams with a combination of short answer questions and essay development.</p> <p>They include recognition of works of art (25%) and development of 3 theoretical questions based on the course material (75%).</p>	

(5) ATTACHED BIBLIOGRAPHY

- Gombrich, Ernst Hans, Το χρονικό της τέχνης, Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, 1998
- Έκο, Ουμπέρτο, Ιστορία της Ομορφιάς, Αθήνα, Εκδόσεις Καστανιώτη, 2004.
- Alberti, Leon Battista. *Περί Ζωγραφικής*. Αθήνα, Καστανιώτης, 1994,
- Panofsky, Erwin. *Μελέτες Εικονολογίας, Ουμανιστικά Θέματα στην Τέχνη της Αναγέννησης*. Αθήνα, Νεφέλη, 1991, μετάφραση Ανδρέας Παππάς.
- Vasari, Giorgio. *Τρεις Καλλιτέχνες της Αναγέννησης: Λεονάρντο ντα Βίντσι, Ραφαήλ από το Ουρμπίνο, Μιχαήλ Άγγελος*. Αθήνα, Ερατώ, 1997, μετάφραση: Γ. Μπαμπασάκης.
- Χατζηνικολάου, Νίκος (επιμ.), *Δομήνικος Θεοτοκόπουλος: Βυζάντιο και Ιταλία, Ρέθυμνο: Πανεπιστημιακές Εκδόσεις Κρήτης, 1990.*
- Χρήστου, Χρύσανθος, *Η ευρωπαϊκή ζωγραφική του 17^{ου} αιώνα. Το Μπαρόκ, Θεσσαλονίκη: Βάνιας, 1991.*
- Χρήστου, Χρύσανθος, *Η ιταλική ζωγραφική κατά τον δέκατο έκτο αιώνα, 2 τόμοι, Θεσσαλονίκη: Βάνιας, 1991.*

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_PH101	SEMESTER	1st
COURSE TITLE	INTRODUCTION TO BYZANTINE PHILOLOGY		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
Upon successful completion the students: <ul style="list-style-type: none"> • will have a general supervision of Byzantine Philology • will know the principles, methods, and tools of the science • will distinguish the periods of Byzantine Literature and their characteristics • will know about the genres of Byzantine Literature, as well as the life and work of their main representatives • will paraphrase and comment on texts of the Byzantine Literature
General Competences
Search for, analysis and synthesis of data and information, with the use of the necessary technology Working independently Team work Production of free, creative and inductive thinking

(3) SYLLABUS

Introductory concepts of Byzantine Philology, the content of basic books, journals, and dictionaries. Presentation of the main electronic sources of information. Division and characteristics of the periods of Byzantine Literature. The genres of Byzantine Literature (literary and vernacular), the main representatives (life and work). Language and style. Lingual simplification, paraphrasing and commentary of selected passages from all periods and genres.
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching and communication with students Support by the e-class platform</p>											
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</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>	<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</td> </tr> <tr> <td>Independent study and preparation for the examination</td> <td>61</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>25</td> </tr> <tr> <td>Course total (25 hours per credit)</td> <td>125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Independent study and preparation for the examination	61	Study and analysis of bibliography	25	Course total (25 hours per credit)	125	
<i>Activity</i>	<i>Semester Workload</i>											
Lectures	39											
Independent study and preparation for the examination	61											
Study and analysis of bibliography	25											
Course total (25 hours per credit)	125											
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek Methods of evaluation: Written final examination including: - critical analysis of a text - multiple choice questionnaires - short-answer questions - open-ended questions</p>											

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. H.-G. Beck, *Ιστορία της βυζαντινής δημόδους λογοτεχνίας*, Αθήνα 1993
2. H. Hunger, *Βυζαντινή λογοτεχνία. Η λόγια κοσμική γραμματεία των Βυζαντινών*, Α'-Γ', Αθήνα 1991
3. K. Krumbacher, *Ιστορία της Βυζαντινής Λογοτεχνίας*, I-III, Αθήνα 1897-1900
4. J.O. Rosenqvist, *Η βυζαντινή λογοτεχνία από τον 6^ο αιώνα ως την άλωση της Κωνσταντινούπολης*, Αθήνα 2008

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_I291	SEMESTER	2nd
COURSE TITLE	Ancient History I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>One of the obligatory courses on Ancient History. Lectures aim to introduce the students to aspects of the Ancient Greek history of the Archaic and Classical Period until the death of Philip II, such as political, social, economic, and religious developments. After the completion of the course the students will be able:</p> <ul style="list-style-type: none"> - to identify the major events of this period. - to fully understand the developments in their specific historical frame. - to approach the sources for the study of Greek history.
General Competences
<ul style="list-style-type: none"> - Working independently - Criticism - Production of free, creative and inductive thinking

(3) SYLLABUS

<ul style="list-style-type: none"> - From the end of the Mycenaean world to the 9th century BCE - The world of Homer - The emergence of the city state - The Greek colonization - Political and social developments in the Archaic city states, such as the phenomenon of tyranny

- Sparta and Athens
- The Persian Wars
- The Delian League and the Pentekontaetia
- The evolution of the Athenian constitution
- The Peloponnesian War
- The Spartan and Theban hegemony
- The rise of the Macedonian kingdom

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face in the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and use of eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	11
	Non-directed study	50
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written exams with open-ended questions	

(5) ATTACHED BIBLIOGRAPHY

- M.-Fr. Baslez, *Πολιτική ιστορία του αρχαίου ελληνικού κόσμου*, εκδ. Πατάκη, Αθήνα.
- Fr. Lefèvre, *Ιστορία του αρχαίου ελληνικού κόσμου*, εκδ. Καρδαμίτσα, Αθήνα.
- C. Orrieux, P. Schmitt Pantel, *Αρχαία Ελληνική Ιστορία*, εκδ. Gutenberg, Αθήνα.

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities & Social Sciences		
ACADEMIC UNIT	Department of History & Archaeology		
LEVEL OF STUDIES	Graduate Course		
COURSE CODE	HIA_I294	SEMESTER	2
COURSE TITLE	Byzantine History		
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	
Lectures and practical exercises	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
We outline the thousand-year history of the Byzantine Empire, which incorporates the Roman identity, the Greek spirit, Eastern mysticism and the Christian soul. With the help of selected Byzantine texts (historiographical, philosophical, poetic, theological, literary, etc.) we follow the social, spiritual, theological, political and military structure and organization of the Byzantine Empire from its foundation in the 4th century until its fall in the 15th century.
General Competences
Working independently Team work Working in an international environment Working in an interdisciplinary environment Respect for difference and multiculturalism Production of free, creative and inductive thinking

(3) SYLLABUS

We outline the thousand-year history of the Byzantine Empire, which incorporates the Roman identity, the Greek spirit, Eastern mysticism and the Christian soul. With the help of selected Byzantine texts (historiographical, philosophical, poetic, theological, literary, etc.) we follow the social, spiritual, theological, political and military structure and organization of the Byzantine Empire from its foundation in the 4th century until its fall in the 15th century.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audiovisual material Support the learning process through the e-class e-class platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Individual analysis of exemplary cases	31
	Bibliographic search for exemplary cases	15
	Study of the audiovisual material links	15
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written examination (100%) consisted of: - Critical analysis of a text - Comparative data evaluation - Exploiting exemplary cases	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography (in Greek):</p> <p>Beck H.-G., Η βυζαντινή χιλιετία, μετ. Δ. Κούρτοβικ, ΜΙΕΤ, Αθήνα 1990</p> <p>Βρυώνης, Σ. (2008) Η Παρακμή του Μεσαιωνικού Ελληνισμού στη Μικρά Ασία και η Διαδικασία εξισλαμισμού 11ος-15ος αιώνας. μτφρ. Κ. Γαλαταριώτου, ΜΙΕΤ, Αθήνα</p> <p>Βυζάντιο και Ευρώπη, Α' Διεθνής Βυζαντινολογική Συνάντηση, Δελφοί, 20-24 Ιουλίου 1985, Ευρωπαϊκό Πολιτιστικό Κέντρο Δελφών, Αθήνα 1987</p> <p>Γλυκατζή-Αρβελέρ Ε., Η πολιτική ιδεολογία του Βυζαντινού Κράτους, μετ. Τ. Δρακοπούλου, Αργώ, Αθήνα 1977</p> <p>Guillou A., Ο βυζαντινός πολιτισμός, μετ. Ρ. Odorico- Σμ. Τσοχανταρίδου, Ελληνικά Γράμματα, Αθήνα 1996</p> <p>Hunger H., Βυζαντινή Λογοτεχνία. Η λόγια κοσμική λογοτεχνία των Βυζαντινών, τ. 1-3, ΜΙΕΤ, Αθήνα 1987-1994</p> <p>Hunger, H., Ο Κόσμος του Βυζαντινού Βιβλίου: Γραφή και Ανάγνωση στο Βυζάντιο, μτφρ. Γ. Βασιλάρος, Καρδαμίτσα, Αθήνα, 1995</p>
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Karlan M., Βυζάντιο και Ελλάδα, μετ. Μ. Βερέτας, Δελθηανάσης, Ανακαλύψεις-Ιστορία, Αθήνα 1994
Καλδέλλης, Α., Ο Βυζαντινός Παρθενώνας: Η Ακρόπολη ως σημείο συνάντησης Χριστιανισμού και Ελληνισμού. μτφρ. Γ. Τζήμας, Ψυχογιός, Αθήνα 2013
Κιουσοπούλου, Τ. (επιμ.), Οι Βυζαντινές Πόλεις: Προοπτικές της Έρευνας και Νέες Ερμηνευτικές Προσεγγίσεις, Εκδόσεις Φιλ. Σχολής Παν/μίου Κρήτης, Ρέθυμνο 2012
Κουκουλές, Φ., Βυζαντινών Βίος και Πολιτισμός, Παπαζήσης, Αθήνα 1947-1955
Λαΐου, Α. (επιμ.), Οικονομική Ιστορία του Βυζαντίου: Από τον 7ο εως τον 15ο Αιώνα (3 τόμοι), ΜΙΕΤ, Αθήνα, 2006
Lemerle P., Ο πρώτος βυζαντινός ουμανισμός. Σημειώσεις και παρατηρήσεις για την εκπαίδευση και την παιδεία στο Βυζάντιο από τις αρχές ως το 10ο αι., μετ. Μ. Νυσταζοπούλου- Πελεκίδου, ΜΙΕΤ, Αθήνα 1981
Mango, C. (επιμ.), Ιστορία του Βυζαντίου (Πανεπιστήμιο της Οξφόρδης). μτφρ. Ο. Καραγιώργου. Νεφέλη, Αθήνα 2006
Μπενάκης, Λ. Γ., Βυζαντινή Φιλοσοφία: Κείμενα καὶ Μελέτες, Παρουσία, Αθήνα 2002
Nicol D., Το δεσποτάτο της Ηπείρου (1267-1479). Μια συνεισφορά στην ελληνική ιστορία κατά τον Μεσαίωνα, Ελληνική Ευρωεκδοτική, Αθήνα 1991.
Ostrogorsky G., Ιστορία του Βυζαντινού Κράτους, μετ. Ι. Παναγόπουλος, 3 τόμοι, Ιστορικές Εκδόσεις Στ. Βασιλόπουλος, Αθήνα 1978-1981.
Runciman St., Η τελευταία βυζαντινή αναγέννηση, μετ. Λ. Καμπερίδης, Δόμος, Αθήνα 1986.
Runciman St., Ιστορία των Σταυροφοριών, 3 τόμοι, μετ. Ν.Κ.Παπαρρόδου, Δ/νσις Εκδόσεων Γεν. Επιτελείου Στρατού, Αθήνα 1977-1979.
Χριστοφιλοπούλου Αικ., Βυζαντινή Ιστορία, 3 τόμοι, Βάνιας, Θεσσαλονίκη 1991-1997.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A293	SEMESTER	2 nd
COURSE TITLE	Aegean Prehistoric Societies		
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
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (Mandatory)		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE218/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course aims at a first general introduction and familiarization with the fundamental archaeological developments of the Prehistoric Aegean. Upon successful completion of the course the student is able:</p> <ul style="list-style-type: none"> - understand the chronological scales of Prehistory, - to distinguish between different chronological periods - to know the basic cultural traits of each period from the beginning of the 7th until the first millennium BC and their geographic variation - to comprehend the notion of cultural change - to be aware of significant sites, monuments, objects and images of Prehistory - to analyze social, cultural and economic processes in different periods and circumstances - to be familiar with relevant sources and online material
General Competences

Search for, analysis and synthesis of data and information, with the use of the necessary technology
 Adapting to new situations
 Working independently
 Working in an interdisciplinary environment
 Respect for difference and multiculturalism
 Respect for the natural environment
 Criticism and self-criticism
 Production of free, creative and inductive thinking

(3) SYLLABUS

The course examines the prehistoric societies of the Aegean with a view to investigating the cultural processes that led from the early hunter-gatherer groups to the Neolithic agricultural communities and the development of the Bronze Age palatial systems. An overview of archaeological research, Aegean material culture and contemporary research questions is made with reference to important archaeological sites and research programs. At the same time, fundamental archaeological concepts (such as domestication, complexity, redistribution, style, collapse, etc.) are analyzed. The debate extends to the appreciation of prehistoric culture today.

The lectures follow a chronological order, which is interlinked with key themes of prehistoric research:

- History of Aegean prehistoric research
- Dating, evolution and the Palaeolithic foundations
- Environment and habitation at the beginning of the Holocene
- Domestication, permanent settlement and Neolithic culture
- Production, consumption and power in the Early Bronze Age
- Minoan palaces: specialization and redistribution
- Mycenaean palaces: state structures in Prehistory
- Creto-Mycenean culture and ideology
- Collapse: the end of Prehistory?
- The impact of Prehistory in the modern world

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (exploration of data sources, video and interactive platforms, use of Web resources) Use of asynchronous e-learning platform for study materials and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester Workload
	Lectures	30
	Interactive teaching	9
	Independent study	39
	Study and analysis of bibliography	26
	Course total (25 hours per credit)	100

<p>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</p>	
<p align="center">STUDENT PERFORMANCE EVALUATION</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>Assessment - Grading Process</p> <p>Written examination with multiple components (concept definition questions, multiple choice questions, short answer questions, combination-critical understanding questions)</p>

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Vermeule, E. 1983. <i>Ελλάς. Εποχή του Χαλκού</i>, Αθήνα</p> <p>Rutter, J. B. & Gonzalez-Major, <i>Aegean Prehistoric Archaeology</i>. Dartmouth College (http://www.dartmouth.edu/~prehistory/aegean/)</p> <p>Ελληνική Ιστορία στο Διαδίκτυο: <i>Προϊστορία-Πρωτοϊστορία</i>. 2007. Ίδρυμα Μείζονος ελληνισμού (http://www.ime.gr/chronos/gr/prehistory.html)</p> <p>- Handbooks:</p> <p>Treuil, R., Darcque, P., Poursat, J.C., Touchais, G. 2015. <i>Οι Πολιτισμοί του Αιγαίου. Κατά τη νεολιθική και την εποχή του χαλκού</i>, Αθήνα: Καρδαμίτσα [Κωδ. στον Εύδοξο: 50660327]</p> <p>Dickinson, O. 2003: <i>Αιγαίο. Η Εποχή του Χαλκού</i>, Αθήνα: Καρδαμίτσα [Κωδ. στον Εύδοξο: 24346]</p> <p>Τουλούμης, Κ. 2021. <i>Προϊστορική αρχαιολογία. Είκοσι χρόνια (2000-2019)</i>, Θεσσαλονίκη: University Studio Press [Κωδ. στον Εύδοξο: 102074844]</p>
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COURSE OUTLINE

1. GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	HIA_A294	SEMESTER	2nd
COURSE TITLE	Classical Archaeology II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	http://www.ha.upatras.gr/en/undergraduate-studies/courses/		

2. LEARNING OUTCOMES

Learning outcomes
Courses offer an overview of the evolution of ancient Greek art from the end of the 5th century BCE until the end of the Hellenistic period (30 BCE). The student is instructed on the major characteristics of each period based on examples of each category of ancient art. After the completion of the lectures the student should be able to recognize the course of ancient art's evolution in each category, and to date works within the chronological frames of each period.
General Competences
Working in an interdisciplinary environment
Search for, analysis and synthesis of data and information, with the use of the necessary technology

3. SYLLABUS

The lectures present the evolution of ancient Greek art from the end of the 5th century BCE until the end of the Hellenistic period (30 BC). Among the important achievements of these periods are the monuments on the Athenian Acropolis and the 4th c. sculpture, as well as the groundbreaking changes that were established in ancient art and society by the conquests of Alexander the Great and the formation of the large Hellenistic kingdoms.

4. TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face in the classroom	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Powerpoint and use of eclass	
<p>TEACHING METHODS <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>	Activity	Semester workload
	Lectures	30
	Study of the bibliography	50
	Analysis of the bibliography	11
	Interactive teaching	9
	Course total	100
<p>STUDENT PERFORMANCE EVALUATION <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</i></p>	Evaluation in Greek with open-ended questions	

*work, essay/report, oral examination,
public presentation, laboratory work,
clinical examination of patient, art*

*Specifically-defined evaluation criteria
are given, and if and where they are*

5. ATTACHED BIBLIOGRAPHY

1. J. J. J. Pollitt, Η τέχνη στην ελληνιστική εποχή (Αθήνα 2014)
2. Tonio Hölscher, Κλασική αρχαιολογία - Βασικές γνώσεις (Θεσσαλονίκη 2018)

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History & Archaeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_D296	SEMESTER	2nd
COURSE TITLE	INTRODUCTION TO COMPUTER SCIENCE I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/ http://www.ha.upatras.gr/en/undergraduate-studies/courses/b-semester/ydg206/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>Upon completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Develop theoretical knowledge related to various aspects of computer science; • Develop theoretical and practical knowledge related software and hardware; • Develop theoretical and practical knowledge related to operating systems and file systems; • Develop theoretical and practical knowledge related to computer networks; • Develop theoretical and practical knowledge related to computational thinking and algorithms; • Develop theoretical and practical knowledge related to security and privacy; • Develop theoretical and practical knowledge related to open source operating systems and open source communities;
General Competences

- Exploiting modern technologies and devices
- Computational/Algorithmic Thinking
- Programming Computers
- Algorithmic Thinking
- Decision-making
- Working independently
- Team work
- Production of free, creative and inductive thinking

(3) SYLLABUS

- Introduction to Computer Science
- Data Representation
- Hardware and Architecture
- Operating Systems
- File Systems
- Algorithms
- Software Programming
- Networks and World Wide Web
- Privacy and Security
- Applications
- Unix and other Open Source Projects

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face, Classroom Teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Asynchronous on-line learning platform (eclass).	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Interactive Teaching (distant and in class)	20
	Independent study and work on take-home questions	41
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-</i>	<ul style="list-style-type: none"> • Final Exam 100% 	

answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Book [50658777]: Εισαγωγή στην Πληροφορική, 10η Έκδ, Συγγραφείς: Beekman Ben, Beekman George, ISBN: 978-960-512-6674, Διαθέτης (Εκδότης): Χ. ΓΚΙΟΥΡΔΑ & ΣΙΑ ΕΕ
- Book [50662515]: Εισαγωγή στην πληροφορική και τον προγραμματισμό, Έκδοση: 3η/2015, Συγγραφείς: ΠΑΓΚΑΛΟΣ ΓΕΩΡΓΙΟΣ, ISBN: 978-960-602-019-3, Διαθέτης (Εκδότης): ΑΦΟΙ ΚΥΡΙΑΚΙΔΗ ΕΚΔΟΣΕΙΣ Α.Ε.
- Book [14520]: Εισαγωγή στην Πληροφορική και την Αρχιτεκτονική των Η/Υ, Έκδοση: 1η έκδ./2005, Συγγραφείς: Χατζίνας Σωτήρης, Αναγνώστου Παναγιώτης Κ., ISBN: 978-960-411-503-7, Διαθέτης (Εκδότης): ΣΤΕΛΛΑ ΠΑΡΙΚΟΥ & ΣΙΑ ΟΕ

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	HIA_PH205	SEMESTER	2nd
COURSE TITLE	Classical Language and Texts: Greek I (Intermediate Greek)		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	http://www.ha.upatras.gr/en/undergraduate-studies/courses/b-semester/yph205/		

2. LEARNING OUTCOMES

Learning outcomes
The general aim of the course is to make students familiar with prose Greek, especially Attic prose, and to enable them read, understand, and translate Attic prose texts. In particular, students should become acquainted with the basic tools for the study of the Greek language (dictionaries, grammars etc.), and they should be able to be familiar with the basic phonological, grammatical and syntactical structures and phenomena of ancient Greek, to apply Greek accentuation and spirits, to recognize and analyze issues regarding morphology, syntax, and style in an Attic Greek prose text, and to translate such texts.
General Competences
Working independently
Search for, analysis and synthesis of data and information, with the use of the necessary technology

Criticism and self-criticism

3. SYLLABUS

Reading, understanding and translating Attic prose texts (incl. issues of style and genre), as well as a review of major grammatical phenomena of Attic Greek (accentuation, verbs, nouns etc.), and syntactical phenomena and structures of Attic Greek (clauses, infinitives, participles, indirect speech etc.), at the level of intermediate Greek (i.e. level Greek II-III).

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Electronic sources and databases for Classical Studies Powerpoint and eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures – Practice in class	50
	Independent Study and analysis of bibliography	75
	Course total	125
STUDENT PERFORMANCE EVALUATION <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>	Spelling, Grammar, and Syntax exercises Translation of a text/of texts in Attic prose (questions and answers in English for Erasmus Students)	

5. ATTACHED BIBLIOGRAPHY

Οικονόμου Μ. Χ., *Γραμματική της Αρχαίας Ελληνικής*, Θεσσαλονίκη 1996.

Τζουγανάτου, Ν., *Σύνταξη της Αρχαίας Ελληνικής Γλώσσας*, Αθήνα 2013.

Montanari, Fr., *Σύγχρονο λεξικό της αρχαίας ελληνικής γλώσσας*, Αθήνα 2016.

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_PH206	SEMESTER	2nd
COURSE TITLE	Byzantine Philology: Methods and Approaches		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>This module offers a comprehensive training in the field of Byzantine Philology. Lectures aim to guide the students through the main themes and principles of research in the field as well as to aspects of theory and methodology (history of Byzantine literature, materiality of Byzantine texts and contemporary theoretical perspectives towards their study, literary and textual criticism). Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> - Understand main principles and methodological tools of Byzantine Philology as well as the current theoretical trends within respective research. - Understand the history and genres of medieval Greek literature. - Understand the materiality of Byzantine texts. - Fully comprehend methods of critical literary and textual analysis of Byzantine texts as sources for the comprehension of Byzantine culture.

General Competences
<ul style="list-style-type: none"> - Working independently - Criticism and self-criticism - Production of free, creative and inductive thinking

(3) SYLLABUS

The module offers an in-depth consideration of the main disciplinary principles within the field of Byzantine Philology while profiting from readings of Byzantine texts as sources for the study of Byzantine culture. It is structured around two main thematic axes. The first one consists of an evaluation of main disciplinary principles, concepts and methods, a brief presentation of the history of Byzantine literature, an overview of the materiality of Byzantine texts as well as an evaluation of contemporary theoretical perspectives towards them. The second axis comprises critical readings and interpretations of Byzantine texts, leading to a commentary on aspects of everyday life –private and public– such as urban life, diet, professions, trade, education, religion, politics etc.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Yes	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	36
	Non-directed study	50
	Course total	125
STUDENT PERFORMANCE EVALUATION <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,</i>	Written examination which involves critical answers to open-ended questions and problem solving.	

clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- H. Hunger, *Βυζαντινή Λογοτεχνία. Ἡ λόγια κοσμική γραμματεία τῶν Βυζαντινῶν*, τόμοι Α' & Β', Ἀθήνα 21991.
- J.-O. Rosenqvist, *Ἡ Βυζαντινή λογοτεχνία ἀπό τον 6ο αἰῶνα ως την ἀλωση της Κωνσταντινούπολης*, μτφ. Ι. Βάσσης, Ἀθήνα 2008.
- Selected articles.

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_I303	SEMESTER	3 rd
COURSE TITLE	Greek History (19 th – 20 th century)		
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	
Lectures and Laboratory exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> - Acquisition of knowledge about the main periods of modern Greek history, from the late 19th century until today. - Ability to interpret basic historical concepts, as well as to understand the main historical phenomena and events, with an emphasis on their political, social and cultural dimension. - Historical learning linked to New Technologies.
General Competences

- Ability to search, analyze and synthesize data and information, using all the necessary tools and new technologies. The first two lectures of the course take place at the Library of the University and in the Laboratories of the Department, where access to the internet is available so that students can be trained in the search and use of bibliography in libraries as well as through the use of online tools.
- Working independently.
- Team work.
- Respect for diversity and multiculturalism through the knowledge of the past.
- Exercise of critical thinking.
- Production of free, creative and inductive thinking.

(3) SYLLABUS

The course covers major milestones of Greek history in 19th and 20th century, focusing mainly on their social, cultural and intellectual dimensions. Among else, the course approaches the incorporation of new areas in the Greek state in 1866 and 1881, the bankruptcy of 1893, the Greco-Turkish War of 1897, the National Schism during the First World War, the "Asia Minor Catastrophe" and the end of the *Megali Idea*, the social dimensions and implications of the interwar period events and the Metaxas' dictatorship, as well as the impact of political conflicts related to the Nazi Occupation and the Greek Civil War. Finally, the course focuses on the transformations in Greek society from the fall of the military junta in 1974 until today, taking also into consideration the influence of international developments.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and in the laboratory	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> - Use of ICT in teaching and in laboratory education. One of the course's objectives is to link historical learning to New Technologies. - Support of the learning process through the e-class platform. - Use of ICT in our communication with the students. 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	30
	Laboratory practice	10
	Educational visit	10
	Interactive teaching	15
	Independent study	60
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	<p>Evaluation through a written exam with open-ended questions at the end of the semester.</p> <p>The criteria of the evaluation procedure are communicated</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>to students at the beginning of the semester. In addition, each student has the right to check his/her examination sheet after the conclusion of the evaluation process.</p>
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(5) ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Kostis Kostas, <i>History's Spoiled Children. The Formation of the Modern Greek State, 18th-21st century</i> - in Greek, Patakis, Athens, 2015. 2. Veremis Thanos, Koliopoulos Yiannis, <i>Greece. A Modern Sequel. From 1821 to the Present</i> - in Greek, Kastaniotis, Athens, 2006. 3. Mazower Mark, <i>In Hitler's Greece. The Experience of Occupation</i> - in Greek, Alexandria, Athens, 2009. 4. Liakos Antonis, <i>The Greek 20th Century</i> – in Greek, Polis, Athens, 2019.

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_I304	SEMESTER	3rd
COURSE TITLE	Ancient History II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>One of the obligatory courses on Ancient History.</p> <p>The course aims to introduce the students to the history of the Hellenistic world from the conquests of Alexander the Great to the capture of Alexandria by Octavian (336-30 BCE). It brings them in contact with aspects of political, social, and economic history, as well as with religious and cultural phenomena. After the completion of the course the students will be able:</p> <ul style="list-style-type: none"> - to identify the major phenomena of this period. - to fully understand the political and social developments in their specific historical frame. - to approach the primary sources of Hellenistic history.
General Competences
- Working independently

- Criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

- Sources for the period
- The conquests of Alexander the Great
- The 'Diadochi' and the formation of the Hellenistic kingdoms (323-276)
- The kingdoms of the Antigonids, Ptolemies, Seleucids and Attalids
- Monarchies, Hellenistic cities and leagues
- Aspects of the Hellenistic world:
 - Population and interactions
 - Social and economic features
 - Philosophy and science
 - Religious practices and cults
- The rise of Rome and the conquest of the East

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face in the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and use of eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	34
	Non-directed study	52
	Course total	125
STUDENT PERFORMANCE EVALUATION <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</i>	Written exams with open-ended questions	

work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- H.-J. Gehrke, *Ιστορία του ελληνοιστικού κόσμου*, εκδ. ΜΙΕΤ, Αθήνα.
- Fr. Lefèvre, *Ιστορία του αρχαίου ελληνικού κόσμου*, εκδ. Καρδαμίτσα, Αθήνα.
- Gr. Shipley, *Ο ελληνικός κόσμος μετά τον Αλέξανδρο, 323-30 π.Χ.*, εκδ. ΜΙΕΤ, Αθήνα.
- Fr. Walbank, *Ο Ελληνοιστικός Κόσμος*, εκδ. Βάνιας, Θεσσαλονίκη.

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities & Social Sciences		
ACADEMIC UNIT	Department of History & Archaeology		
LEVEL OF STUDIES	Graduate Course		
COURSE CODE	HIA_I305	SEMESTER	3
COURSE TITLE	Elements of Byzantine Culture		
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
Lectures and practical exercises		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (EN & FR)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE239/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course follows the establishment, expansion, and decline of the Byzantine Empire through a series of thematic sections. Byzantium, with Constantinople as its capital, dominated in the eastern part of the Mediterranean for eleven centuries (324-1453). This was a theocratic and strictly hierarchical empire, with strong logistics, central government and strong currency. The Byzantine culture was born Roman and at the peak of its glory became intensely Greek. But the Byzantine civilization owes a big part of its splendour to the diversity of contacts, peaceful or hostile, with the Sassanian Iran, Islam, the kingdoms of Armenia and Georgia, the Slavic states, the western Europe.</p> <p>In an effort to highlight the special character of the Byzantine civilization are considered: 1. The establishment of Constantinople and its urban organization, 2. The theological disputes and the Ecumenical Synods, 3. The development and importance of monasticism, 4. The established faith of the Byzantine empire, 5. The economic organization of the Byzantine empire, 6. The imperial court, 7. The two Iconoclastic periods, 8. The relationship of the imperial ideology to the ecclesiastical authority,</p>

9. The contacts of the Byzantine culture with foreign cultures, 10. The Great Schism of the Church, 11. The eminent personalities of Byzantium through the sources (Patriarch Photios and Theodore Metochites) and the educational system in Byzantine Empire, 12. The Crusades, the Latin occupation of Constantinople and the regional empires of Trebizond, Nice, Arta and Mistras, 13. The unifying and anti-unifying policies of Byzantium, 14. The Fall of 1453, 15. The representation of the body and the motions in Byzantine art, 16. Additionally, significant aspects of the evolution of material culture (mural paintings, icons, manuscripts, mosaics, works of silversmith and ceramics) are treated.

In the tutorial hour we examine issues of the early Christian and Byzantine architecture. In particular, the evolution of Byzantine architecture (secular and religious) from the time of Constantine until the Fall (324-1453). We consider the architecture of the early Christian period (4th-7th c.), of the so-called "dark ages" (7th-8th c.), of the Middle Byzantine period (9th-12th c.) and of the Late Byzantine period (13th to 15th century). Byzantine architecture is approached through various perspectives: 1. The economic and social conditions, 2. The typology of monuments and the evolution of architectural types, 3. The urban organisation, 4. The relationship between functional and architectural practices, 5. The construction activity in the capital of the empire and in the provinces, 6. The role of donors and craftsmen, 7. The building materials, the architectural decoration and the aesthetic experiences, 8. The contribution of written sources to architecture.

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

a. Perceive the ecumenical dimension of Byzantine culture and the conditions of its constitution, as well as the factors that contributed to its coherence; b. Understand why this civilization lasted and survived even after 1453, a year in which its political substance could be destroyed but its religious status survived through the recognition of the Ecumenical Patriarchate within the new civilization that succeeded the Byzantine, namely the Ottoman.

General Competences

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Respect for difference and multiculturalism

(3) SYLLABUS

1. The foundation of Constantinople; Constantine the Great through the eyes of Eusebius of Caesarea.
2. The destruction of idolatrous temples according to the Christian sources.
3. From the crisis of Arianism to the Council of Chalcedon.
4. Emperor Justinian and Hagia Sophia.
5. The canons 82 (depiction of Christ in the form of incarnated man) and 100 (art and ethics) of Quinisext Council.
6. Sixth and Seven Ecumenical Councils.
7. Iconoclasm; phases of iconoclasm, the empresses Irene and Theodora and their role in the restoration of sacred icons.
8. The advance of the Muslims.

<p>9. Byzantium and others. Forms of Otherness.</p> <p>10. The imperial court.</p> <p>11. From Basil II to Alexios I Komnenos. The Byzantine Balkans and the 11th century monetary crisis.</p> <p>12. The historiographer Anna Komnene and <i>Alexiad</i>, an account of her father's reign.</p> <p>13. Political Orthodoxy.</p> <p>14. a. The Crusades and the Fall of Constantinople during the Fourth Crusade, b. Crusader dominions in the Byzantine empire.</p> <p>15. The last centuries of the Empire and the Fall of Constantinople.</p> <p>16. Byzantine architecture.</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audiovisual material Support the learning process through the e-class e-class platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Individual analysis of exemplary cases	41
	Bibliographic search for exemplary cases	30
	Study of the audiovisual material links	15
	Course total	125
STUDENT PERFORMANCE EVALUATION <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,</i>	<p>Written examination (100%) consisted of:</p> <ul style="list-style-type: none"> - Critical analysis of a text - Comparative data evaluation - Exploiting exemplary cases <p>or</p>	

<p><i>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>Written essay (100%) on a thematic content based on the modules of the course</p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography (in Greek):

1. Angold, M., *Η τέταρτη σταυροφορία. Τα γεγονότα και το ιστορικό πλαίσιο*, μτφρ. Θ. Κονδύλης, Παπαδήμας, Αθήνα 2006.
2. Angold, M., *Η βυζαντινή αυτοκρατορία από το 1025 έως το 1204. Μια πολιτική ιστορία*, μτφρ. Ε. Καργιανιώτη, επιμ. Π. Α. Αγαπητός, Παπαδήμας, Αθήνα 2008.
3. Beck, H.-G., *Η βυζαντινή χιλιετία*, μτφρ. Δ. Κούρτοβικ, Μ.Ι.Ε.Τ., Αθήνα 1992 (2η έκδοση).
4. Cheynet, J.-C. (επιμ.), *Ο βυζαντινός κόσμος: Η Βυζαντινή Αυτοκρατορία (641-1204)*, μτφρ. Α. Καραστάθη, επιμ. Γ. Μωυσειδίου – Α. Παπασυριόπουλος – Α. Μαραγκάκη, τ. 2, Πόλις, Αθήνα 2012.
5. Cormack, R., - Βασιλάκη, Μ., (επιμ.), *Βυζάντιο 330-1453*, μτφρ. Μ. Διαμάντη - Δ. Κωτούλα - Γ. Βαραλής, Μουσείο Μπενάκη, Αθήνα 2009.
6. Dagron, G., *Η γέννηση μιας πρωτεύουσας: Η Κωνσταντινούπολη και οι θεσμοί της από το 330 ως το 451*, μτφρ. Μ. Λουκάκη, Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, Αθήνα 2000, 15-134, 337-466.
7. Dagron, G., *Constantinople imaginaire. Etudes sur le recueil des "Patria"*, Presses Universitaires de France, Παρίσι 1984.
8. Herrin, J., *Τι είναι το Βυζάντιο*, μτφρ. Χ. Σαμαρά, επιμ. σειράς Τ. Θεοδωρόπουλος, Ωκεανίδα, Αθήνα 2008, 333-372.
9. Herrin, J., *Γυναίκες στην πορφύρα. Ηγεμόνες του μεσαιωνικού Βυζαντίου*, μτφρ. Α. Εμμανουήλ, Ωκεανίδα, Αθήνα 2002, σ. 116-267, 373-476.
10. Kazhdan, A. P., -Wharton Epstein, A., *Αλλαγές στον βυζαντινό πολιτισμό κατά τον 11ο και τον 12ο αιώνα*, μτφρ. Α. Παππάς – Δ. Τσουγκαράκης, Μ.Ι.Ε.Τ., Αθήνα 1997, 258-297.
11. Mango, C., (επιμ.), *Ιστορία του Βυζαντίου*, μτφρ. Ο Καραγιώργου, επιμ. σειράς Χ. Βλαβιανός, Νεφέλη, Αθήνα 2006.
12. Mango, C., *Βυζάντιο. Η αυτοκρατορία της Νέας Ρώμης*, μτφρ. Δ. Τσουγκαράκης, Μ.Ι.Ε.Τ., Αθήνα 1990 (2η έκδοση).
13. Morrisson, C., (επιμ.), *Ο βυζαντινός κόσμος: Η ανατολική Ρωμαϊκή Αυτοκρατορία (330-641)*, μτφρ. Α. Καραστάθη, επιμ. Α. Μυλωνοπούλου, τ. 1, Πόλις, Αθήνα 2007.
14. Nicol, D. M., *Οι τελευταίοι αιώνες του Βυζαντίου (1261-1453)*, μτφρ. Σ. Κομνηνος, Παπαδήμας, Αθήνα 2012.
15. Ostrogorsky, G., *Ιστορία του βυζαντινού κράτους*, μτφρ. Ι. Παναγόπουλος, επιμ. Ε. Κ. Χρυσός, Βασιλόπουλος, Στέφανος Δ., τ. 1-2, Αθήνα 2001 (2η έκδ.).
16. Ostrogorsky, G., *Ιστορία του βυζαντινού κράτους*, μτφρ. Ι. Παναγόπουλος, επιμ. Ε. Κ. Χρυσός, Βασιλόπουλος Στέφανος, Δ., τ. 3, Αθήνα 1997 (5η έκδ.).
17. Runsiman, S., *Βυζαντινός πολιτισμός*, μτφρ. Δ. Δετζώρτζη, Ερμείας, Αθήνα 1993.
18. Velmans, T., *Βυζάντιο: Τέχνη και διακόσμηση*, μτφρ. Μ. Σακκή, Καρακώτσογλου, Αθήνα 2004.
19. Γλύκατζη - Ahrweiler, E., *Γιατί το Βυζάντιο*, Ελληνικά Γράμματα, Αθήνα 2009.
20. Γκιολές, Ν., *Παλαιοχριστιανική τέχνη και μνημειακή ζωγραφική (π. 300-726)*, Γκέλμπεσης, Αθήνα 1991.
21. Καραγιαννόπουλος, Ι., *Η βυζαντινή ιστορία μέσα από τις πηγές*, Βάνιας, Θεσσαλονίκη 1996 (2η έκδοση).
22. Χ. Δ. Μεράντζας, *Ο αντεστραμμένος Διόνυσος. Σχεδιάγραμμα μιας σωματοθεωρίας αλγαισθητικού αυτοκαταναγκασμού*, Σμίλη, Αθήνα 2011.
23. Μεράντζας, Χ., *Αναχωρά(-η)ση. Μορφές ετερότητας στον βυζαντινό πολιτισμό*, Σμίλη, Αθήνα 2014.
24. Μεράντζας, Χ., *Φωτεινή Κρυπτότητα. Ερμηνευτικές προσεγγίσεις στην εννοιολόγηση του απερίγραπτου θεού, της ουτοπικής πόλης και του θανάτου στον βυζαντινό πολιτισμό*, Σμίλη, Αθήνα 2018.

25. Σαββίδης, Α. Γ. Κ., *Εισαγωγή στη βυζαντινή ιστορία (284-1461)*, μτφρ. Α. Κονδύλης, Σταμούλης, Θεσσαλονίκη 2011 (2η έκδ.).
26. Χατζηδάκη, Ν., *Ελληνική τέχνη. Βυζαντινά ψηφιδωτά*, Εκδοτική Αθηνών, Αθήνα 1994.

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archaeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A306	SEMESTER	3rd
COURSE TITLE	Byzantine Archaeology II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge, skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>The module offers an in-depth course in Byzantine Archaeology. It presupposes knowledge and skills acquired during the introductory course "Byzantine Archaeology I" and it aims to develop them.</p> <p>After the completion of the course the students will be able:</p> <ul style="list-style-type: none"> - to distinguish between and critically reflect upon theory and practice in Byzantine Archaeology. - to identify, date, understand and contextualize Byzantine archaeological remains.
General Competences
<p>Decision-making</p> <p>Working independently</p> <p>Working in an international environment</p>

<p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p>

(3) SYLLABUS

This module offers a profound examination of scientific practices within the field of Byzantine Archaeology. The topics to be discussed are the development of building methods and urban planning between the 4th and the 15th century, as well as the ways in which this development relates to technological and cultural change. This discussion is based on a set of examples of Byzantine spatial contexts (such as cities, villages, fortifications, burial spaces, residences and churches). Byzantine architecture (secular, religious and burial), monumental sculpture and art, as well as material culture are explained in connection with particular historical and geographical contexts.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Yes	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	34
	Non-directed study	52
	Course total	125
STUDENT PERFORMANCE EVALUATION <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>	Written examination which involves critical answers to short-answer questions, open-ended questions and problem solving.	

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

- | |
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| <ul style="list-style-type: none">- Charles Delvoye, <i>Βυζαντινή Τέχνη</i>, Αθήνα: Παπαδήμα.- Selected articles (adjusted to students' prior knowledge). |
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Chapters from:

- | |
|--|
| <ul style="list-style-type: none">- Μ. Μελάς, <i>Η Αρχαιολογία σήμερα - Κοινωνική/πολιτισμική θεωρία, ανθρωπολογία και αρχαιολογική ερμηνεία</i>, Αθήνα: Καρδαμίτσα 2003.- Matthew Johnson, <i>Αρχαιολογική θεωρία – μια εισαγωγή</i>, Πανεπιστημιακές εκδόσεις Κρήτης. |
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COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	HIA_PH304	SEMESTER	3rd
COURSE TITLE	Classical Language and Texts: Greek Poetry and Prose I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	http://www.ha.upatras.gr/en/undergraduate-studies/courses/c-semester/yph304/		

(2) LEARNING OUTCOMES

Learning outcomes
The course offers an overview of Greek language and literature from the Homeric epic till mid-fifth century BCE. A selection of passages from Homer and Hesiod, from lyric poetry and drama, and from early philosophical texts (esp. Heraclitus) are analyzed with special focus on the form of the language, the genres, the authors and the historical and ideological context of each period. Students should be able to read Greek poetry on a basic level, to discuss on the particular characteristics of oral and written cultures, and to trace in texts from that period certain characteristic concepts, as well as trends and key ideas of Greek thought and culture (e.g. reciprocity, shame-culture ethics, the Greek Enlightenment, the sociopolitics of the <i>polis</i> etc.).
General Competences

Working independently

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

Criticism and self-criticism

(3) SYLLABUS

Lectures approach Greek literature from the 8th till mid-fifth century BC as a source on the thought and the culture of that period. Topics include the heroic code, reciprocity and its revisions under the requirements of the *polis*, orality and literacy, law and coinage with respect to the agent's sociopolitical consciousness, the Presocratics and the Greek Enlightenment, Athenian drama in its social and intellectual context.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Powerpoint and eclass	
<p>TEACHING METHODS</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>Activity</p>	<p>Semester workload</p>
	Lectures	50
	Study and analysis of bibliography	50
	Analysis of the bibliography	25
	Course total	125
<p>STUDENT PERFORMANCE EVALUATION</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>	Evaluation in Greek with open-ended questions (in English for Erasmus Students)	

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

Easterling, P., Knox, B.M.W. (eds.), <i>The Cambridge History of Classical Literature, vol. I</i> (CUP 2008) Easterling, P. (ed.), <i>The Cambridge Companion to Greek Tragedy</i> (CUP 1997)
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COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_D307	SEMESTER	3 rd
COURSE TITLE	Introduction to Computer Science II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE271/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>This course targets at the introduction of students in basic concepts, problems, and solutions of the computer science scientific domain. The basic aims of this course are: (i) the introduction of students to basic concepts of computer science concerning cultural content management, (ii) the acquisition from students of knowledge concerning the basic principles and restrictions of computer system software, (iii) the presentation of basic data structure concepts, and (iv) the introduction of students to basic concepts of digital applications concerning culture.</p> <p>In particular, with the successful fulfillment of the course the student will be able:</p> <ul style="list-style-type: none"> • To understand the fundamental concepts of computer science concerning computer software. • To know critical features of computer systems and their applications.

<ul style="list-style-type: none"> • To know specific solutions for specific data management problems in the domain of culture. • To understand good practices for the design and development of cultural applications. • To cooperate with her/his colleagues at small teams for the analysis of computer science issues concerning digital culture.
General Competences
Search for, analysis and synthesis of data and information, with the use of the necessary technology
Decision-making
Working independently
Team work
Working in an interdisciplinary environment
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

<p>Basic concepts in computer science. Data representation issues. Computer software introduction: operating systems, algorithms, principles of programming languages, software technology. Introductory concepts of data organization: data structures, abstraction types, databases. Ethics and legal issues (personal data protection). Introduction to applications at the cultural domain: basic concepts, examples.</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching. Support of learning procedure via the electronic platform e-class.</i>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	<i>Lectures</i>	39
	<i>Written work (team work in a case study)</i>	45
	<i>Independent study</i>	41
	<i>Course total (25 hours of workload per credit)</i>	125
STUDENT PERFORMANCE EVALUATION		

<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>	<p>Language of evaluation greek</p> <p>Assessment - Grading Process is explained to students at the beginning of the first course lecture. Additionally, it is announced on the course website before the beginning of the semester and remains available throughout the semester.</p> <p>Evaluation Criteria:</p> <p>I. Written final examination (50%) which consists of: - Open-ended questions-Problem solving</p> <p>II. Written work (50%)</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> 1. L. Goldschlager, A. Lister, Εισαγωγή στη Σύγχρονη Επιστήμη των Υπολογιστών, 5η Έκδοση, Εκδ. Δίαυλος. 2. B. A. Forouzan, F. Mosharraf, Εισαγωγή στην Επιστήμη των Υπολογιστών, Εκδ. Κλειδάριθμος, 2015. 3. Ι. Πεντάζου, Ιστορία σε Έκθεση: Πρακτικές Ψηφιακού Σχεδιασμού, Εκδ. ΕΑΠ, 2019. 4. Συλλογικός τόμος, (Επιμ. , Μ. Οικονόμου Α. Μπούνια, Ν. Νικονάνου), Η τεχνολογία στην υπηρεσία της πολιτισμικής κληρονομιάς, Εκδ. Καλειδοσκόπιο, 2008. 5. Σ. Χατζίνας, Π. Κ. Αναγνώστου, Εισαγωγή στην Πληροφορική και την Αρχιτεκτονική των Η/Υ, Εκδ. Σ. Παρίκου. 6. P. Norton, Εισαγωγή στους υπολογιστές, Εκδ. Τζιόλα. 7. P. Rechenberg, Εισαγωγή στην Πληροφορική, Εκδ. Κλειδάριθμος. 8. Γ. Πάγκαλος, Εισαγωγή στην Πληροφορική και τον Προγραμματισμό , Εκδ. Αφοί Κυριακίδη. 9. W. Stallings, Λειτουργικά Συστήματα: Αρχές Σχεδίασης, Εκδ. Τζιόλα. 10. P. Rechenberg, Εισαγωγή στην Πληροφορική, Εκδ. Κλειδάριθμος . 11. N. Wirth, Αλγόριθμοι και Δομές Δεδομένων, Εκδ. Κλειδάριθμος. 12. E. Horowitz, Βασικές Αρχές Γλωσσών Προγραμματισμού, Εκδ. Κλειδάριθμος, 2004 13. G. Rawlins, Αλγόριθμοι: Ανάλυση και Σύγκριση, Εκδ. Κριτική, 2004. 14. R. Sedgewick, Algorithms in C, Parts 1-5 (Bundle): Fundamentals, Data Structures, Sorting, Searching and Graph Algorithms, 3rd Edition, Addison-Wesley Press, 2001. <p>- Related academic journals:</p> <ol style="list-style-type: none"> 1. ACM Journal on Computing and Cultural Heritage. https://jocch.acm.org/ 2. Heritage, MDPI, https://www.mdpi.com/journal/heritage 3. Information Sciences, https://www.journals.elsevier.com/information-sciences 4. Journal of Computer Science and Technology, https://www.springer.com/journal/11390/ 5. Telematics and Informatics, https://www.journals.elsevier.com/telematics-and-informatics 6. Theory of Computing Systems. https://link.springer.com/journal/224 7. Journal of Cultural Heritage. https://www.journals.elsevier.com/journal-of-cultural-heritage 8. Journal of Computer Applications in Archaeology, https://journal.caa-international.org/ 9. Frontiers in Digital Humanities, https://www.frontiersin.org/journals/digital-humanities/sections/digital-archaeology
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10. *Digital Applications in Archaeology and Cultural Heritage*,
<https://www.sciencedirect.com/journal/digital-applications-in-archaeology-and-cultural-heritage>

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_I490	SEMESTER	4 th
COURSE TITLE	Contemporary European History		
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
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> - Acquisition of knowledge about the main periods of modern and contemporary European history (19th-20th century). - Ability to interpret basic historical concepts as well as to understand the main historical phenomena and events, with an emphasis on their political, economic and cultural dimension. - Historical learning linked to New Technologies.
General Competences
<ul style="list-style-type: none"> - Respect for diversity and multiculturalism through the knowledge of the past. - Exercise of critical thinking. - Production of free, creative and inductive thinking. - Ability to search, analyze and synthesize data and information, using all the necessary tools and new

technologies.

(3) SYLLABUS

The course aims to explore the main aspects of political, social and cultural history of modern and contemporary Europe. In this framework, it presents a series of examples related to the profound transformations brought into European societies by the ideological and political movements of the 19th century, the establishment of national states, the two world conflicts of the 20th century, as well as the political and ideological consequences of the Cold War. The presentation of historical sources and the use of a selected bibliography will assist students in understanding the nature and the historical meaning of important events that shaped the course of European history and whose endings are still seen and felt in today's world.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> - Use of ICT in teaching. One of the course's objectives is to link historical learning to New Technologies. - Support of the learning process through the e-class platform. - Use of ICT in our communication with the students. 	
<p>TEACHING METHODS <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>	Activity	Semester workload
	Lectures	30
	Interactive teaching	10
	Independent study	30
	Study and analysis of bibliography	30
<p>STUDENT PERFORMANCE EVALUATION <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,</i></p>	<p>Evaluation with a written exam with open-ended questions at the end of the semester.</p> <p>The criteria of the evaluation procedure are communicated to students at the beginning of the semester. In addition, each student has the right to check his/her examination sheet after the conclusion of the evaluation process.</p>	

public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

1. Kokkinos Giorgos, Lemonidou Elli, Kimourtzis Panagiotis, Dalis Sotiris, *Historical Traumas and European Idea. From the Horror of Wars and Totalitarianism to the Vision of Unification* - in Greek, Papazisis, Athens, 2016.

2. Lemonidou Elli, *History and Memory of the First World War in Europe* - in Greek, Papazisis, Athens, 2019.

3. Lemonidou Elli, *The First World War (1914-1918). History of a Universal Catastrophe* - in Greek, Estia, Athens, 2020.

4. Mazower Mark, *Dark Continent. Europe's Twentieth Century* - in Greek, Alexandria, Athens, 2009.

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_I498	SEMESTER	4 th
COURSE TITLE	History of the Medieval West		
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
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General course		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
An introduction to the main issues of European Medieval History between the 11th and the 16th century, focusing both on the use of sources and the critical approach of institutions and historical facts. Students following this course will: <ul style="list-style-type: none"> - learn about the various historical theories concerning the interpretation of the Late Middle Ages - learn to read critically primary and secondary sources regarding this period
General Competences

- Team work
- Working independently
- Production of new research ideas
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course examines closely the history of Europe and Western Mediterranean area from the 11th to the 16th century. We will examine the various crises that disrupted life in the fourteenth century (such as the Black Death), schisms and divisions within European Christianity, peasant rebellions, daily life, the role of women, new trends in political thought and the beginnings of the Protestant movement.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face																				
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>																					
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Independent study</td> <td style="text-align: center;">41</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">20</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> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">100</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Independent study	41	Study and analysis of bibliography	20											Course total	100
<i>Activity</i>	<i>Semester workload</i>																				
Lectures	39																				
Independent study	41																				
Study and analysis of bibliography	20																				
Course total	100																				
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	Written examination																				

<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

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| <ul style="list-style-type: none">- Καραπιδάκης Νίκος, <i>Ιστορία της μεσαιωνικής Δύσης, 5ος-11ος αι.</i>, Αθήνα 1996- R. H. C. Davis , <i>Ιστορία της Μεσαιωνικής Ευρώπης</i>, Αθήνα 2011- Le Goff Jacques, <i>Ο πολιτισμός της Μεσαιωνικής Δύσης</i>, Αθήνα 1993- Σιρπανλής Ζαχαρίας, <i>Εισαγωγή στη μεσαιωνική ιστορία της Δυτικής Ευρώπης</i>, Θεσσαλονίκη 1996- Καραγιαννόπουλος Ιωάννης, <i>Εισαγωγή στη μεσαιωνική ιστορία</i>, Θεσσαλονίκη 1990 |
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COURSE OUTLINE

1. GENERAL

SCHOOL	Humanities and Social Sciences		
DEPARTMENT	Department of History-Archeology		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	HIA_I499	SEMESTER OF STUDIES	4th
COURSE TITLE	History of Modern Hellenism I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> • Acquiring a general picture of the Greek space in the period of the modern years. • Reflecting on the contribution of key persons and events, understanding the relationship between the present and the past and trying to interpret the way the modern Greek world was built. • Developing the ability to use and analyze historical sources. • Critical hermeneutics of the past.
General Abilities
<ul style="list-style-type: none"> - Search, analysis and synthesis of data and information, using the necessary technologies - Cultivating and exercising critical thinking.

3. COURSE CONTENT

The course has as a subject the main developments in the history of Hellenism at the political, military and diplomatic level from the years of the Byzantine Empire to the Greek Revolution. Indicatively, issues such as the gradual shrinking of Byzantine power, the relations with the great powers of the time, the most important wars of the period, as well as the basic characteristics of foreign domination in areas with a solid Greek population are analyzed.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> - Use of ICT teaching. - Support of the learning process through the e-class platform. - Use of ICT in communication with students. 	
TEACHING ORGANIZATION	Activity	Semester Wokload

<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>	Lectures	60
	Interactive teaching	40
	Total number of hours for the Course (25 hours of work-load per ECTS credit)	100
<p>STUDENT ASSESMENT</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>With a written exam at the end of the semester, which includes open-ended questions.</p> <p>The criteria of the evaluation procedure are communicated to students at the beginning of the semester. In addition, each student has the right to check his/her examination sheet after the conclusion of the evaluation process.</p>	

5. RECOMMENDED LITERATURE

-Προτεινόμενη Βιβλιογραφία :

Σάθας Κ., *Τουρκοκρατούμενη Ελλάς 1453-1821*, Αθήνα 1962

Χασιώτης Ι., *Μεταξύ οθωμανικής κυριαρχίας και ευρωπαϊκής πρόκλησης. Ο ελληνικός κόσμος στα χρόνια της Τουρκοκρατίας*, Θεσσαλονίκη 2001

Ζακυθηνός Δ., *Η Τουρκοκρατία. Εισαγωγή εις την Νεωτέραν Ιστορίαν του Ελληνισμού*, Αθήνα 1957

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	HISTORY -ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A403	SEMESTER	4
COURSE TITLE	Introduction to cultural heritage management		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>The aim of this module is to introduce students to the concept of cultural heritage and the field of cultural heritage management by providing a historical overview of the field from a global, European and national perspective and familiarise them with the key players (UNESCO, ICOMOS, Greek Ministry of Culture etc). Then the intention is by exploring the international and national legal framework for the protection of cultural heritage, discussing the key issues surrounding the safeguarding and promotion of cultural resources and finally examining the role and contribution of tools and ideas borrowed from the fields of Finance, Business Administration, Marketing and Communication, to advance students' knowledge in cultural heritage management.</p> <p>Upon successful completion of the course the students will:</p> <ul style="list-style-type: none"> -acquire basic knowledge of cultural heritage management's historical development, function and basic percepts. -to be acquainted with national and international laws for the protection of cultural heritage. -develop a comprehensive understanding of the principles and practice of cultural heritage management as -well as be acquainted with tools and ideas borrowed from the fields of Business Management and Marketing. -be acquainted with principles and practice of heritage conservation. -be acquainted with current issues in the field concerning the protection and presentation of cultural heritage.
General Competences
<p>Team work Working independently Respect for difference and multiculturalism Production of free, creative and inductive thinking Search for, analysis and synthesis of data and information with the use of necessary technology.</p>

Working in an interdisciplinary environment

(3) SYLLABUS

- The field of cultural heritage management. History and Development
- The Past and its protection
- Categories of Cultural Heritage
- National and International Organisations involved in cultural heritage management
- Greek and international law for the safeguarding of cultural heritage
- Introduction to tools and ideas borrowed from the field of Business and Marketing
- Restoration and Conservation of archaeological sites
- Issues of protection and promotion of cultural heritage

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> -Use of ICT in teaching and communication with students -e-class platform -use of audiovisual materials in teaching -documentary/videos 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	50
	Seminars	10
	Educational Visits/group projects	15
	Essay Writing	22
	Exams	3
	Course total	100
STUDENT PERFORMANCE EVALUATION <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>	<p>I. Written Exams (100%):</p> <ul style="list-style-type: none"> - Open ended questions, -Problem solving -Short-answer questions <p>II. Essay Writing (optional) (+20%) Information on essay topic and deadline submission is uploaded on eclass.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
Κράτος και μουσεία, Βουδούρη Δάφνη
ΖΗΤΗΜΑΤΑ ΠΟΛΙΤΙΣΤΙΚΗΣ ΔΙΑΧΕΙΡΙΣΗΣ, ΓΙΩΡΓΟΣ Π. ΛΑΒΒΑΣ

ΕΙΣΑΓΩΓΗ ΣΤΗ ΔΙΑΧΕΙΡΙΣΗ ΤΗΣ ΠΟΛΙΤΙΣΜΙΚΗΣ ΚΛΗΡΟΝΟΜΙΑΣ: ΜΙΑ ΚΡΙΤΙΚΗ ΕΠΙΣΚΟΠΗΣΗ ΤΟΥ ΠΕΔΙΟΥ
ΣΤΗΝ ΕΛΛΑΔΑ, Στέλιος Λεκάκης και Νότα Πάντζου
(a more comprehensive reading list and relative material is available on eclass)
- *Related academic journals:*

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_A492	SEMESTER	4th
COURSE TITLE	European Art History II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE297/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course suggests an innovative approach to Art History, not limited to a sterile periodization and chronological juxtaposition of movements. Instead, it will provide the student with tools to reconsider history, construct and reconstruct myths and narratives of the image, and learn about strategies of artistic creation in the modern era. The artists' exhibition and display venues, the rise of the art market, the development of sciences, the reception horizon of the works, are factors that will be taken into account in interpreting of the artistic outcome.</p> <p>By the end of the course, students will:</p>

<ul style="list-style-type: none"> • Be familiar with the major currents in Art History from the 18th to the beginning of the 20th century and their relations with the socio-political situation of the places where they emerged. • Be familiar with the key concepts of the period and their historicity, as well as with the specific terminology of Art History • Be able to understand the periodization, historiography, and the basic bibliography of the period. • Be familiar with the practice of observing artworks as well as with the techniques, materials and styles of the period in question and will be able to describe them morphologically. • Have grasped the historicity of artistic phenomena and their specific chrono-geographical origins.
General Competences
<p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Production of new research ideas</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</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

The subject of the course is Western Art History from the 18th to the beginning of the 20th century. Through studying influential texts and artworks, students will learn about the major artistic movements and their exponents starting from the Enlightenment to the early 20th century, while in this context they will become acquainted with the most important theories and methods of Art History. An essential part of the course will be the parallel narration of the history of the formation and transformation of the artist's profession and their identity, their media and techniques, their workshop/studio, the exhibition sites, and the patrons and sponsors of artistic creation throughout the ages.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, educational visits	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	Activity	Semester workload
	Lectures	30
	Interactive tuition	9
	Study and analysis of bibliography	11
	Personal study	50

<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>Course total (25 hours of workload per credit)</p>	<p>100</p>
<p>STUDENT PERFORMANCE EVALUATION</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>main evaluation language: Greek.</p> <p>The assessment method is the written exams with a combination of short answer questions and essay development.</p> <p>They include recognition of works of art (25%), development of 3 theoretical questions based on the course material (75%).</p>	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Άνταλ, Φρέντερικ, <i>Σκέψεις για τον Κλασικισμό και τον Ρομαντισμό</i>, Δαρδανός, 2005. • Δασκαλοθανάσης, Νίκος, <i>Ιστορία Της Τέχνης. Η Γέννηση Μιας Επιστήμης: Από Τον 19^ο Στον 21^ό Αιώνα</i>, Αθήνα, Άγρα, 2013. • Δασκαλοθανάσης, Νίκος, <i>Ο Καλλιτέχνης Ως Ιστορικό Υποκείμενο Από Τον 19ο Στον 20ο Αιώνα</i>, Άγρα, 2004. • Σταγκος, Νίκος, <i>Έννοιες της Μοντέρνας Τέχνης: Από τον Φωβισμό στον Μεταμοντερνισμό</i>, Αθήνα, ΜΙΕΤ, 2003. • Argan, Guilio-Carlo., <i>Η Μοντέρνα Τέχνη, 1770-1970. Η Τέχνη Στην Καμπή Του 21^{ου} Αιώνα</i>, ΠΕΚ, 2014. • Arnason H.H., <i>Ιστορία της σύγχρονης τέχνης (Ζωγραφική, Γλυπτική, Αρχιτεκτονική, Φωτογραφία)</i>, Εκδ. Επίκεντρο, Αθήνα 2006. • Bell Julian, <i>Καθρέφτης Του Κόσμου: Μια Νέα Ιστορία Της Τέχνης</i>, Επιστημονική Επιμέλεια: Κωνσταντίνος Ιωαννίδης, Αθήνα, Μεταίχμιο, 2009. • Clark, T.J., <i>The Painting of Modern Life: Paris in the Art of Manet and his followers</i>, Yale University Press, 2004. • Eisenman, Stephen, <i>Η Τέχνη του 19^{ου} αιώνα: Μια κριτική ιστορία</i>, εκδ. Επίκεντρο, 2021. • Fernie, Eric, <i>Art History and Its Methods</i>, Phaidon, Λονδίνο, 1995. • Gombrich, Ernst Hans, <i>Το Χρονικό Της Τέχνης</i>, Αθήνα, Μ.Ι.Ε.Τ, 2010. • Haskell, Francis, <i>Η Ιστορία Και Οι Εικόνες Της. Η Τέχνη ως Ερμηνεία του Δυτικού Πολιτισμού</i>, Εκδ. Νεφέλη, 2012. • Hauser, Arnold, <i>Κοινωνική Ιστορία Της Τέχνης</i>, 4 Τ., Αθήνα, Κάλβος, 1984. • House, John, <i>Impressionism: Paint and Politics. Making, Marketing, Meaning</i>, Yale University Press, 2011. • Kris, Ernst, <i>Kurz, Otto, Legend, Myth and Magic In The Image Of The Artist. A Historical</i>

Experiment, Yale University Press, 1979.

- Mainardi, Patricia, « The Political Origins of Modernism », *Art Journal*, 45, Spring 1985, P. 11---17.
- Orwicz, Michael R., *Art Criticism and Its Institutions in nineteenth-century France*, Manchester, Manchester University Press, 1994.
- White, H. & C., *Canvases and careers: Institutional change in the French painting world*, 1965.

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	HIA_A496	SEMESTER	4th
COURSE TITLE	Roman Archaeology		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
<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>			
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE	General background		
<i>general background, special background, specialised general knowledge, skills development</i>			
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	http://www.ha.upatras.gr/en/undergraduate-studies/courses/		

(2) LEARNING OUTCOMES

Learning outcomes
The course offers a comprehensive overview of the development of the material culture during the Roman period, i.e. from the Roman dominion in the Mediterranean world until the time of Constantine the Great (330 AD). The student comes into contact with important aspects of the archeology of the Roman world and learns how to correlate the evolution of Roman art with the historical and social transformations in this vast period of time and space.
General Competences

Working in an interdisciplinary environment

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

(3) SYLLABUS

The lectures offer an overview of the evolution of the Roman material culture from the period of Roman dominion in the Mediterranean area until the age of Constantine the Great (330 AD), dealing with subjects such as:

- Roman architecture
- Roman imperial and private portrait
- Historical reliefs
- Roman copies of ancient Greek sculpture
- Roman jewelry and minor arts

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face in the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and use of eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	30
	Interactive teaching	9
	Independent study	50
	Study and analysis of bibliography	11
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice</i>	Evaluation in Greek with open-ended questions	

<p><i>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

<ol style="list-style-type: none">1. Nancy H. Ramage – Andrew Ramage, Ρωμαϊκή τέχνη (Thessaloniki 2018)2. Henner von Hesberg, Ρωμαϊκή αρχιτεκτονική (Thessaloniki 2009)
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COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	HIA_PH405	SEMESTER	4th
COURSE TITLE	Classical Language and Texts: Greek Poetry and Prose II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	http://www.ha.upatras.gr/en/undergraduate-studies/courses/d-semester/yph406/		

(2) LEARNING OUTCOMES

Learning outcomes
The course offers an overview of Greek language and literature from the Homeric epic till mid-fifth century BCE. A selection of passages from Homer and Hesiod, from lyric poetry and drama, and from early philosophical texts (esp. Heraclitus) are analyzed with special focus on the form of the language, the genres, the authors and the historical and ideological context of each period. Students should be able to read Greek poetry on a basic level, to discuss on the particular characteristics of oral and written cultures, and to trace in texts from that period certain characteristic concepts, as well as trends and key ideas of Greek thought and culture (e.g. reciprocity, shame-culture ethics, the Greek Enlightenment, the sociopolitics of the <i>polis</i> etc.).
General Competences
Working independently
Criticism and self-criticism

(3) SYLLABUS

Lectures approach Greek literature from the 8th till mid-fifth century BC as a source on the thought and the culture of that period. Topics include the heroic code, reciprocity and its revisions under the requirements of the *polis*, orality and literacy, law and coinage with respect to the agent's sociopolitical consciousness, the Presocratics and the Greek Enlightenment, Athenian drama in its social and intellectual context.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	50
	Independent study	50
	Study and analysis of bibliography	25
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation in Greek with open-ended questions (in English for Erasmus Students)	

(5) ATTACHED BIBLIOGRAPHY

Cartledge, P., *The Greeks: A Portrait of Self and Others* (OUP 2002)

Denyer, N., *Plato The Apology of Socrates and Xenophon The Apology of Socrates* (CUP 2019)

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_I502	SEMESTER	5th / 7th
COURSE TITLE	Roman History		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
The course aims to introduce the students to aspects of Roman history, based mainly on literary sources or inscriptions. After the completion of the course the students will be able: - to approach the most important primary sources of Roman history. - to identify the major events of this period. - to comprehend the main political and social developments.
General Competences
- Working independently

- Criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The lectures will introduce the students to the Roman history from the foundation of Rome (753 BCE) to the reforms of Diocletian (305 CE). They will focus on:

- The origins of Rome and the Roman kings
- The constitution and social structures of the *res publica*
- The Roman conquest of Italy and the Mediterranean
- The crisis of the *res publica* in the late second and first century BCE
- Augustus and the Principate
- The dynasties of the first and second century CE
- The late Roman empire. The reforms of Diocletian (284-305 CE).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face in the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and use of eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	34
	Non-directed study	52
	Course total	125
STUDENT PERFORMANCE EVALUATION <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</i>	Written exams with open-ended questions	

work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- K. Μπουραζέλης, *Οι Τρόφιμοι της Λύκαινας*, εκδ. ΜΙΕΤ, Αθήνα.
- G. Alföldy, *Ιστορία της ρωμαϊκής κοινωνίας*, εκδ. ΜΙΕΤ, Αθήνα.
- P. Garnsey - R. Saller, *Η Ρωμαϊκή Αυτοκρατορία. Οικονομία, κοινωνία, πολιτισμός*, Πανεπιστημιακές εκδόσεις Κρήτης, Ηράκλειο.
- M. Rostovtzeff, *Ρωμαϊκή ιστορία*, εκδ. Παπαζήση, Αθήνα.

COURSE OUTLINE

1. GENERAL

SCHOOL	Humanities and Social Sciences		
DEPARTMENT	Department of History-Archaeology		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	HIA_I506	SEMESTER OF STUDIES	5th / 7th
COURSE TITLE	History of the Modern Hellenism II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> • Acquiring a general outline of Greek History in the modern period. • Reflecting on the contribution of key persons and events, understanding the relationship between the present and the past and trying to interpret the way the modern Greek world was built. • Developing the ability to use and analyze historical sources. • Critical hermeneutics of the past.
General Abilities
<ul style="list-style-type: none"> - Search, analysis and synthesis of data and information, using the necessary technologies - Cultivating and exercising critical thinking.

3. COURSE CONTENT

In the frame of this course aspects of the cultural, social and economic history of Hellenism from the years of the Byzantine Empire and the western dominations to the Greek Revolution are discussed. One can indicatively study topics such as the main features and the geographical dispersion of Greek communities, educational issues, cultural relations and influences, Modern Greek Enlightenment, as well as the emergence of Greek national ideology.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> - Use of ICT teaching. - Support of the learning process through the e-class

<p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>platform. - Use of ICT in communication with students.</p>																	
<p>TEACHING ORGANIZATION <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>	<table border="1"> <thead> <tr> <th data-bbox="695 324 1094 353">Activity</th> <th data-bbox="1101 324 1361 353">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="695 353 1094 383">Lectures</td> <td data-bbox="1101 353 1361 383">60</td> </tr> <tr> <td data-bbox="695 383 1094 412">Interactive teaching</td> <td data-bbox="1101 383 1361 412">40</td> </tr> <tr> <td data-bbox="695 412 1094 441"><i>Independent study</i></td> <td data-bbox="1101 412 1361 441">25</td> </tr> <tr> <td data-bbox="695 441 1094 470"></td> <td data-bbox="1101 441 1361 470"></td> </tr> <tr> <td data-bbox="695 470 1094 499"></td> <td data-bbox="1101 470 1361 499"></td> </tr> <tr> <td data-bbox="695 499 1094 528"></td> <td data-bbox="1101 499 1361 528"></td> </tr> <tr> <td data-bbox="695 528 1094 647">Total number of hours for the Course (25 hours of work-load per ECTS credit)</td> <td data-bbox="1101 528 1361 647">125</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures	60	Interactive teaching	40	<i>Independent study</i>	25							Total number of hours for the Course (25 hours of work-load per ECTS credit)	125
Activity	Semester workload																	
Lectures	60																	
Interactive teaching	40																	
<i>Independent study</i>	25																	
Total number of hours for the Course (25 hours of work-load per ECTS credit)	125																	
<p>STUDENT ASSESMENT <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>With a written exam at the end of the semester, which includes open-ended questions.</p> <p>The criteria of the evaluation procedure are communicated to students at the beginning of the semester. In addition, each student has the right to check his/her examination sheet after the conclusion of the evaluation process.</p>																	

5. RECOMMENDED LITERATURE

- Προτεινόμενη Βιβλιογραφία :
- Συναφή επιστημονικά περιοδικά:

Κιτρομηλίδης Π., *Νεοελληνικός Διαφωτισμός*, Αθήνα 1996

Σβορώνος Ν., *Επισκόπηση της Νεοελληνικής Ιστορίας*, Αθήνα 2007

Χασιώτης Ι., *Μεταξύ οθωμανικής κυριαρχίας και ευρωπαϊκής πρόκλησης. Ο ελληνικός κόσμος στα χρόνια της Τουρκοκρατίας*, Θεσσαλονίκη 2001

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities & Social Sciences		
ACADEMIC UNIT	Department of History & Archaeology		
LEVEL OF STUDIES	Graduate Course		
COURSE CODE	HIA_I507	SEMESTER	5th / 7th
COURSE TITLE	History of Civilizations I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and practical exercises		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (EN & FR)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE165/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course aims to contribute to the understanding of the impact of culture upon social life, to the substantial control and understanding of reality, to the approach also of issues related to the cultural construction of self and identity, and to the role of culture in maintaining and reproducing systems of inequality or enabling forms of solidarity, of social conflict and power structures, of the role of ideology and faith in the constitution of cultural processes.</p> <p>Indicatively are analyzed the following: 1. The social theories of Karl Marx, Emile Durkheim, Max Weber and George Simmel, 2. The sociological theory of Talcott Parsons, 3. The thinkers of the Frankfurt School with emphasis on the work of Walter Benjamin and Louis Althusser's theory of social relations, 4. The</p>

micro theory of symbolic interactionism of Erving Goffman, 5. The symbolic value of cultural practices, as discussed in the work of Marcel Mauss, 6. The formation of the symbolic meaning of the threshold as discussed by Mary Douglas, 7. The structuralist movement with special emphasis on the work of Claude Lévi-Strauss, and Marshall Sahlins, 8. The Michel Foucault's post-structuralism with emphasis on forms of normalization of the body through a variety of control practices, 9. The function of practices as reproduction of social relations and the significance of the "habitus" in Pierre's Bourdieu social theory, 10. The correlation of individual and social actions as set up in Anthony Giddens' work, 11. The practices of self-restraint and of bodily functions as treated by the sociologist Norbert Elias, 12. The analysis on class and ideology of the Birmingham Centre for Contemporary Cultural Studies, 13. Finally, the formation of culture as a complex network of relations in connection with Clifford Geertz's "thick description".

General Competences

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Respect for difference and multiculturalism

Production of free, creative and inductive thinking

(3) SYLLABUS

1. Enlightenment and the notion of progress in Immanuel Kant and its refusal by Johann Gottfried Herder.
2. The dynamics of individualism and the narcissistic ego; the neo-tocquevillian philosophical view of Gilles Lipovetsky.
3. The Other as a Cultural Necessity. Identity and Diversity (René Descartes, Jean - Paul Sartre, Johann Gottlieb Fichte, Edmund Husserl, Emmanuel Lévinas). The diversity of cultures on the basis of undifferentiated / differentiated identity elaborated by Claude Lévi-Strauss.
4. Authority and Power; Power and Disciplinary Mechanisms; The organization of the resistance by Michel Foucault.
5. The language as a system of signs (Ferdinand de Saussure).
6. The structuralism of Claude Lévi-Strauss: the elemental structures of the phenomena of culture; the reintegration of culture into nature; the symbolism of "wild" thinking, its taxonomic logic; totemism and binary oppositions.
7. The functioning of markets and the democracy of the nation-state. The collapse of a socially just society within the world economy.
8. The working condition of existence of human being, and b. labor as an object or medium of human dimension.
9. Protestantism and capitalism.
10. The critique of the Frankfurt School in mass culture.
11. Capitalist modernity and globalization: Confidence and risk environments.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of audiovisual material Support the learning process through the e-class e-class platform</p>	
<p>TEACHING METHODS <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>Activity</p>	<p>Semester workload</p>
	<p>Lectures</p>	<p>39</p>
	<p>Individual analysis of exemplary cases</p>	<p>41</p>
	<p>Bibliographic search for exemplary cases</p>	<p>30</p>
	<p>Study of the audiovisual material links</p>	<p>15</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION <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>Written examination (100%) consisted of:</p> <ul style="list-style-type: none"> - Critical analysis of a text - Comparative data evaluation - Exploiting exemplary cases 	

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

- Suggested bibliography (in Greek):

- Paul Smith, *Πολιτισμική Θεωρία. Μια εισαγωγή*, εισαγωγή-επιμέλεια Ν. Μπουμπάρης, μτφρ. Α. Κατσίκερους, Κριτική, Αθήνα 2006.

- John Storey, *Πολιτισμική θεωρία και λαϊκή κουλτούρα*, Πλέθρον, Αθήνα 2015.

- Χρήστος Μεράντζας, *Τοπιο-γραφίες*, Σμίλη, Αθήνα 2020.

- Βασίλης Φιοραβάντες, *Θεωρία πολιτισμού. Μετακριτική, πολιτισμός και άνθρωπος*, Ψηφίδα, Αθήνα 2004.

- Βασίλης Φιοραβάντες, *Θεωρία πολιτισμού. Τέχνη, κουλτούρα, αισθητική. Ο άνθρωπος αντιμέτωπος με την παγκοσμιοποίηση*, Ψηφίδα, Αθήνα 2004.

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_I508	SEMESTER	5th / 7th
COURSE TITLE	European History: From the Renaissance to the Enlightenment		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	-		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE290/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course contents students to:</p> <ul style="list-style-type: none"> - identify and understand key themes and concepts in European history From the Renaissance to the Enlightenment - understand and explain the relationship between intellectual, political and social trends - critically analyze primary and secondary sources

General Competences
Production of new research ideas
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

The semester course (*European History: from the Renaissance to the Enlightenment*) explores the major political, social, economical and intellectual phenomena in a three-century period in Europe (from the mid-15th to the mid-18th century). Its main topics are: the Italian Renaissance and the propagation of the humanist movement (*studia humanitatis*), the rise of the Reformation and the Counter-Reformation (Catholic Reformation), the Wars of Religion, the consolidation of the sovereign state and the political paradigm of the Absolutism ("Reason of the State" doctrines), the (so-called) Commercial and Scientific Revolution, the English Revolution (17th century), the beginning of the Enlightenment.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and in laboratory.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> -Use of ICT teaching. - Support of the learning process through the e-class platform. - Use of ICT in communication with students. 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	21
	Team work	25
	Independent study	40
	Course total	125

STUDENT PERFORMANCE EVALUATION	
<p><i>Description of the evaluation procedure</i></p>	<p>With a written exam at the end of the semester, which includes open-ended questions (80%)</p> <p>Teamwork (20%)</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>The criteria of the evaluation procedure are communicated to students at the beginning of the semester. In addition, each student has the right to check his/her examination sheet after the conclusion of the evaluation process.</p>
<p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	

(5) ATTACHED BIBLIOGRAPHY

1. Brady, Th. Jr., Oberman H., Tracy, T. J., *Handbook of European History 1400-1600: late Middle Ages, Renaissance, and Reformation*, I-II, Leiden – N. York 1994.
2. Black, J., *European Warfare 1494-1660*, London- N. York 2002.
3. Blickle, P., *Die Reformation im Reich*, Stuttgart ²1992.
4. Brunner, O., *Neue Wege der Verfassungs- und Sozialgeschichte*, Göttingen 1968.
5. Duplessis, R., *Transitions to Capitalism in Early Modern Europe*, Cambridge 1997.
6. Dewald, J., *The European Nobility, 1400-1800*, Cambridge 1996.
7. Friedeburg v., R., Morrill J. (edit.), *Monarchy Transformed. Princes and their Elites in Early Modern West*, Cambridge 2020.
8. Gerhard, D., *Old Europe. A Study in Continuity, 1000-1800*, N. York 1981.
9. Hankins, J., *Virtue Politics. Soulcraft and Statecraft in Renaissance Italy*, Cambridge 2019.
10. Hill, Chr., *The Century of Revolution, 1603-1714*, London 1961 (transl. in Greek).
11. Hintze, O., *Staat und Verfassung. Abhandlungen zur allgemeinen Verfassungsgeschichte*, G. Oestreich (Hg.), Göttingen 1970.
12. Hsia, P., *A Companion to the Reformation*, Oxford 2004.
13. Kondylis, P., *Die Aufklärung im Rahmen des neuzeitlichen Rationalismus*, Stuttgart 1981 (transl. In Greek).
14. Koselleck, R., *Critique and Crisis. Enlightenment and the Pathogenesis of Modern Society*, Cambridge 1988.
15. Ladurie Le Roy, E., *L' Ancien Régime: De Louis XIII à Louis XV, 1610-1770*, Paris 1991.

16. Martines, L. *Power and Imagination. City-States in Renaissance Italy*, Baltimore ²1988.
17. Ozment, St., *When Fathers Ruled. Family Life in Reformation Europe*, Cambridge – London 1983.
18. Skinner Q., *The Foundations of Modern Political Thought*, Cambridge 1998.

HIA_I510

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_I510	SEMESTER	5th / 7th
COURSE TITLE	History of the Latin Dominions in Greece		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General course		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
The course offers an introduction to the relations between the Latin states and other powers of the southeastern Mediterranean and especially in Greece.
General Competences

- Team work
- Working independently
- Production of new research ideas
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course focuses on the study of the history of the Venetian state and its relations with the Eastern Mediterranean. It examines the administrative institutions, the economy and the trade, the shipping, the social stratification and the consolidation of the Venetian power in Italy, Dalmatia and the Greek world.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload
	Lectures	39
	Independent study	40
	Study and analysis of bibliography	46
	Course total (25 hours per credit)	125

STUDENT PERFORMANCE EVALUATION	Written examination
<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

<ul style="list-style-type: none"> - Lock Peter, <i>Οι Φράγκοι στο Αιγαίο 1204-1500</i>, Αθήνα 1998 - Μαλτέζου Χρύσα, <i>Όψεις της ιστορίας του βενετοκρατούμενου Ελληνισμού</i>, Αθήνα 1993 - Hendrickx Benjamin, <i>Οι θρασμοί της Φραγκοκρατίας</i>, Θεσσαλονίκη 2007 - Πέρρα Φωτεινή, <i>Η λατινοκρατία στον Ελλαδικό χώρο και στην Κύπρο: βιβλιογραφική συμβολή</i>, Θεσσαλονίκη 2006 - Γιαννόπουλος Παναγιώτης, <i>Μεσαιωνική Πελοπόννησος : Βυζάντιο, λατινοκρατία, πρώιμη τουρκοκρατία</i>, Αθήνα 2013

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A507	SEMESTER	5th / 7th
COURSE TITLE	Minoan Archaeology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE283/		

(2) LEARNING OUTCOMES

Learning outcomes
The course provides an overview of the material culture of Minoan Crete, such as palatial and residential architecture, Minoan mansions, burial complexes, ceramics, wallpaintings and raw materials, emphasizing the contribution of this information to our knowledge about the structure and function of the Minoan palatial societies, the relationships they had developed with other cultures and the religious practices and beliefs. The students become familiar with the temporal, regional and cultural context of the Minoan culture, the interpretive approaches and the analysis of data collection processes that have been developed in the frame of Minoan Archeology.

General Competences
<ul style="list-style-type: none"> - Analysis and synthesis of archaeological data - Independent or group work - Interpretation of the archaeological context - Production of new research ideas

(3) SYLLABUS

The course discusses the archeology of Minoan Crete with emphasis on the Minoan palaces of the 2nd millennium BC, their architecture and material culture, political and social organization, administrative system and writing. The course is divided into thematic units, which are placed in an updated, theoretical framework, such as the formation and collapse of the Minoan palaces, production, trade and consumption of products, religious ideology, etc. The course includes an overview of all forms of material culture of Minoan Crete, such as palatial and domestic architecture, Minoan mansions, burial complexes, ceramics, wallpaintings and raw materials, emphasizing the contribution of this information to our knowledge about the structure and function of the Minoan palatial societies and the relations the Minoans had developed with other eastern Mediterranean cultures. The focus is on the palatial structures and their function as administrative, political, and even religious centers, contributing to the emergence of a highly complex and politically hierarchical society.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> - Powerpoint presentations - Use of ICT, internet information, posting of documents and deliveries in eclass 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Independent study	40
	Study and analysis of bibliography	46
	Course total	125
STUDENT PERFORMANCE EVALUATION	Assessment - Grading Process	

<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>Written examination with multiple components (concept definition questions, short answer questions, multiple choice, combinatory-critical understanding questions)</p>
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(5) ATTACHED BIBLIOGRAPHY

Αλεξίου, Σ. 1964. Μινωικός Πολιτισμός, Ηράκλειο.

Betancourt, P.P. 1985. Η ιστορία της Μινωικής κεραμικής, Αθήνα: Εκδόσεις Καρδαμίτσα.

Δημοπούλου-Ρεθεμιωτάκη, Ν. 2005. Το Αρχαιολογικό Μουσείο Ηρακλείου, Αθήνα.

Hood, S. 1993. Η τέχνη στην προϊστορική Ελλάδα (3η έκδοση), Αθήνα: εκδόσεις Καρδαμίτσα.

Μαντζουράνη, Ε. 2002. Προϊστορική Κρήτη τοπογραφία και αρχιτεκτονική, Αθήνα: εκδόσεις Καρδαμίτσα.

Treuil R., Darcque P., Poursat J. και C. 2015 (2η έκδοση). Οι Πολιτισμοί του Αιγαίου, Αθήνα: Εκδόσεις Ψυχογιός.

Rehak, P. και J.G. Younger, 2001. 'Review of Aegean Prehistory VII: Neopalatial, Final Palatial and Postpalatial Crete', στο (επιμ.) T. Cullen, Aegean Prehistory. A Review. AJA Supplement 1, 383–473.

Adams, E. 2017. Cultural Identity in Minoan Crete. Social Dynamics in the Neopalatial Period. Cambridge: Cambridge University Press.

Cadogan, G. 1976. Palaces of Minoan Crete, London.

Driessen, J. και C.F. Macdonald 1997. The troubled Island. Minoan Crete before and after the Santorini eruption, Aegaeum 17, Liege-Austin.

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
DEPARTMENT	History and Archaeology		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	HIA_A508	SEMESTER OF STUDIES	5th / 7th
COURSE TITLE	Archaeology of Macedonia		
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>	TEACHING HOURS PER WEEK	ECTS CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)	http://www.ha.upatras.gr/en/undergraduate-studies/courses/		

(2) LEARNING OUTCOMES

Learning outcomes
The course gives the opportunity to specialize on an important geographical and cultural area of the Greek world, who played an imminent role to the evolving of the Greek civilization a specific period, but managed to keep its importance for a larger period of time since then.
General Abilities
Working in an interdisciplinary environment
Search for, analysis and synthesis of data and information, with the use of the necessary technology

(3) COURSE CONTENT

The course examines the material culture (settlements, artifacts, major examples from the art) of a large area in Northern Greece from the Early Iron Age until the end of Roman Antiquity (10th c. BCE – 4th c. CE).

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	PPT Eclass

TEACHING ORGANIZATION	Activity	Semester Workload
<p>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>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</p>	Lectures	50
	Study of the bibliography	50
	Analysis of the bibliography	25
	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125
<p>STUDENT ASSESSEMENT 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>	Evaluation in Greek with open-ended questions	

(5) RECOMMENDED LITERATURE

<p>A. Βλαχόπουλος – Δ. Τσιαφάκη (επιμ.), Αρχαιολογία: Μακεδονία και Θράκη (εκδόσεις Μέλισσα, Αθήνα 2017) κωδ. Εύδοξος: 77109774</p> <p>R. Ginouves (επιμ.), Μακεδονία. Από τον Φίλιππο Β΄ ως τη ρωμαϊκή κατάκτηση (εκδόσεις Εκδοτική Αθηνών, Αθήνα 1993)</p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	HISTORY -ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A509	SEMESTER	5th / 7th
COURSE TITLE	Contemporary Issues in Cultural Heritage Management		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>This module is for students who have selected the Direction "Archaeology". The module aims to provide students with the necessary specialised theoretical and practical background. Through the study and examination of international and national case studies, it aims to equip them with an understanding of the importance of management plans and collection management policies and with the necessary skills to draft and implement them. The role of UNESCO's Convention Concerning the Protection of the World Cultural and Natural Heritage in the development of the field and disseminating best practices is examined and analysed. In addition, this module aims to provide students with a critical understanding of the key issues and new developments (Risk Management, Sustainable Development, Documentation Standards etc) affecting the heritage sector and with the ability to identify key trends and problem areas and find solutions.</p> <p>Upon successful completion of the course the students will:</p> <ol style="list-style-type: none"> 1. acquire a systematic understanding, as well as a critical awareness of the issues concerning cultural heritage management and the role of new technologies in the field, 2. develop a comprehensive understanding of existing theories, 3. acquire a systematic understanding of new trends, 4. get acquainted with the process of drafting management plans and collection management policies and engage in critical discussions about the problems and prospects that arise from such practices, 5. collaborate with fellow classmates to set up a draft of a management plan or collection management policy for a selected example.

General Competences																							
Working in an interdisciplinary environment Criticism and self-criticism Production of free, creative and inductive thinking Team work Respect for difference and multiculturalism																							
(3) SYLLABUS																							
<ul style="list-style-type: none"> - Cultural Heritage and Sustainable Development - World Heritage Sites and the role of the convention Concerning the Protection of World Cultural and Natural Heritage of 1972 in the field of cultural heritage management -Documentation and Digitization of movable and immovable monuments -Management Plan, Collection Management Policy -ICT and heritage management -Risks Management and Cultural Heritage -Socio-Politics of the Past -Looting and the protection of cultural heritage -The role of Evaluation in Cultural Heritage Management 																							
(4) TEACHING and LEARNING METHODS - EVALUATION																							
DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face																						
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> -Use of ICT in teaching and communication with students -e-class platform -use of audiovisual materials in teaching -documentaries/videos 																						
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Field Visits</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Group projects</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Essay Writing</td> <td style="text-align: center;">21</td> </tr> <tr> <td>Exams</td> <td style="text-align: center;">10</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 style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Field Visits	15	Group projects	15	Essay Writing	21	Exams	10									Course total	125
<i>Activity</i>	<i>Semester workload</i>																						
Lectures	39																						
Field Visits	15																						
Group projects	15																						
Essay Writing	21																						
Exams	10																						
Course total	125																						
STUDENT PERFORMANCE EVALUATION <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>	<ul style="list-style-type: none"> I. Written Exams (100%): - Open ended questions -Problem solving -Short-answer questions II. Essay Writing (compulsory) (+20%) Information on essay topic and deadline submission is uploaded on eclass. 																						

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

- *Suggested bibliography:*

- Πολιτιστικές βιομηχανίες, Βερνίκος Νικόλας, Δασκαλοπούλου Σοφία, Μπαντιμαρούδης Φιλήμων, Μπουμπάρης Νίκος, Παπαγεωργίου Δημήτρης (Επιμ.)

- ΜΟΥΣΕΙΑ 05, ΛΙΑ ΓΥΙΟΚΑ - ΜΑΤΟΥΛΑ ΣΚΑΛΤΣΑ (ΕΠΙΜ.)

- ΠΡΟΣΤΑΣΙΑ ΚΑΙ ΔΙΑΧΕΙΡΙΣΗ ΜΝΗΜΕΙΩΝ, ΦΑΝΗ ΜΑΛΛΟΥΧΟΥ ΤΟΥΦΑΝΟ

(a more comprehensive reading list and relative material is available on eclass)

- *Related academic journals:*

(a more comprehensive reading list and relative material is available on eclass)

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archaeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A510	SEMESTER	5th / 7th
COURSE TITLE	Greek art (18th-20th c.)		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE306/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The students:</p> <ol style="list-style-type: none"> 1. will become familiar with the practice of observing works of art and their respective details. During the courses, exemplary works of art of the period will be selected to get acquainted with the techniques, materials and style of the examined period, 2. will be able to describe and convey creatively what the eye will see, 3. will have consolidated the historicity of phenomena and the fact that works of art are part of a historical society. 4. will have cultivated their imagination that will provoke their creative thinking. 5. will have realized the connection of historical learning with New Technologies
General Competences
<ul style="list-style-type: none"> • Decision-making • Working independently • Team work • Working in an international environment • Working in an interdisciplinary environment • Production of new research ideas • Project planning and management • Respect for difference and multiculturalism

- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course deals with the Greek artistic production from the 18th century, which marks the beginning of the Western influences in terms of artistic style and technique, until the first half of the 20th century. In short, the contact with the European modern movements takes place and thus a Greek modernism is gradually formed, which, through the search for Greekness, tries to combine the new with the Greek tradition.

The aim of the course is to examine the institutions and the factors that defined the birth and development of the modern Greek art in the context of the broader historic, political and economic conditions in the given period.

The following topics are discussed:

- The Art before the Revolution (post-byzantine and popular decorative art)
- The Naturalism of the Ionian Islands
- The Art after the foundation of the Greek State: painting of historical subjects – portraiture – genre – landscape – still life, Sculpture
- The beginning of the Greek modernism: K. Parthenis, K. Maleas, G. Bouzianis, N. Lytras

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, educational visits.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	50
	Educational visits	25
	Study and analysis of bibliography	50
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	The main language of evaluation is Greek.	

<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>The assessment method is the written exams with a combination of short answer questions and essay development.</p> <p>They include recognition of works of art (25%) and development of 3 theoretical questions based on the course material (75%).</p>
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(5) ATTACHED BIBLIOGRAPHY

- Αντωνοπούλου, Ζέτα, Τα γλυπτά της Αθήνας: Υπαίθρια Γλυπτική 1834-2004, Ποταμός, Αθήνα 2003.
- Γαρίδης, Μίλτος, Διακοσμητική ζωγραφική, Βαλκάνια – Μικρά Ασία, 18ος-19ος αιώνες, εκδ. Μέλισσα, Αθήνα 1996.
- Hobsbawm, Eric, Η Εποχή των Άκρων, Ο Σύντομος Εικοστός Αιώνας 1914-1991, Καπετανγιάννης, Βασίλης (μτφρ.), Θεμέλιο, Αθήνα 2004 (α' αγγλική έκδ. 1994).
- Καφέτση, Άννα (επιμ.), Μεταμορφώσεις του μοντέρνου-η ελληνική εμπειρία, Εθνική Πινακοθήκη/ Μουσείο Αλεξάνδρου Σούτζου, Αθήνα 1992.
- Ματθιόπουλος, Δ. Ευγένιος, «Από τον 'Σύλλογο των Ωραίων Τεχνών' στους 'Νέους Έλληνες Ρεαλιστές', καλλιτεχνικές ομάδες και οργανώσεις στην Ελλάδα (1882-1974)», Εθνική Πινακοθήκη 100 χρόνια: τέσσερις αιώνες Ελληνικής Ζωγραφικής, από τις συλλογές της Εθνικής Πινακοθήκης και του Ιδρύματος Ευριπίδη Κουτλίδη, Λαμπράκη-Πλάκα, Μαρίνα/ Όλγα Μεντζαφού- Πολύζου (επιμ.), Εθνική Πινακοθήκη/ Μουσείο Αλεξάνδρου Σούτζου, Αθήνα 1999, σελ. 155-175.
- Ματθιόπουλος, Δ. Ευγένιος, «Η θεωρία της 'ελληνικότητας' του Μαρίνου Καλλιγά», Τα ιστορικά, τόμος 25, τχ. 49, Δεκέμβριος 2008, σελ. 331-356.
- Ματθιόπουλος, Δ. Ευγένιος, «Εικαστικές τέχνες», Ιστορία της Ελλάδας του 20ού αιώνα, Ο Μεσοπόλεμος 1922-1940, Χατζηιωσήφ, Χρήστος (επιμ.), Β' τόμος, μέρος 2, Βιβλιόραμα, Αθήνα 2003, σελ. 401-459.
- Ματθιόπουλος, Δ. Ευγένιος, Η συμμετοχή της Ελλάδας στην Μπιεννάλε της Βενετίας, 1934-1940, διδακτορική διατριβή, δκτλ., 3 τόμοι, Πανεπιστήμιο Κρήτης, Ρέθυμνο 1996
- Μισιρλή Ν., Ελληνική Ζωγραφική, 18ος-19ος αιώνες, εκδ. Αδάμ, Αθήνα 2003.
- Σπητέρης Τώνης, 3 Αιώνες Νεοελληνικής Τέχνης 1660-1967, τ. Α'-Γ', εκδ. Πάπυρος, Αθήνα 1979.
- Σπητέρης, Τώνης, Η τέχνη στην Ελλάδα μετά το 1945, Οδυσσέας, Αθήνα 1983.
- Χατζηνικολάου Νίκος, Εθνική Τέχνη και Πρωτοπορία, εκδ. Το όχημα, Αθήνα, 1982.

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A511	SEMESTER	5th / 7th
COURSE TITLE	MATERIAL CULTURE – ANTHROPOLOGICAL APPROACHES		
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	
LECTURES, TUTORIALS, EXERCISES	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge in Social Anthropology		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course outlines the various theoretical approaches to material culture by the social sciences and the humanities with an emphasis on anthropological and folklorist approaches from the 19th century to the present. A central concern of the course is the exploration of the ways in which the material world is linked to the production, reproduction and challenging of extant relations of power in the context of marxist, structuralist, poststructuralist and phenomenological theories implemented in ethnographies of space and landscape, the house, museums and technology. Further emphasis is laid on the analysis of contemporary commodities as cultural objects and the importance of methodological approaches, such as the cultural biography of things and multi-sited ethnography, in the context of theoretical approaches to globalization.</p> <p>The course aims to help students understand the various ways in which people are enmeshed in the material world and the contribution of things to the development of social relationships, values and identities. It further aims to familiarize students with the management, documentation and critical analysis of ethnographic museum collections and exhibitions.</p>

<p>After the completion of the course students are expected: To have mastered classic and recent theoretical and methodological approaches to material culture. To be able to conduct individual research or collaborate with other students on small or medium scale research projects and the documentation of ethnographic objects.</p>
<p>General Competences</p>
<p>Production of free, creative and inductive thinking Research for analysis and synthesis of data with the use of necessary technology Working Independently Team work</p>

(3) SYLLABUS

<p>The importance of things and the material world in daily life. Review of theoretical approaches to material culture from the 19th century to 1970.</p> <p>Semiotics and Structuralism. Examples of Semiotic and structuralist analyses of food, art, and costume as cultural texts and systems of coded information.</p> <p>Dynamic approaches: Multi-sited ethnography and the cultural biography of things.</p> <p>The impact of Foucault's theory of power/knowledge. Museums and the representation of the Other.</p> <p>Examples of theoretical approaches and analysis of case studies dealing with: Space, the house, technology, consumption.</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Lectures and exercises in class and lab. Tutorials for Erasmus students.	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	ICT during lecturing, use of electronic platform e-class.	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</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>Activity</p>	<p>Semester workload</p>
	Lectures, tutorials, exercises	39
	Study and Analysis of Bibliography	46
	Fieldwork	10
	Archival research	10
	Essay Writing	20
	Course total	125
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive,</i></p>	<p>Greek (English for Erasmus students) Written examination comprising: Open ended questions (80-100%) and optional essay presented in public (10-20%).</p>	

multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Αλεξάκης, Ε. Βραχιονίδου, Μ. Οικονόμου, Α eds.(2008), *Ανθρωπολογία και συμβολισμός στην Ελλάδα*, (Anthropology and Symbolism in Greece) Athens: Ελληνική Εταιρεία Εθνολογίας

Appadurai, A. ed..(1986), *The Social Life of Things*, Cambridge: Cambridge University Press.

Bourdieu, P. (2006)[1980], *Η αίσθηση της πρακτικής*, (*The sense of practice*) transl. Θ. Παραδέλλης, Athens: Αλεξάνδρεια

Γιαλούρη Ελεάνα ed, (2012) *Υλικός Πολιτισμός: η ανθρωπολογία στη χώρα των πραγμάτων*, (*Material Culture. Anthropology in the Land of Things*), Athens: Αλεξάνδρεια

Hall, S. ed. (1997.) *Representation*, London: The Open University Press /Sage.

Λάλλας, Δ. (2012), *Στον μικρόκοσμο του Mall*, (*Inside the Mall Microcosm*) Athens: Νησίδες

Lévi-Strauss, Cl. 1990 [1984] *Anthropology and Myth I*. Athens: Καρδαμίτσας

----- 1982. *The Way of the Masks*. Trans. Sylvia Modelski. Seattle: University of

Washington Press

Οικονόμου, Ανδρομάχη (2014), *Υλικός Πολιτισμός. Θεωρία, μεθοδολογία, αξιοποίηση*, (*Material Culture: Theory, Methodology, Management*) Athens: Παπαζήση Publications.

Barthes, R. (1979) *Mythologies*. Athens: Ράππα

Smith, Philip (2006) *Πολιτισμική Θεωρία*. (*Cultural theory*) Athens: Κριτική

Journals

Εθνολογία (Ethnology)

Εθνογραφικά (Ethnographica)

Ενδυματολογικά (Endymatologika)

Τετράδια Μουσειολογίας (Museology Notebooks)

Journal of Material Culture

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_A512	SEMESTER	5th / 7th
COURSE TITLE	Art theory and art criticism, 18th-20th century		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Elective		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>There will be a collaborative effort to approach artworks with the theoretical and critical context of the students' choice, through specific translations of art criticism texts that will be provided to them and possibly worked on in groups.</p> <p>Upon successful completion of the course, the students will have acquired:</p> <ul style="list-style-type: none"> • Knowledge of the personalities, the discourse and the historical and cultural circumstances that have enabled in each period art criticism and critical theory to emerge and flourish • Familiarity with the essential differences between art criticism, art theory, and art history. • Awareness of the interrelated nature of artwork, the art market and art criticism. • A historicized approach to the theoretical, aesthetic, literary and political issues involved in art-criticism discourse.
General Competences
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Working independently</i></p> <p><i>Working in an interdisciplinary environment</i></p>

<p><i>Production of new research ideas</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>
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(3) SYLLABUS

This course examines the dissemination and establishment of art criticism and art theory from the 18th to the 20th century, along with the history of institutions, individuals and visual art movements. Since the 18th century, the relationship with works of art changed radically: the organization of regular exhibitions by the Academy and the Salons introduced a new form of immediacy between artists and the public, who began to systematically express their opinions on the artworks. Art criticism was born out of this direct encounter, as well as the subsequent democratization of institutions that the French Revolution brought about, subjecting artists to the judgment of mediators who gradually set their own rules. The subject of the course is the historical context of art criticism and art theory as disciplines. Its main aim is to provide a broad overview of the art theories focusing on the period from the 18th to the 20th century, from La Font de Saint-Yenne and Diderot to Baudelaire and Clement Greenberg, when the autonomy of the fields of art criticism and art history respectively emerged. Alongside the historical narrative, the course will revolve around the selection of significant texts from the field of criticism that elucidate the development of the practice and its relation to art history but also reveal the foundations, underlying stakes, methods and forms that art criticism adopts within the historical time.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching, communication with students and educational material via e-class</i>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	30
	Interactive tuition	9
	Study and analysis of bibliography	36
	Personal study	50
	Course total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION	<i>Language of evaluation: Greek</i> <i>methods of evaluation:</i>	

<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>written exams with a combination of short answer questions and essay development.</p> <p>They include a table of multiple-choice questions (25%) and development of 2 or 3 theoretical questions based on the course material (75%).</p>
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(5) ATTACHED BIBLIOGRAPHY

- ΔΑΣΚΑΛΟΘΑΝΑΣΗΣ Νίκος (επιμ.), *Clement Greenberg. Τέχνη και πολιτισμός*, Αθήνα, Νεφέλη, 2007.
- ΚΟΡΝΕΖΟΥ Τιτίνα, *Οι κανόνες της τέχνης και η μαγεία της ζωγραφικής. Καλλιτεχνικοί θεσμοί στη Γαλλία κατά τον 17ο και 18ο αιώνα*, Αθήνα, Gutenberg, 2020.
- ΛΑΜΠΡΑΚΗ-ΠΛΑΚΑ Μαρίνα, *Οι Πραγματείες Περί Ζωγραφικής, Αλμπέρτι και Λεονάρντο*, Βικελαία Βιβλιοθήκη, Ηράκλειο Κρήτης 1988.
- ΝΤΙΝΤΕΡΟ Ντενί, *Αισθητικά*, μτφ. Κλαίρη Μητσοτάκη, Εστία, 2002.
- BAUDELAIRE Charles, *Αισθητικά δοκίμια*, Printa, 2017.
- *Charles Baudelaire Critique d'art*, édition établie par Claude Pichois, Paris, Gallimard, 1992.
- CROW Thomas, *Painters and public life in eighteenth-century Paris*, Yale University Press, 1987.
- ELKINS James, "Art Criticism", in Jane Turner (ed.). *Grove Dictionary of Art*, Oxford University Press, 1996.
- FOUCAULT Michel, *Τί είναι κριτική;* μτφ. Θανάσης Λάγιος, Πλέθρον, 2016.
- GEE Malcolm, *Art Criticism since 1900*, Manchester-New York, Manchester University Press, 1993.
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- HOUSTON Kerr, *An Introduction to Art criticism. Histories, Strategies, Voices*, Pearson, 2012.
- *La Querelle des Anciens et des Modernes*, Anne-Marie Lecoq (επιμ.), Παρίσι, Gallimard, 2001.
- MERRILL Linda, *A Pot of Paint: Aesthetics on trial in Whistler v. Ruskin*, Washington, Smithsonian Institution Press, 1992.
- ORWICZ Michael R. (ed.), *Art Criticism and its institutions in nineteenth-century France*, Manchester, Νέα Υόρκη, Manchester University Press, 1994.
- VENTURI Lionello, *History of Art Criticism*, Νέα Υόρκη, E.P. Dutton, 1936.
- WHITE Harry & Cynthia, *Canvases and Careers: Institutional Change in the French Painting World*, John Wiley & Sons., 1965.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_513	SEMESTER	5 th – 7 th
COURSE TITLE	Introduction to Museology		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (as reading course with english/french bibliography)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course will familiarize students with the interdisciplinary field of Museology.</p> <p>Upon successful completion of the course the students are able:</p> <ul style="list-style-type: none"> - to comprehend the notion of museum throughout the ages and the width of the interdisciplinary field of Museology, with an in-depth look at issues of museum definitions and typology, -to understand the role and importance of the International Council of Museums (ICOM) and to be familiar with state structures and legislation relating to the museums' function at a national and international level, -to have a proven historical knowledge regarding collecting activity and the evolution of the museum institution over time, -to understand the theoretical framework of contemporary trends in museum practice, -to perceive the political, cultural and social role of the museum as a vehicle of knowledge and power, and the ideological directions that have shaped the sector of museums in Greece,

- to understand the scientific interdisciplinarity and the prospects of the museum profession today,
- to develop a critical understanding of ethical and moral issues regarding museum principles and practices,
- to assess applications and uses of innovative technologies in relation to museum operations,
- to approach in a creative way the relationship between the museum and formal and informal education,
- to understand the today's visitor-centred approach to museum theory and practice,
- to critically evaluate the existing literature on museum studies.

General Competences

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

(3) SYLLABUS

The course, through the presentation and analysis of the philosophy, theory and history of museums and collections, will introduce students to the key issues of Museology, covering a range of essential topics, seeking to arouse their interest in the professional sector of museums.

The structure of the course is divided into interlinked thematic areas such as:

- The presentation of collecting activity over time,
- The genesis and evolution of the museum as institution in Europe and Greece,
- The Greek institutional framework of museum operation,
- The features of several types of museums,
- The managerial, curatorial and interpretational practices of museum collections,
- The connection between museums and new technologies,
- The relationship between museums and formal / informal education,
- The professionalization in museums,
- The international standards of museum ethics and practice today,
- The connection between museums and the community,
- The role of museums over time,
- The political, cultural and social footprint of museums in contemporary societies.

The course also includes visits to museums and lectures by museum professionals.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face, Distance learning, collective reading, classroom presentation and critical discussion</p>											
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching (exploration of data sources, video and interactive platforms, use of Web resources) Use of asynchronous e-learning platform for study materials and communication with students</p>											
<p style="text-align: center;">TEACHING METHODS</p> <p><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></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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures & Interactive teaching</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Independent study and optional essay</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Course total (25 hours per credit)</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester Workload</i>	Lectures & Interactive teaching	39	Independent study and optional essay	60	Study and analysis of bibliography	26	Course total (25 hours per credit)	125
<i>Activity</i>	<i>Semester Workload</i>											
Lectures & Interactive teaching	39											
Independent study and optional essay	60											
Study and analysis of bibliography	26											
Course total (25 hours per credit)	125											
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><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></p>	<p>Written examination with multiple components (concept definition questions, multiple choice questions, short answer questions, combination-critical understanding questions)</p> <p>Optional essay (+30%)</p>											

(5) ATTACHED BIBLIOGRAPHY

Βουδούρη, Δ. 2003, Κράτος και Μουσεία. Το Θεσμικό Πλαίσιο των Αρχαιολογικών Μουσείων. Αθήνα: Εκδόσεις Σάκκουλας.

Black, G. 2009, Το ελκυστικό μουσείο. Μουσεία και επισκέπτες, Αθήνα: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς.

Γκαζή, Α. 2001, «Επάγγελμα: Μουσειολόγος. Από τη θεωρία στην πράξη. Η ελληνική εμπειρία» στο: Μ. Σκαλτσά (επιμ.), Η Μουσειολογία στον 21ο αιώνα. Θεωρία και Πράξη, Πρακτικά Διεθνούς Συμποσίου, Θεσ/νίκη, Νοέμβριος 1997, Θεσσαλονίκη, Εκδόσεις Εντευκτηρίου, σσ. 186-189.

Γκαζή, Α., 1999. Η έκθεση των αρχαιοτήτων στην Ελλάδα (1829-1909). Ιδεολογικές αφητηρίες – Πρακτικές προσεγγίσεις, Αρχαιολογία και Τέχνες 73, σσ.45-53.

Γκαζή, Α., 2004. Μουσείο για τον 21ο αιώνα, Τετράδια Μουσειολογίας, 1, σσ.3-12.

Desvallées, A. και Mairesse, F. (επιμ.) 2014. Βασικές Έννοιες της Μουσειολογίας. Ελληνική Μετάφραση. Ελληνικό Τμήμα του ICOM - http://icom-greece.mini.icom.museum/wpcontent/uploads/sites/38/2018/12/Museology_WEB.pdf

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Hooper-Greenhill, E., 2006. Το Μουσείο και οι Πρόδρομοί του. Αθήνα: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς.

Κόκκου, Α., 2009 [1977.] Η μέριμνα για τις αρχαιότητες στην Ελλάδα και τα πρώτα μουσεία. Αθήνα: Εκδόσεις Καπόν.

MacDonald, S. (επιμ.), 2012. Μουσείο και Μουσειακές Σπουδές. Ένας Πλήρης Οδηγός. Αθήνα: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς.

Μούλιου, Μ. και Μπούνια, Α. 1999α, «Εισαγωγή στη Μουσειολογία», Αρχαιολογία και Τέχνες 70, 38.

Μούλιου, Μ. και Μπούνια, Α. 1999β, «Μουσειολογία: Ιστορία, θεωρία και πρακτική», Αρχαιολογία και Τέχνες 73, 40.

Μπούνια, Α., 2009. Τα παρασκήνια του μουσείου. Αθήνα: Εκδόσεις Πατάκης.

Οικονόμου, Μ. 2003, Μουσείο: Αποθήκη ή Ζωντανός Οργανισμός; Μουσειολογικοί Προβληματισμοί και Ζητήματα, Αθήνα: Κριτική.

Ορφανίδη, Λ., 2003. Εισαγωγή στην Μουσειολογία, Πανεπιστήμιο του Αιγαίου, Τμήμα Μεσογειακών Σπουδών, Ρόδος.

Rearce, S., 2002. Μουσεία, αντικείμενα, συλλογές. Μια πολιτισμική προσέγγιση. Θεσσαλονίκη: Εκδόσεις Βάνιας.

Σκαλτσά (επιμ.), Η Μουσειολογία στον 21ο αιώνα. Θεωρία και Πράξη, Πρακτικά Διεθνούς Συμποσίου, Θεσ/νίκη, Νοέμβριος 1997, Θεσσαλονίκη, Εκδόσεις Εντευκτηρίου, 186-89.

Vergo, P. 1999, «Επανεξέταση της “Νέας Μουσειολογίας”», Αρχαιολογία και Τέχνες, 70, 50-52.

Journals:

Τετράδια Μουσειολογίας, ISSN 1790-0980

Περιοδικό Museumedu, http://museumedulab.ece.uth.gr/main/en/journal_issues/published

Museo Lab, <http://museologylab.ct.aegean.gr/>

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A513	SEMESTER	5 th – 7 th
COURSE TITLE	ENGLISH TERMINOLOGY - ARCHAEOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are provided in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are provided uniformly for the entire course, write the weekly teaching hours and total credits</i>	TEACHING HOURS PER WEEK	CREDITS	
LECTURES	3	5	
<i>Add rows if necessary. Teaching organization and teaching methods which are used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	KNOWLEDGE AND DEVELOPMENT OF ENGLISH LANGUAGE SKILLS RELATED TO ARCHAEOLOGY COMPULSORY OR OPTIONAL		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITES FOR THIS COURSE HOWEVER, A GOOD KNOWLEDGE OF ENGLISH (LEVEL B2) IS RECOMMENDED FOR ITS COMPLETION. IT IS RECOMMENDED TO ATTEND AND PARTICIPATE IN THE COURSE ESPECIALLY FOR STUDENTS WHOSE LANGUAGE ABILITY IS NOT SATISFACTORY		
LANGUAGE OF INSTRUCTION and EXAMS:	ENGLISH AND GREEK FOR UNDERSTANDING, PROCESSING AND INTERPRETING, TRANSLATING TEXTS RELATING TO ARCHAEOLOGY		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	UNDER CONSTRUCTION		

2. LEARNING OUTCOMES

Learning Outcomes
COURSE'S AIM: ENGLISH TERMINOLOGY - ARCHAEOLOGY IS: STUDENTS TO IMPROVE THEIR LANGUAGE ABILITY IN ENGLISH AND DEVELOP SKILLS IN BASIC STUDY, READING AND WRITING TEXTS AND RESPONDING TO EXERCISES. THE PURPOSE OF THE COURSE IS TO UNDERSTAND AND ANALYZE SCIENTIFIC ARTICLES AND EXCERPTS OF BOOKS RELATED TO TERMINOLOGY IN ARCHAEOLOGY, AS WELL AS THE

PRODUCTION OF WRITING IN ENGLISH WITH CLARITY, BY ELIMINATING LINGUISTIC AND ERRORS IN SYNTAX.

STUDENTS ARE REQUIRED TO RESPOND TO WRITING TEXTS AND RESEARCH PAPERS ON ARCHAEOLOGY, USING APPROPRIATE VOCABULARY, GRAMMAR AND SYNTAX.

PRODUCTION OF INTERPRETATION OF TEXTS FROM ENGLISH TO GREEK, AND FROM GREEK TO ENGLISH.

THE COURSE AIMS TO FURTHER ACQUIRE SPECIALIZED KNOWLEDGE AND SKILLS NECESSARY FOR UNDERSTANDING ARCHAEOLOGICAL CONTENT TEXTS, AND WRITING RESEARCH PAPERS.

THE OBJECTIVE IS: TO DEVELOP THE STUDENTS' VOCABULARY (READING, WRITING, SPEAKING, AND LISTENING) IN ARCHAEOLOGY TEXTS.

THE OBJECTIVE OF WRITING RESEARCH PAPER(S) IS TO DEVELOP THE STUDENTS' ABILITY FOR SELF LEARNING ACCORDING TO THEIR INTERESTS IN HISTORY, BY USING THE APPROPRIATE SOURCES AND TOOLS. ALSO, TO IMPROVE THEIR STUDY AND RESEARCH METHODS.

UPON SUCCESSFUL COMPLETION OF THE COURSE: ENGLISH TERMINOLOGY - ARCHAEOLOGY STUDENTS ARE EXPECTED TO:

- TO HAVE BEEN TAUGHT VOCABULARY-TERMINOLOGY OF ARCHAEOLOGY CONTENT THROUGH THE PROCESSING OF MULTIPLE, DIFFERENT THEMATIC TEXTS, BOOK EXCERPTS AND SCIENTIFIC ARTICLES ON ARCHAEOLOGY.
- TO PRACTICE USE OF ENGLISH, REGARDING VOCABULARY, GRAMMAR AND SYNTAX.
- TO PRACTICE READING, WRITING, SPEAKING AND FLUENCY IN ENGLISH.
- TO IMPROVE THEIR ABILITY TO UNDERSTAND ARCHAEOLOGY TERMINOLOGY AND USE GRAMMAR AND SYNTAX STRUCTURES, AND OTHER CONVENTIONS OF WRITING FOR THEIR RESEARCH WORK. ALSO, SPEAKING FOR PARTICIPATORY COMMUNICATION.
- TO KNOW HOW TO PRODUCE COMPREHENSIVE AND WRITING SKILLS IN ENGLISH ON ARCHAEOLOGY THEMES (STRUCTURE OF SENTENCE/S, PARAGRAPH/S, SUMMARY AND TOPIC SELECTION ACCORDING TO THEIR INTERESTS.
- TO KNOW ENGLISH BIBLIOGRAPHY AND BE TAUGHT METHODS OF RECORDING IT, SO AS TO RESPOND TO RESEARCH.
- TO HAVE DEVELOPED AND EXPRESSED THEIR OWN THINKING ON A PERSONAL AND COLLECTIVE LEVEL.

GENERAL LEARNING OUTCOMES:

- IMPROVING STUDENTS' KNOWLEDGE IN ENGLISH, TERMINOLOGY ON ARCHAEOLOGY
- DEVELOPMENT OF ACADEMIC COMMUNICATION SKILLS IN THE ACADEMIC ENVIRONMENT
- DEVELOPING ABILITY TO USE THE INTERNET FOR PERSONAL STUDY AND PRODUCTION OF RESEARCH PAPERS
- DEVELOPING STUDY AND RESEARCH SKILLS IMPROVING OVERALL ACADEMIC PERFORMANCE
- DEVELOPMENT OF STUDENTS' ABILITIES FOR COLLABORATION IN GROUPS (GROUP RESEARCH WORK) AND PUBLIC SPEAKING (PRESENTATIONS).

General Abilities

RESEARCH, ANALYSIS AND SYNTHESIS OF DATA AND INFORMATION, USING THE NECESSARY TECHNOLOGIES
 INDEPENDENT WORK
 TEAMWORK
 WORKING IN AN INTERNATIONAL ENVIRONMENT
 GENERATION OF NEW RESEARCH IDEAS
 EXERCISE CRITICISM AND SELF-CRITICISM
 PROMOTION OF FREE, CREATIVE AND INDUCTIVE THINKING

3. SYLLABUS

THE COURSE: ENGLISH TERMINOLOGY - ARCHAEOLOGY INCLUDES EXCERPTS OF BOOKS ON ARCHAEOLOGY, SCIENTIFIC ARTICLES AND TEXTS IN ENGLISH, DIFFERENT TOPICS ON ARCHAEOLOGY; ALSO, ADDITIONAL VARIOUS THEMES THAT CONCERN ARCHAEOLOGY, ENGLISH GRAMMAR AND EXERCISES.
 THE TEXTS ARE PROVIDED IN ENGLISH AND/OR GREEK, ARE INTERPRETED IN BOTH LANGUAGES, ANALYSIS AND INTERPRETATION.
 ELECTRONIC SOURCES - INTERNET ARE USED FOR THE PRODUCTION OF RESEARCH PAPERS.

4. TEACHING and LEARNING METHODS - ASSESSMENT

SUBMISSION METHOD <i>In person, Distance learning etc.</i>	CLASS WITH PHYSICAL PRESENCE AND DISTANCE LEARNING	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, in Laboratory Education, in Communication with students</i>	LECTURES - INTERNET VIDEOS POWERPOINT PRESENTATIONS PHOTOCOPIES COMMUNICATION WITH STUDENTS VIA EMAIL, CLASS NOTES AND COURSE MATERIAL IN E-CLASS, GOOGLE DOCUMENTS (DOCS) FOR ESSAYS' MARKING INVITATION OF EXPERT SCIENTISTS IN PHYSICAL PRESENCE AND/OR ZOOM MEETINGS	
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Fieldwork, Literature Study & Analysis, Tutorial, Internship (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Study Preparation (Project), Writing Papers / Assignments, Artistic creation, etc.</i> <i>The students' study hours for each learning activity as well as the hours of unguided study</i>	Activity	Semester Workload
	LECTURES - VIDEO CONFERENCING - ZOOM MEETINGS, WEBINARS	39
	WRITING RESEARCH PAPER(S) PERSONAL OR/AND TEAMWORK, COMPULSORY OR/AND OPTIONAL	46
	ASSIGNMENTS' MARKING	40
	STUDENTS' POWERPOINT PRESENTATION(S) OF THEIR ASSIGNMENTS OR/AND PAPERS	
	Total Course (25 workload hours per credit unit)	125

<i>are listed, so that the total workload per semester corresponds to the ECTS standards</i>	
<p>STUDENTS' ASSESSMENT <i>Description of the assessment process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment / Report Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other</i></p> <p><i>Are the assessment criteria mentioned clearly identified, and if so, where are they accessible by students?</i></p>	<p>THE COURSE ENGLISH TERMINOLOGY - ARCHAEOLOGY IS ASSESSED AS FOLLOWS:</p> <ol style="list-style-type: none"> 1. TWO (2) HOUR FINAL EXAM 2. ASSIGNMENT (OPTIONAL AND/OR COMPULSORY) OF 1,000 - 1,500 WORDS AND 3. ORAL EXAM FOR SPECIAL REASONS (DYSLEXIA, STUDENTS WITH DISABILITIES, AND/OR OTHER LEARNING DIFFICULTIES).

5. SELECTED BIBLIOGRAPHY

- Suggested Bibliography*:

1. [Τσέκου, Ελένη Κ.](#) ENGLISH FOR STUDENTS OF HISTORY AND ARCHAEOLOGY. University Studio Press, 1996.
2. [Κουτσούμπος Νίκος.](#) (P/B) DICTIONARY OF ARCHAEOLOGICAL TERMS. Εκδότης: [ARCHAEPRESS](#), 2011.
3. Brian M. Fagan and Nadia Durrani. *Archaeology: The Basics*. 4th Edition. Routledge UK, 2022.
4. *Oxford Handbook of Archaeology*. Εκδοτικός οίκος: [Oxford University Press](#), Ιούλιος 2020.
5. [Bill McMillon](#). *The Archaeology Handbook: A Field Manual and Resource Guide*. Wiley-Blackwell, September 1991.
6. [Jane Balme \(Editor\)](#), [Alistair Paterson \(Editor\)](#). *Archaeology in Practice: A Student Guide to Archaeological Analyses, 2nd Edition*. Wiley-Blackwell, January 2014.
7. [Barbara Ann Kipfer](#). *The Archaeologist's Fieldwork Companion*. Wiley-Blackwell, October 2006.
8. [Ian Shaw \(Editor\)](#), [Robert Jameson \(Editor\)](#). *A Dictionary of Archaeology*. Wiley-Blackwell, April

2008.

9. [John Bintliff \(Editor\)](#), [Timothy Earle \(Advisory Editor\)](#), [Christopher Peebles \(Advisory Editor\)](#). A

Companion to Archaeology. Wiley-Blackwell, April 2008.

10. Robert Chapman. *Archaeological Theory. The Basics*. Routledge UK, 2023.

- *Related scientific journals and online resources:*

1. <https://www.archaeology.org/>. Archaeology. A publication of the [Archaeological Institute of America](#)
2. <https://www.bsa.ac.uk/publications/archaeology-in-greece-online/>. Archaeology in Greece Online.
3. <https://www.archaeologyuk.org/what-we-do/british-archaeology-magazine.html>
4. <https://popular-archaeology.com/>
5. <https://www.archaeologicalconservancy.org/american-archaeology-magazine/>
6. <https://www.ajaonline.org/>
7. <https://www.conted.ox.ac.uk/about/online-courses-in-archaeology>

* *The bibliography is indicative, it will be modified and improved further.*

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	HISTORY ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_D502	SEMESTER	5th / 7th
COURSE TITLE	Introduction to Computer Networks		
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	
Lectures (theoretical part - presentation, study of algorithms for practical problems)	2	5	
Lectures (laboratory part – analysis of foundational algorithms and algorithmic techniques)	1		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Background course		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>This course is aiming at introducing the basic concepts of Computer Networks to the students.</p> <p>The issues being analyzed include:</p> <ul style="list-style-type: none"> – Network models. – The OSI reference model. – Network taxonomy: LAN, MAN, WAN.

- Network structure.
- Network Topologies.
- Interconnection methodologies and design techniques.
- Communication protocols.
- TCP/IP and the Internet.
- Applications: FTP, SMTP, HTTP, WWW.
- Current trends: Wireless networks, Peer to Peer Networks, Optical Networks, Broadband networks.

General Competences

Familiarity with basic concepts of Computer Networks

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

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Criticism and self-criticism

Production of free, creative and inductive thinking

(3) SYLLABUS

This course is aiming at introducing the basic concepts of Computer Networks to the students. The issues being analyzed include: Network models. The OSI reference model. Network taxonomy: LAN, MAN, WAN. Network structure. Network Topologies. Interconnection methodologies and design techniques. Communication protocols. TCP/IP and the Internet. Applications: FTP, SMTP, HTTP, WWW. Current trends: Wireless networks, Peer to Peer Networks, Optical Networks, Broadband networks.

Lectures are scheduled as follows:

- Introduction: Course outline, objectives and role in the curriculum
- Network models.
- The OSI reference model.
- Network taxonomy: LAN, MAN, WAN.
- Network structure.
- Network Topologies.
- Interconnection methodologies and design techniques.
- Communication protocols.
- TCP/IP and the Internet.
- Applications: FTP, SMTP, HTTP, WWW.
- Current trends: Wireless networks, Peer to Peer Networks, Optical Networks, Broadband networks.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face, Distance learning
<i>Face-to-face, Distance learning, etc.</i>	

<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching (online lectures, course website, extensive use of Web resources), in communication/collaboration with students (mailing lists, social networks (Facebook), course website, Doodles) and in the process of progress monitoring and evaluation (use of specialized software for the monitoring and evaluation of student progress)</p>															
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="699 450 1098 488">Activity</th> <th data-bbox="1098 450 1380 488">Semester Workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 488 1098 533">Lectures (theoretical part)</td> <td data-bbox="1098 488 1380 533">39</td> </tr> <tr> <td data-bbox="699 533 1098 577">Lectures (laboratory part)</td> <td data-bbox="1098 533 1380 577"></td> </tr> <tr> <td data-bbox="699 577 1098 696">Intense cooperation among professor and students also using ICT</td> <td data-bbox="1098 577 1380 696">30</td> </tr> <tr> <td data-bbox="699 696 1098 741">Independent study</td> <td data-bbox="1098 696 1380 741">56</td> </tr> <tr> <td data-bbox="699 741 1098 786"></td> <td data-bbox="1098 741 1380 786"></td> </tr> <tr> <td data-bbox="699 786 1098 869">Course total (25 hours per credit)</td> <td data-bbox="1098 786 1380 869">125</td> </tr> </tbody> </table>		Activity	Semester Workload	Lectures (theoretical part)	39	Lectures (laboratory part)		Intense cooperation among professor and students also using ICT	30	Independent study	56			Course total (25 hours per credit)	125
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<p>STUDENT PERFORMANCE EVALUATION <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></p>	<p>Assessment - Grading Process (it is announced on the course website before the beginning of the semester and remains available throughout the semester)</p> <p>The final score is obtained as a function of:</p> <p>(A) 2 intermediate computer-based multiple choice examinations. They contribute by 40% to the final score.</p> <ul style="list-style-type: none"> - All students attending the course can participate in the intermediate examinations. - Scores are valid only for the current academic year. - Participation in the intermediate exams is not mandatory: students who decide not to participate in intermediate examinations are not excluded from the final examination in February. However, the 2 intermediate examinations contribute to the final score (by 40%). <p>(B) a final, computer-based, multiple choice examination. It contributes by 60% to the final score.</p>															

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Computer Networks ISBN: 9604614479 Publisher: Kleidarithmos (2012) Author: Andrew S. Tanenbaum</p>
--

Introduction to Computer Networks

ISBN: 9605123932

Publisher: Giourdas M. (2004)

Author: Richard McMahon

Computer Networks Introduction

ISBN: 9603321834

Publisher: Kleidarithmos (2000)

Author: JoAnne Woodcock

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_D503	SEMESTER	5th / 7th
COURSE TITLE	Algorithms and Cultural Technology		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE232/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>This course targets at the introduction of students to the scientific domains of algorithms and cultural technology. The basic aims of this course are three-fold: (i) the acquisition from students of methodological skills concerning the design and analysis of algorithms, (ii) the acquisition from students of knowledge concerning the basic axes of cultural technology, and (iii) the presentation of specific algorithms used for solving cultural technology problems. Students are introduced to basic techniques for the design and analysis of algorithms, the basic axes of cultural technology are analysed in depth, while students get familiar with algorithms that solve classic problems of cultural technology.</p>

In particular, with the successful fulfillment of the course the student will be able:
<ul style="list-style-type: none"> • To understand the fundamental and critical characteristics of algorithms. • To know specific tools and methodologies for the design and analysis of algorithms and how they are applied to problem solution independently from the used programming language. • To know classical algorithms for problems concerning basic data management and cultural technology. • To design and analyse efficient algorithms for problems concerning the field of cultural environments management. • To cooperate with her/his colleagues at small teams for the development of algorithms concerning specific problems of cultural technology.
General Competences
Search for, analysis and synthesis of data and information, with the use of the necessary technology
Decision-making
Working independently
Team work
Project planning and management
Production of free, creative and inductive thinking

(3) SYLLABUS

<p>Introductory concepts in algorithms. Basic concepts in cultural technology. Representation of algorithms. Data representation. Algorithmic problems classification. Digitisation and semantic processing. Visualisation and communication (multi-modal experiences). Introduction to the analysis of algorithms. Basic techniques for design and analysis of algorithms: balancing, divide-and-conquer and greedy techniques. Searching algorithms in digital cultural environments. The sorting problem in digital cultural environments. Recommendation algorithms in archaeological sites and cultural sites in general. Personalised guiding services in museums with time limitations. Survey of current research papers.</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching. Use of software for the design-simulation of algorithms and cultural technology software. Support of learning procedure via the electronic platform e-class.</i>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	Activity	Semester workload
	<i>Lectures</i>	39
	<i>Written work (team work in a case study)</i>	45
	<i>Independent study</i>	41

<p>visits, project, essay writing, artistic creativity, etc.</p> <p>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</p>	<p>Course total (25 hours of workload per credit)</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION</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>	<p>Language of evaluation greek</p> <p>Assessment - Grading Process is explained to students at the beginning of the first course lecture. Additionally, it is announced on the course website before the beginning of the semester and remains available throughout the semester.</p> <p>Evaluation Criteria:</p> <p>I. Oral final examination which includes short-answer questions(50%)</p> <p>II. Written work and public presentation (50%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> 1. Levitin Anany, Ανάλυση και Σχεδίαση Αλγορίθμων, ISBN: 978-960-418-143-8, Εκδ. Τζιόλα, 2008, Κωδ. Βιβλίου στον Εύδοξο: 18549038. 2. Jon Kleiberg, Eva Tardos, Σχεδιασμός Αλγορίθμων, ISBN: 978-960-461-207-9, Εκδ. Κλειδάριθμος, 2009, Κωδ. Βιβλίου στον Εύδοξο: 13898. 3. Sanjoy Dasgupta, Christos Papadimitriou, Umesh Vazirani, Αλγόριθμοι, Εκδ. Κλειδάριθμος, 2009. 4. Θ. Παπαθεοδώρου, Αλγόριθμοι: Εισαγωγικά Θέματα και Παραδείγματα, Εκδ. Πανεπιστημίου Πατρών, 2001. 5. G. Rawlins, Αλγόριθμοι: Ανάλυση και Σύγκριση, Εκδ. Κριτική, 2004. 6. Π. Μποζάνης, Αλγόριθμοι, Σχεδιασμός και Ανάλυση, Εκδ. Τζιόλα, 2003. 7. N. Wirth, Αλγόριθμοι και Δομές Δεδομένων, Εκδ. Κλειδάριθμος, 2004. 8. T. Cormen, C. Leiserson, R. Rivest, C. Stein, Introduction to Algorithms, Mc Graw Hill Press, 2009. 9. A. Aho, J. Ullman, J. Hopcroft, Data Structures and Algorithms, Addison-Wesley Press, 1983. 10. R. Sedgewick, Algorithms in C, Parts 1-5 (Bundle): Fundamentals, Data Structures, Sorting, Searching and Graph Algorithms, 3rd Edition, Addison-Wesley Press, 2001. <p>- Related academic journals:</p>

11. *Journal of Algorithms*. <https://www.sciencedirect.com/journal/journal-of-algorithms>
12. *Theory of Computing Systems*. <https://link.springer.com/journal/224>
13. *Theoretical Computer Science*. <https://www.journals.elsevier.com/theoretical-computer-science/>
14. *Journal of Cultural Heritage*. <https://www.journals.elsevier.com/journal-of-cultural-heritage>
15. *ACM Journal on Computing and Cultural Heritage*. <https://jocch.acm.org/>

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_D508	SEMESTER	5th / 7th
COURSE TITLE	Digitization of Cultural Heritage		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background - Skills development		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course aims to familiarize students with cultural content digitization processes. Emphasis is placed on understanding key features of digital technology and developing key themes related to the recording, codification and documentation of cultural heritage, as well as the proper management of digital data in the fields of History and Archeology. The demonstration of digitization practices is linked to the recorded materials (e.g. photography, sound, animation, 3D monuments) and is accompanied by the presentation of good practices in storage, long-term preservation and dissemination of digital products. Copyright issues are also touched and alternatives to digital processing strategies are mentioned, such as virtual labs and crowdsourcing. Examples from key digitization projects are used, both from Greece and abroad, and reference is made to the conditions of their execution, the cultural specificity of the original objects and the usage potential of their digital substitutes.</p> <p>Upon successful completion of the course the student is able:</p> <ul style="list-style-type: none"> - to understand the necessary stages, equipment and object handling conditions in a digitization project - to get acquainted with basic techniques, methods and tools of digital recording - understand the technical foundations of digitization processes (data capture techniques, file types, compression methods, etc.)

- to realize the importance of documentation of digital products with metadata
- to be aware of basic digital recording technologies in terms of hardware and software
- to include actions for the long-term management, preservation and dissemination of digital products
- to have a knowledge of established and alternative digital data digitization strategies
- to evaluate the characteristics of cultural digital products in terms of quality and research usability:

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Team work
- Working in an interdisciplinary environment
- Respect for difference and multiculturalism
- Project planning and management
- 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 course is an introduction to the processes of digitization of cultural heritage.

- Introduction. Objectives and course structure
- The digital foundations: theoretical framework & historical background
- Organizing a digitization project
- Digital recording in the field
- Digital recording in the laboratory: text and image
- Digital recording in the laboratory: sound and animation
- Recording and documenting 3D models
- Metadata and data interoperability
- Alternative digitization Strategies
- Long-term preservation of cultural data
- Dissemination of digital content
- Digital sources and copyright issues
- Perspectives and limitations of digital technology

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (exploration of data sources, video and interactive platforms, use of Web resources) Use of asynchronous e-learning platform for study materials and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester Workload
	Lectures	30
	Interactive teaching	9

<p>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.</p> <p>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</p>	Web examples	10
	Independent study	50
	Study and analysis of bibliography	26
	Course total (25 hours per credit)	125
<p>STUDENT PERFORMANCE EVALUATION</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>	<p>Assessment - Grading Process</p> <p>Written examination with multiple components (concept definition questions, multiple choice questions, short answer questions, combination-critical understanding questions)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Εργαστήριο Πληροφοριακών Συστημάτων Υψηλών Επιδόσεων 2005. <i>Οδηγός Καλών Πρακτικών για την Ψηφιοποίηση και τη Μακροπρόθεσμη Διατήρηση Πολιτιστικού Περιεχομένου. Καλές Πρακτικές και Πρακτικές Οδηγίες</i>. Έκδοση 1.0. Πανεπιστήμιο Πατρών. http://digitization.hpclab.ceid.upatras.gr/Odhgos_kalwn_praktikwn1.0.pdf</p> <p>Γιαννακόπουλος, Γ., Μπουντούρη, Β., 2016. <i>Εισαγωγή στην Αρχειονομία</i>. Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. http://hdl.handle.net/11419/6320</p> <p>Σκριάπας, Κ. (επιμ.) 2016. <i>Πρακτικά 1ου Πανελληνίου συνέδριου ψηφιοποίησης πολιτιστικής κληρονομιάς, Βόλος, 24-26/9/2016</i>. http://euromed2015.eu/documents/euromed2015.eu-conference-proceedings.pdf</p> <p>Σκριάπας, Κ. (επιμ.) 2017. <i>Πρακτικά 2ου Πανελληνίου συνέδριου ψηφιοποίησης πολιτιστικής κληρονομιάς, Βόλος, 1-3/12/2017</i>. http://www.euromed2017.eu/documents/euromed2017-conference-proceedings_Final_2v02.pdf</p> <p>Vincent, M. L., Lopez-Menchero Bendicho, V. M., Ioannides, M., Levy T. E. (eds.) 2017. <i>Heritage and Archaeology in the Digital Age Acquisition, Curation, and Dissemination of Spatial Cultural Heritage Data</i>. Springer International Publishing. HEAL-Link Springer ebooks [Κωδ. στον Εύδοξο: 75486792] https://link.springer.com/book/10.1007%2F978-3-319-65370-9</p> <p>- Handbooks:</p> <p>Κασιδάκης, Σ. 2014. <i>Εισαγωγή στις Ψηφιακές Βιβλιοθήκες</i>. Δισίγμα [Κωδ. στον Εύδοξο 77111934]</p>

Κουτσούδης, Α. & Παυλίδης, Γ. 2019. *3Δ Ψηφιοποίηση*. Τσότρας (β' εκδ.) [Κωδ. στον Εύδοξο 86194002]
Κυριάκη-Μάνεση, Δ., Κουλούρης, Α., 2015. *Διαχείριση ψηφιακού περιεχομένου*. Αθήνα: Σύνδεσμος
Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. <http://hdl.handle.net/11419/2496> [Κωδ. στον Εύδοξο 320171]

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_PH501	SEMESTER	5th / 7th
COURSE TITLE	BYZANTINE PHILOLOGY I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	specialized general knowledge skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
Upon successful completion the students: <ul style="list-style-type: none"> • will distinguish the genres of Byzantine Historiography • will distinguish the periods of Byzantine Historiography and their characteristics • will know about the life and work of the main representatives of Byzantine Historiography • will paraphrase and comment on texts of Byzantine Historiography
General Competences
Search for, analysis and synthesis of data and information, with the use of the necessary technology Working independently Team work Production of free, creative and inductive thinking

(3) SYLLABUS

The written production of all periods of the Byzantine era: Chronography and Historiography. The main (ecclesiastical and secular) writers (life and work) and their environment. Language and style. The influences from earlier tradition. Lingual simplification, paraphrasing, and commenting on
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selected passages. Content of key relevant books and electronic sources of information. Contemporary research issues. Research methods.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students Support by the e-class platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload
	Lectures	39
	Independent study and preparation for the examination	61
	Study and analysis of bibliography	25
	Course total (25 hours per credit)	125
STUDENT PERFORMANCE EVALUATION <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>	Language of evaluation: Greek Methods of evaluation: Written final examination including: - critical analysis of a text - multiple choice questionnaires - short-answer questions - open-ended questions	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Θ. Δετοράκης, *Βυζαντινή φιλολογία. Τα πρόσωπα και τα κείμενα, Α': Προβυζαντινοί και πρωτοβυζαντινοί χρόνοι (περ. 150-527 μ.Χ.),* Ηράκλειο Κρήτης 1995 ` Β': από τον Ιουστινιανό έως τον Φώτιο (527-900), Ηράκλειο Κρήτης 2003 ` Γ': *Η εποχή των Μακεδόνων και των Κομνηνών (867-1204),* Αθήνα 2018
2. H. Hunger, *Βυζαντινή Λογοτεχνία. Η λόγια κοσμική γραμματεία των Βυζαντινών,* Β', Αθήνα 1991
3. Α. Καρπόζηλος, *Βυζαντινοί ιστορικοί και χρονογράφοι, Α'-Δ',* Αθήνα 1997-2015
4. K. Krumbacher, *Ιστορία της Βυζαντινής Λογοτεχνίας, I-III,* Αθήνα 1897-1900
5. J.O. Rosenqvist, *Η βυζαντινή λογοτεχνία από τον 6^ο αιώνα ως την άλωση της*

Κωνσταντινούπολης, Αθήνα 2008

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_PH502	SEMESTER	5th / 7th
COURSE TITLE	LATIN PHILOLOGY I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>specialised general knowledge</i>		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
Upon successful completion of this course the students will have acquired knowledge of and specific skills in the following subjects: <ul style="list-style-type: none"> • Latin Epic, Latin Hexameter, Virgil's Greek and Latin sources and influence on European Literature • Use of philological data banks
General Competences
Individual preparation with an emphasis on language skills

(3) SYLLABUS

Vergil, Aeneid IV, full Latin text, divided into 13 sessions
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching and communication with students Support by the e-class platform</p>											
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></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>	<table border="1"> <thead> <tr> <th data-bbox="699 367 1098 405">Activity</th> <th data-bbox="1098 367 1410 405">Semester Workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 412 1098 450">Lectures</td> <td data-bbox="1098 412 1410 450">39</td> </tr> <tr> <td data-bbox="699 456 1098 539">Preparation of weekly exercises</td> <td data-bbox="1098 456 1410 539">39</td> </tr> <tr> <td data-bbox="699 546 1098 629">Preparation for written exams</td> <td data-bbox="1098 546 1410 629">47</td> </tr> <tr> <td data-bbox="699 636 1098 712">Course total (25 hours per credit)</td> <td data-bbox="1098 636 1410 712">125</td> </tr> </tbody> </table>		Activity	Semester Workload	Lectures	39	Preparation of weekly exercises	39	Preparation for written exams	47	Course total (25 hours per credit)	125
Activity	Semester Workload											
Lectures	39											
Preparation of weekly exercises	39											
Preparation for written exams	47											
Course total (25 hours per credit)	125											
<p>STUDENT PERFORMANCE EVALUATION <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></p>	<p>Written final examination</p>											

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- M. von Albrecht, Ιστορία της Ρωμαϊκής Λογοτεχνίας (σε έναν τόμο) (2012)
- R. G. Austin, Βεργιλίου Αινειάδος Βιβλίο IV (Θεσσαλονίκη 2000, μεταφρ. Τρομάρας)
- P. Hardie, Βιργίλιος (Θεσσαλονίκη 2005, μεταφρ. Φυντίκογλου)
- Α. Μέγας, Λατινική Μετρική (Θεσσαλονίκη 1973)

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_I601	SEMESTER	6th / 8th
COURSE TITLE	Aspects of the public and private life in ancient Greece		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
The course aims to introduce students to aspects of Greeks' daily life, public or private, based mainly on literary sources or inscriptions. After the completion of the courses the students will be able: - to comprehend the basic elements of Greeks' daily life and interpret them. - to approach the most important primary sources for the study of public and private life in ancient Greece.
General Competences
- Working independently - Criticism - Production of free, creative and inductive thinking - Production of new research ideas

(3) SYLLABUS

The course aims to study aspects of Greeks' daily life, public and private, such as: - Women, marriage and family - Education - Food habits and entertainment
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<ul style="list-style-type: none"> - Body and dress - Professions - The people of Greek cities - Religion and theater - Aspects of justice - War and death
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face in the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and use of eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	34
	Non-directed study	52
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written exams - Short-answer questions - Open-ended questions - Analysis of primary sources	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> - H. Blanck, <i>Εισαγωγή στην ιδιωτική ζωή των αρχαίων Ελλήνων και Ρωμαίων</i>, εκδ. ΜΙΕΤ, Αθήνα. - R. Flacelière, <i>Ο δημόσιος και ιδιωτικός βίος των αρχαίων Ελλήνων</i>, εκδ. Παπαδήμα, Αθήνα. - R. Garland, <i>Οι αρχαίοι Έλληνες. Η καθημερινή ζωή τους</i>, εκδ. Βασδέκη, Αθήνα.

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_I603	SEMESTER	6th / 8th
COURSE TITLE	European History: From the Enlightenment to the Industrial Revolution		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE302/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course contents students to:</p> <ul style="list-style-type: none"> - identify and understand key themes and concepts in European history From the Enlightenment to the Industrial Revolution - understand and explain the relationship between intellectual, political and social trends

- critically analyze primary and secondary sources
General Competences
Production of new research ideas
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

The Semester Course explores the major political, social and economical phenomena in mid-18th and 19th century Europe (ca. 1750-1890). Its main topics are: the impact of the Enlightenment on the pre-revolutionary political thought, the French Revolution, its institutions and its legacy, the Industrial Revolution in England and in the Continental Europe, the national unification movements and the nation-state paradigm in the 19th century Europe, the rise of the modern ideologies (liberalism, conservatism, nationalism, socialism etc.).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	-Use of ICT teaching. - Support of the learning process through the e-class platform. - Use of ICT in communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	21
	Team work	25
	Independent study	40
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	With a written exam at the end of the semester, which includes open-ended questions (80%)	

<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>Teamwork (20%)</p> <p>The criteria of the evaluation procedure are communicated to students at the beginning of the semester. In addition, each student has the right to check his/her examination sheet after the conclusion of the evaluation process.</p>
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(5) ATTACHED BIBLIOGRAPHY

1. Bergeron L., Furet, Fr., R. Koselleck, *L' Âge des Révolutions Européennes (1780-1848)*, Paris 1973.
2. Allen, R., *The British Industrial Revolution in Global Perspective*, Cambridge 2001.
3. Beck, H., *Origins of the Authoritarian Welfare State in Prussia, 1815-1870*, Michigan 1995.
4. Bergeron, L., *France under Napoleon*, R. R. Palmer (transl.), Princeton 1981.
5. Brunner, O., *Neue Wege der Verfassungs- und Sozialgeschichte*, Göttingen 1968.
6. Conze, W., *Gesellschaft – Staat – Nation. Gesammelte Aufsätze*, U. Engelhart, R. Koselleck, N. Schieder (Hg.), Stuttgart 1992.
7. Grab, A., *Napoleon and the Transformation of Europe*, N. York 2003.
8. Hintze, O., *Staat und Verfassung. Abhandlungen zur allgemeinen Verfassungsgeschichte*, G. Oestreich (Hg.), Göttingen 1970.
9. Hobsbawm, E., *Age of Revolution, 1789-1848*, London 1962 (transl. in Greek).
10. —, *Age of Capital, 1748-1875*, London 1976 (transl. in Greek).
11. Evans, J. R., *The Pursuit of Power. Europe 1815-1914*, Toronto 2016.
12. Kondylis, P., *Konservatismus. Geschichtlicher Gehalt und Untergang*, Stuttgart 1986 (transl. In Greek).
13. Langewiesche, D., *Nation, Nationalismus, Nationalstaat in Deutschland und Europa*, München 2000.
14. Laslett, P., *The World We Have Lost: England Before the Industrial Age*, New York 1965.
15. Nipperdey, Th., *Deutsche Geschichte, 1800-1866. Bürgertum und starker Staat*, München 1983.
16. Vries de, J., *The Industrious Revolution. Consumer behavior and the household economy, 1650 to the present*, Cambridge 2008.

17. Wawro, G., *Warfare and Society in Europe, 1792-1914*, London-N. York 2000.

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities & Social Sciences		
ACADEMIC UNIT	Department of History & Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_I608	SEMESTER	6th / 8th
COURSE TITLE	History of Civilizations II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and practical exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (EN & FR)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE164/		

(2) LEARNING OUTCOMES

Learning outcomes
The curriculum of this course examines the genesis of the notions of culture and civilization in the European area after the 16th century, as well their differentiation in use. At the same time we examine the notion of culture having regard to the human sciences (sociology, anthropology, economy, psychology) and mainly to history. We also analyse the “vocabulary” of cultural particularities of ancient Civilizations and we make a special mention of their semantic differentials as well in space as in time. In order to make clear the process of creation of cultural identities through history, in relation with a duration of long or short time required for their arrangement in space, we turn to advantage a wide historical-archaeological material of past Civilizations of the Mediterranean world, of Mesopotamia,

Asia and Central America, focusing on the rich spectrum of their structures, practices and alternations during centuries. Thus we bring out, by the use of many exemplary cases, their distinguishable particularities without devalue the facts of local interest or the episodes of micro-history.

We analyse also, in the form of key studies, some common in all Civilizations cultural and a-chronic patterns, as for example death or body, insisting on the value of cultural-and symbolic-capital. We finally examine the speed of diffusion or dispersion of ancient, modern and post-modern cultural practices, the perennial character of habits and especially the possibility of democratic production and consumption of historic-cultural benefits in the actual anthropogenetic environment.

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

1. Understood the social origin of the concept of culture in France but also in Germany, the cultural element in the dimension of "diversification" of people and the diversity of cultures, as well as the importance of controlling emotional behavior, strengthened self-coercion and "social pressure for self-control" (Soziale Zwang nach Selbstzwang by Norbert Elias) for western culture.
2. Use the knowledge for the creative processing of the themes analyzed during the lectures and concerning: a. Johann Gottlieb Fichte's historical voluntarism and the rationality of history in Hegel, b. the distinction of holistic and individual societies, c. the phylogenetic trees of evolutionary history, d. the concept of religion in the history of culture, e. art and in the aesthetic values in the history of culture, f. culture as symbolic capital, and finally, g. the distinction between tradition and modernity.

General Competences

Working independently

Team work

Working in an interdisciplinary environment

Respect for difference and multiculturalism

Production of free, creative and inductive thinking

(3) SYLLABUS

1. The social origin of the concept of culture in France.
2. The social origin of the concept of culture in Germany.
3. Historical voluntarism by Johann Gottlieb Fichte.
4. The rationality of history in Hegel. Is there progress beyond Enlightenment?
5. The end of history or the history of the end, and the reflection on the teleological argument (Francis Fukuyama and Samuel Ph. Huntington).
6. Holistic societies - Individualist societies and the "denial of the world" by Louis Dumont.
7. Theories of human origin, Darwin's evolutionary theory, neo-Darwinism, the model of mitochondrial Eve, the function of natural choice in the development of language, technologies and typologies of prehistoric stone tools.
8. The concept of religion in the history of culture.
9. Art and aesthetic values in the history of culture.

10. The contribution of cultural capital to the form of culture; culture as a symbolic form; the symbolic formation of tangible practices.

11. Tradition vs Modernity.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audiovisual material Support the learning process through the e-class platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Individual analysis of exemplary cases	41
	Bibliographic search for exemplary cases	25
	Study of the audiovisual material links	20
	Course total	125
STUDENT PERFORMANCE EVALUATION <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>	Written examination (100%) consisted of: - Critical analysis of a text - Comparative data evaluation - Exploiting exemplary cases	

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

- Suggested bibliography (in Greek):

1. Fernand Braudel, *Γραμματική των πολιτισμών*, μτφρ. Α. Αλεξάκης, Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, Αθήνα 2001.
2. Peter Burke, *Τι είναι πολιτισμική ιστορία;* μτφρ. και επιμέλεια Σ. Σηφακάκης, Μεταίχμιο, Αθήνα 2009.
3. Norbert Elias, *Η εξέλιξη του πολιτισμού: Ήθη και κοινωνική συμπεριφορά στη νεώτερη Ευρώπη: Αλλαγές της συμπεριφοράς στα κοσμικά ανώτερα στρώματα της Δύσης*, τ. 1, μτφρ. Ε. Βαϊκούση, Νεφέλη, Αθήνα 1997.
4. Elias, Norbert, *Η εξέλιξη του πολιτισμού: Κοινωνιογενετικές και ψυχογενετικές έρευνες: Αλλαγές της κοινωνίας: Σχεδιάγραμμα για μια θεωρία του πολιτισμού*, τ. 2, μτφρ. Ε. Βαϊκούση, Νεφέλη, Αθήνα 1997.
5. Hans - Georg Gadamer, *Το πρόβλημα της ιστορικής συνείδησης*, μτφρ. Α. Ζέρβας, επιμ. Α. Ζέρβας, Ίνδικτος, Αθήνα 1998.
6. Clifford Geertz, *Διαθέσιμο φως. Ανθρωπολογικοί στοχασμοί για φιλοσοφικά θέματα*, Αλεξάνδρεια, Αθήνα 2009.
7. Claude Lévi-Strauss, *Φυλή και πολιτισμός*, Α. Δ. Στεφανής, Πατάκης, Αθήνα 2003 (2η έκδοση).
8. Δ. Γκέφου-Μαδιανού, *Η ανθρωπολογία στη σκιά του ελληνικού πολιτισμού: Η ανάπτυξη μιας επιστήμης στον ακαδημαϊκό χώρο*, στο Δ. Γκέφου-Μαδιανού (επιμ.), *Όψεις ανθρωπολογικής έρευνας. Πολιτισμός, ιστορία, αναπαραστάσεις*, Πατάκης, Αθήνα 2011 (2η έκδοση), σ. 61-105.
9. Ε. Γεωργιτσογιάννη, *Εισαγωγή στην Ιστορία του Πολιτισμού*, Διάδραση, Αθήνα 2011.
10. Χ. Δ. Μεράντζας, *Ο αντεστραμμένος Διόνυσος. Σχεδιάγραμμα μιας σωματοθεωρίας αλγαισθητικού αυτοκαταναγκασμού*, Σμίλη, Αθήνα 2011.

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_I609 (ECO_130)	SEMESTER	6th / 8th
COURSE TITLE	Economic History		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	http://www.econ.upatras.gr/el/undergraduate/courses/oikonomiki-istoria		

(2) LEARNING OUTCOMES

Learning outcomes
The aim of the course is to introduce students to the concepts of Economic History. After successful completion of the course, students are expected to:

- Have the ability to evaluate and compare the various theoretical and empirical approaches to economic and social history.
- Understand and explain key processes of macroeconomic development: the transition from feudalism to capitalism and its various forms, the various phases of the industrial revolution, the occurrence of economic crises.
- Be able to develop synthetic and analytical skills to analyze and compare patterns of development in the North, South and East and to distinguish forms and phases of globalization.

General Competences

Search for, analysis and synthesis of data and information, with the use of the necessary technology,
 Working in an international environment,
 Working in an interdisciplinary environment,
 Production of new research ideas,
 Production of free, creative and inductive thinking

(3) SYLLABUS

Introduction: Basic concepts, the content of Economic History. The middle ages. The transition from the middle ages to the commercial expansion of the 16th & 17th centuries. The discovery of the new lands & routes and their consequences. The rise of the capitalist system. The economic conditions during the 18th century. Technological progress & the industrial revolution. The revolution in transportation. Developments in the agricultural sector. Industrial production & the 2nd industrial revolution. Wars & economic crises. Post-war economic developments. The modern capitalism. Major economic crises. Europe's integration process. Problems & prospects.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and in laboratory.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload
	Lectures	39
	Independent study	86
	Course total	125

<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 style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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>End of semester final written exam</p>

(5) ATTACHED BIBLIOGRAPHY

<p>Ευρωπαϊκή οικονομική ιστορία, Βασίλειος Σ. Πατρώνης, https://service.eudoxus.gr/search/#a/id:77117687/0</p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_I610 (ECO_230)	SEMESTER	6th / 8th
COURSE TITLE	Greek Economic History		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	http://www.econ.upatras.gr/el/undergraduate/courses/elliniki-oikonomiki-istoria		

(2) LEARNING OUTCOMES

Learning outcomes
After successful completion of the course, students are expected to:

- Have familiarized themselves with issues of Greek economic history
- Evaluate and compare theoretical and empirical approaches to the economic history of Greece
- Understand and explain the "Greek" road to capitalism and its peculiarities
- Critically evaluate the impact of these processes on the structure and change of society, entrepreneurship and business in Modern Greek history

General Competences

Search for, analysis and synthesis of data and information, with the use of the necessary technology,
 Working in an international environment,
 Working in an interdisciplinary environment,
 Production of new research ideas,
 Criticism and self-criticism,
 Production of free, creative and inductive thinking

(3) SYLLABUS

Introduction. Agricultural production during the Ottoman occupation. The development of trade, transportation & merchant marine in the Aegean Sea in the last period of the pre-Revolutionary Greece. The economic problems of the New Greek State: the issue of land ownership, the distribution of land, the development of commerce & the first attempts towards industrialization. State & economic policy in the 19th century. The inter-war period. Agricultural revolution & agricultural development. Industrial development during the inter-war period. Post-war economic developments in Greece.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and in laboratory.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload
	Lectures	39
	Independent study	86
	Course total	125

<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 style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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>End of semester final written exam</p>

(5) ATTACHED BIBLIOGRAPHY

Οικονομική ιστορία του ελλαδικού χώρου, Βασίλειος Σ. Πατρώνης,
<https://service.eudoxus.gr/search/#a/id:77117689/0>

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_I611	SEMESTER	6th / 8th
COURSE TITLE	ENGLISH TERMINOLOGY - HISTORY		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are provided in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are provided uniformly for the entire course, write the weekly teaching hours and total credits</i>	TEACHING HOURS PER WEEK	CREDITS	
LECTURES	3	5	
<i>Add rows if necessary. Teaching organization and teaching methods which are used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	KNOWLEDGE AND DEVELOPMENT OF ENGLISH LANGUAGE SKILLS RELATED TO HISTORY COMPULSORY OR OPTIONAL		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITES FOR THIS COURSE HOWEVER, A GOOD KNOWLEDGE OF ENGLISH (LEVEL B2) IS RECOMMENDED FOR ITS COMPLETION. IT IS RECOMMENDED TO ATTEND AND PARTICIPATE IN THE COURSE ESPECIALLY FOR STUDENTS WHOSE LANGUAGE ABILITY IS NOT SATISFACTORY		
LANGUAGE OF INSTRUCTION and EXAMS:	ENGLISH AND GREEK FOR UNDERSTANDING, PROCESSING AND INTERPRETING, TRANSLATING TEXTS RELATING TO HISTORY		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	UNDER CONSTRUCTION		

2. LEARNING OUTCOMES

Learning Outcomes
COURSE'S AIM: ENGLISH TERMINOLOGY - HISTORY IS: STUDENTS TO IMPROVE THEIR LANGUAGE ABILITY IN ENGLISH AND DEVELOP SKILLS IN BASIC STUDY, READING AND WRITING TEXTS AND RESPONDING TO EXERCISES. THE PURPOSE OF THE COURSE IS TO UNDERSTAND AND ANALYZE SCIENTIFIC ARTICLES AND EXCERPTS OF BOOKS RELATED TO TERMINOLOGY IN HISTORY, AS WELL AS THE

PRODUCTION OF WRITING IN ENGLISH WITH CLARITY, BY ELIMINATING LINGUISTIC AND ERRORS IN SYNTAX.

STUDENTS ARE REQUIRED TO RESPOND TO WRITING TEXTS AND RESEARCH PAPERS ON HISTORY, USING APPROPRIATE VOCABULARY, GRAMMAR AND SYNTAX.

PRODUCTION OF INTERPRETATION OF TEXTS FROM ENGLISH TO GREEK, AND FROM GREEK TO ENGLISH.

THE COURSE AIMS TO FURTHER ACQUIRE SPECIALIZED KNOWLEDGE AND SKILLS NECESSARY FOR UNDERSTANDING HISTORICAL CONTENT TEXTS, AND WRITING RESEARCH PAPERS.

THE OBJECTIVE IS: TO DEVELOP THE STUDENTS' VOCABULARY (READING, WRITING, SPEAKING, AND LISTENING) IN HISTORY TEXTS.

THE OBJECTIVE OF WRITING RESEARCH PAPER(S) IS TO DEVELOP THE STUDENTS' ABILITY FOR SELF LEARNING ACCORDING TO THEIR INTERESTS IN HISTORY, BY USING THE APPROPRIATE SOURCES AND TOOLS. ALSO, TO IMPROVE THEIR STUDY AND RESEARCH METHODS.

UPON SUCCESSFUL COMPLETION OF THE COURSE: ENGLISH TERMINOLOGY - HISTORY STUDENTS ARE EXPECTED TO:

- TO HAVE BEEN TAUGHT VOCABULARY-TERMINOLOGY OF HISTORY CONTENT THROUGH THE PROCESSING OF MULTIPLE, DIFFERENT THEMATIC TEXTS, BOOK EXCERPTS AND SCIENTIFIC ARTICLES ON HISTORY.
- TO PRACTICE USE OF ENGLISH, REGARDING VOCABULARY, GRAMMAR AND SYNTAX.
- TO PRACTICE READING, WRITING, SPEAKING AND FLUENCY IN ENGLISH.
- TO IMPROVE THEIR ABILITY TO UNDERSTAND HISTORY TERMINOLOGY AND USE GRAMMAR AND SYNTAX STRUCTURES, AND OTHER CONVENTIONS OF WRITING FOR THEIR RESEARCH WORK. ALSO, SPEAKING FOR PARTICIPATORY COMMUNICATION.
- TO KNOW HOW TO PRODUCE COMPREHENSIVE AND WRITING SKILLS IN ENGLISH ON HISTORY THEMES (STRUCTURE OF SENTENCE/S, PARAGRAPH/S, SUMMARY AND TOPIC SELECTION ACCORDING TO THEIR INTERESTS.
- TO KNOW ENGLISH BIBLIOGRAPHY AND BE TAUGHT METHODS OF RECORDING IT, SO AS TO RESPOND TO RESEARCH.
- TO HAVE DEVELOPED AND EXPRESSED THEIR OWN THINKING ON A PERSONAL AND COLLECTIVE LEVEL.

GENERAL LEARNING OUTCOMES:

- IMPROVING STUDENTS' KNOWLEDGE IN ENGLISH, TERMINOLOGY ON HISTORY
- DEVELOPMENT OF ACADEMIC COMMUNICATION SKILLS IN THE ACADEMIC ENVIRONMENT
- DEVELOPING ABILITY TO USE THE INTERNET FOR PERSONAL STUDY AND PRODUCTION OF RESEARCH PAPERS
- DEVELOPING STUDY AND RESEARCH SKILLS IMPROVING OVERALL ACADEMIC PERFORMANCE
- DEVELOPMENT OF STUDENTS' ABILITIES FOR COLLABORATION IN GROUPS (GROUP RESEARCH WORK) AND PUBLIC SPEAKING (PRESENTATIONS).

General Abilities

Select from the above mentioned

RESEARCH, ANALYSIS AND SYNTHESIS OF DATA AND INFORMATION, USING THE NECESSARY TECHNOLOGIES
 INDEPENDENT WORK
 TEAMWORK
 WORKING IN AN INTERNATIONAL ENVIRONMENT
 GENERATION OF NEW RESEARCH IDEAS
 EXERCISE CRITICISM AND SELF-CRITICISM
 PROMOTION OF FREE, CREATIVE AND INDUCTIVE THINKING

3. SYLLABUS

THE COURSE: ENGLISH TERMINOLOGY - HISTORY INCLUDES EXCERPTS OF HISTORY BOOKS, SCIENTIFIC ARTICLES AND TEXTS IN ENGLISH, DIFFERENT TOPICS OF HISTORICAL PERIODS; ALSO ADDITIONAL VARIOUS THEMES THAT CONCERN HISTORY, ENGLISH GRAMMAR AND EXERCISES.
 THE TEXTS ARE PROVIDED IN ENGLISH AND/OR GREEK, ARE INTERPRETED IN BOTH LANGUAGES, ANALYSIS AND INTERPRETATION.
 ELECTRONIC SOURCES - INTERNET ARE USED FOR THE PRODUCTION OF RESEARCH PAPERS.

4. TEACHING and LEARNING METHODS - ASSESSMENT

SUBMISSION METHOD <i>In person, Distance learning etc.</i>	CLASS WITH PHYSICAL PRESENCE AND DISTANCE LEARNING	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, in Laboratory Education, in Communication with students</i>	LECTURES - INTERNET VIDEOS POWERPOINT PRESENTATIONS PHOTOCOPIES COMMUNICATION WITH STUDENTS VIA EMAIL, CLASS NOTES AND COURSE MATERIAL IN E-CLASS, GOOGLE DOCUMENTS (DOCS) FOR ESSAYS' MARKING INVITATION OF EXPERT SCIENTISTS IN PHYSICAL PRESENCE AND/OR ZOOM MEETINGS	
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Fieldwork, Literature Study & Analysis, Tutorial, Internship (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Study Preparation (Project), Writing Papers / Assignments, Artistic creation, etc.</i> <i>The students' study hours for each learning activity as well as the</i>	Activity	Semester Workload
	LECTURES - VIDEO CONFERENCING - ZOOM MEETINGS, WEBINARS	39
	WRITING RESEARCH PAPER(S) PERSONAL OR/AND TEAMWORK, COMPULSORY OR/AND OPTIONAL	46
	ASSIGNMENTS' MARKING	40
	STUDENTS' POWERPOINT PRESENTATION(S) OF THEIR ASSIGNMENTS OR/AND PAPERS	
	Total Course (25 workload hours per credit unit)	125

<p><i>hours of unguided study are listed, so that the total workload per semester corresponds to the ECTS standards</i></p>	
<p>STUDENTS' ASSESSMENT <i>Description of the assessment process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment / Report Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other</i></p> <p><i>Are the assessment criteria mentioned clearly identified, and if so, where are they accessible by students?</i></p>	<p>THE COURSE ENGLISH TERMINOLOGY - HISTORY IS ASSESSED AS FOLLOWS:</p> <ol style="list-style-type: none"> 1. TWO (2) HOUR FINAL EXAM 2. ASSIGNMENT (OPTIONAL AND/OR COMPULSORY) OF 1,000 - 1,500 WORDS AND 3. ORAL EXAM FOR SPECIAL REASONS (DYSLEXIA, STUDENTS WITH DISABILITIES, AND/OR OTHER LEARNING DIFFICULTIES).

5. SELECTED BIBLIOGRAPHY

- Suggested Bibliography*:

1. [Τσέκου, Ελένη Κ.](#) *ENGLISH FOR STUDENTS OF HISTORY AND ARCHAEOLOGY*. University Studio Press, 1996.
2. John Burrow. *A History of Histories: Epics, Chronicles, Romances and Inquiries from Herodotus and Thucydides to the Twentieth Century*. London, 2007.
3. Peter N. Stearns. *World History. The Basics*. 1st Edition. Routledge UK, 2011.
4. Stefan Berger, Heiko Feldner, Kevin Passmore, (ed). *Writing History: Theory & Practice*. 3rd Edition. Bloomsbury, London, 2003.
5. Robin Osborne. *Greek History, The Basics*. 1st Edition. Routledge UK, 2014.
6. Robin Osborne. *Greece in the Making 1200-479 BC*. 2nd Edition. Routledge UK, 2009.
7. Simon Hornblower. *The Greek World 479-323 BC*. 4th Edition. Routledge UK, 2011.
8. Peter Martland ed. *The Future of the Past: Big Questions in History*. Pimlico, London, 2002.
9. Bruce Mazlish and Akira Iriye. *The Global History Reader*. Routledge UK, 2004.
10. [John Cannon \(Editor\)](#), [William Doyle \(Editor\)](#), [Jack P. Greene \(Editor\)](#). *The Blackwell Dictionary of Historians*. Wiley-Blackwell, January 1991.
11. Daniel Snowman. *Historians*. Basingstoke, 2007.

12. John Tosh. *Historians on History*. London, 2000.
13. E. H. Carr. *What is History?* London, 1961.
14. V. H. Galbraith. *An Introduction to the Study of History*. London, 1964.
15. Arthur Marwick. *The Nature of History*. 3rd ed., London, 1989.

- *Scientific Articles*

1. Tony Becher, 'Historians on history', *Studies in Higher Education*, 14, 3 (1989), 263-78.
2. John Michael Bourne, 'History at the universities 1966-86', *History*, 71, 231 (1986), 54-60.
3. John Cannon, 'Teaching history at university', *The History Teacher*, 22, 3 (1989), 245-75.
4. Justin Champion, 'What are historians for?', *Historical Research*, Online Early Articles, online 19 July 2007.

- *Related scientific journals, online sources:*

1. https://www.hyperhistory.com/online_n2/History_n2/a.html
2. <https://www.nationalgeographic.com/history/history-magazine>
3. <https://reviews.history.ac.uk/>
4. <https://www.cambridge.org/core/journals/historical-journal>
5. <https://journals.sagepub.com/home/sip>
6. <https://onlinelibrary.wiley.com/journal/1468229X>
7. <https://programmatileorasis.gr/nova/34/The%20History%20Channel>

* The bibliography is indicative, it will be modified and improved further.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A601	SEMESTER	6th – 8th
COURSE TITLE	Landscape Archaeology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge (Selection from Archaeology and Art History)		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course explores landscapes as integral aspects of human culture. Within this framework, it investigates how social groups engage with their surroundings, introduces key theoretical and methodological approaches for studying and examining landscapes, and discusses research methods alongside digital tools for analyzing, reconstructing, interpreting, and managing the spatial dimensions of landscapes. Upon successful completion of the course the students are able:</p> <ul style="list-style-type: none"> - to comprehend the concept of landscape in Archaeology - to understand the ways by which a particular society interacts with space - to perceive the landscape as a cultural palimpsest - to know basic concepts, approaches and interpretations in Landscape Archaeology - to assess the methods and techniques used to investigate archaeological landscapes - to critically evaluate the existing literature on archaeological landscape studies - to develop a critical understanding of the culturally specific aspects influencing individual thought and behavior, - to appreciate that employing specific analytical methods typically aligns with broader theoretical frameworks.
General Competences

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

(3) SYLLABUS

The course approaches the concept of *Landscape* in Archaeology and examines the natural, cultural and historical processes that shape the relationship between human action and the landscape. Key theoretical and methodological approaches in landscape studies are presented, highlighting interdisciplinary connections and the role of digital tools. Through illustrative examples, various themes are explored, including the gradual evolution and variability of landscapes, methods of landscape representation and reconstruction, the correlation between monuments, spatial dynamics and the construction of social identity, as well as the landscape’s role as a conveyor of ideology and power. Additionally, inclusive approaches to the understanding, managing and safeguarding landscapes are addressed.

The structure of the course is divided into interlinked thematic areas such as:

- Landscape as a subject of study
- Use and production of space
- Regional approaches and archaeological surveys
- Environmental Archaeology
- Landscape mapping, aerial photography and remote sensing
- Geographic Information Systems and spatial analysis
- Spatial models in archaeology
- Landscape, perception and ideology
- Urban landscapes and archaeological palimpsests
- Approaches to the management and protection of the cultural landscape
- Virtual reconstruction of historical landscapes

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning, collective reading, classroom presentation and critical discussion	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (exploration of data sources, video and interactive platforms, use of Web resources) Use of asynchronous e-learning platform for study materials and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester Workload
	Lectures & Interactive teaching	39

<p>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.</p> <p>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</p>	Independent study and optional essay	60
	Study and analysis of bibliography	26
	Course total (25 hours per credit)	125
<p>STUDENT PERFORMANCE EVALUATION</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>	<p>Written examination with multiple components (concept definition questions, multiple choice questions, short answer questions, combination-critical understanding questions)</p> <p>Optional essay (+30%)</p>	

(5) ATTACHED BIBLIOGRAPHY

-Προτεινόμενη Βιβλιογραφία :

Ashmore, V. V. & Knapp, A. B., 1999. *Archaeologies of Landscape: Contemporary Perspectives*, Oxford. [Αρχιτεκτονική: 930.1 ASH]

Aston, M. 1985. *Interpreting the Landscape. Landscape Archaeology and Local History*. Routledge: London. [Κωδ. στον Εύδοξο: 73224803]

Bevan, A. 2003. The Rural Landscape of Neopalatial Kythera: A GIS Perspective. *Journal of Mediterranean Archaeology* 15(2):217-256.

Bender, B. (ed.) 1993. *Landscape: politics and perspectives*. Oxford: Berg. [Αρχιτεκτονική: 304.2 BEN]

Campana, S. (ed.) 2018. *Mapping the Archaeological Continuum. Filling 'Empty' Mediterranean Landscapes*. Springer. [Κωδ. στον Εύδοξο: 91681815]

Clarke, D. (ed.) 1972. *Models in Archaeology*. Routledge: London & New York

David, B. and Thomas, J. 2016. *Handbook of landscape archaeology*. Routledge.

Evans, J. 2004. *Environmental Archaeology and the Social Order*. London: Routledge [Κωδ. στον Εύδοξο: 73224730]

Forté, M. & Campana, S. (ed.) 2016. *Digital Methods and Remote Sensing in Archaeology*. Springer. [Κωδ. στον Εύδοξο: 75484439]

Gibson, E. 2007. The Archaeology of Movement in a Mediterranean Landscape. *Journal of Mediterranean Archaeology* 20(1):61-87.

Historic England 2017. *Understanding the Archaeology of Landscapes*. 2nd ed. Swindon. Historic England.

Katsianis, M. et al. 2018. Reconnecting a Fragmented Monument through Digital Mapping: The City Walls of Athens. *Studies in Digital Heritage*, 2(2), 177-195. <https://doi.org/10.14434/sdh.v2i2.24440>.

Κατσιάνης, Μ. 2012. Η Σύνταξη του Χώρου ως φορέας πολιτικής ιδεολογίας. Η Αγορά της Αθήνας κατά την Κλασική και τη Ρωμαϊκή περίοδο. *Διαχρονία*, Περ. Γ'/Παρ. 2, 79-98.

Lozny, L. R. 2006. *Landscapes Under Pressure*. Springer US [ΒΚΠ – Πατρα]

Muir, R. 1999. *Approaches to landscape*. Macmillan. [Αρχιτεκτονική: 712 M]

Tankosic, Z. & Katsianis, M. 2017. Cycladic or Mainland? The Neolithic Landscapes of Southern Euboea. In Sarris, A. et al. (eds.) *Communities, Landscapes, and Interaction in Neolithic Greece, Proceedings of the international conference*, Rethymno, 29-30/5/2015. Institute for Mediterranean Studies. 234-246.

Tilley, C. 2012. Χώρος, τόπος, τοπίο. Φαινομενολογικές προσεγγίσεις. Στο Ε. Γιαλούρη (επιμ.) *Υλικός Πολιτισμός. Η Ανθρωπολογία στη Χώρα των Πραγμάτων*. Αθήνα: Αλεξάνδρεια. [ΒΚΠ - Πατρα: 306 ΥΛΙ]

Tilley, C., 1994. *A Phenomenology of Landscape. Places, Paths and Monuments*. Oxford and Providence. [Αρχιτεκτονική: 936.29 ΤΙΛ]

Τερκενλή, Θ. Σ. 1996. *Το πολιτισμικό τοπίο*. Αθήνα: Παπαζήση [Κωδ. στον Εύδοξο 30471, ΒΚΠ - Πατρα: 712 ΤΕΡ]

Βασιλαρά, Α., Τσακίρη, Ε., Κωστή, Α., Πετράτου-Φραγκιαδάκη, Σμ. & Λινάκη, Ε. 2017. *Χαρτογραφηση τοπίου: Φυσικές και Πολιτισμικές ποιότητες*. Σύρος: Ινστιτούτο Σύρου (<http://syrosinstitute.eu/wp-content/uploads/2018/03/new-2017-12-05%20final%20book%20Syros.pdf>)

Χαλκιάς, Χ. 2008. Γεωγραφικά Πληροφοριακά Συστήματα και Αρχαιολογία. Στο Λυριτζής, Ι. (επιμ.). *Νέες τεχνολογίες στις αρχαιογνωστικές επιστήμες*. Δαρδανός: Αθήνα: 337-358 [ΒΚΠ – Πατρα: 930.102 8 ΝΕΕ]

Wheatley, D. 2004. Making space for an archaeology of place. *Internet Archaeology*. 15. <https://doi.org/10.11141/ia.15.10>

- Συγγράμματα:

Δουκέλλης, Ν. Π. 2015. *Το ελληνικό τοπίο*. Αθήνα: Εστία [Κωδ. στον Εύδοξο 59388725]

Ingold, T. 2016. *Η αντίληψη του περιβάλλοντος*. Αθήνα: Αλεξάνδρεια [Κωδ. στον Εύδοξο 33154500]

Καραλή, Λ. 2005. *Περιβαλλοντική αρχαιολογία*. Αθήνα: Ψυχογιός [Κωδ. στον Εύδοξο: 24500]

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archaeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A603	SEMESTER	6th / 8th
COURSE TITLE	Late Antique Archaeology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge, skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>The module offers an in-depth course in Byzantine Archaeology. It presupposes knowledge and skills acquired during the courses "Byzantine Archaeology I" and "Byzantine Archaeology II", and it aims to develop them with a specific focus upon Late Antiquity and the transition from Antiquity to the Middle Ages.</p> <p>Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> - identify, characterize, and date archaeological remains of the Late Antique and Early Byzantine periods. - interpretate these remains within their historical context.

- fully grasp the role and significance of urban settlements (cities) for the history of Eastern Mediterranean civilizations.

General Competences

Working independently
 Criticism and self-criticism
 Production of free, creative and inductive thinking

(3) SYLLABUS

The module examines aspects of cultural developments in the Eastern Mediterranean during the first centuries of the Byzantine Empire (4th-7th). It presents transformations in the topography of the Antique and Roman worlds inherited by Byzantium. Special focus is placed on urban transformations reflecting a trajectory of "transition" from Antiquity to the Middle Ages. Through a comparative evaluation of settlements, arts, and material culture, the Late Antique city is viewed as the vital space of the Early Byzantine urban society, and, as such, it stands out as a considerable parameter of local economy, politics and culture.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Yes	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	50
	Study and analysis of bibliography	25
	Presentation & essay writing	50
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	A written final examination in Greek involves critical	

<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>response to short-answer questions, open-ended questions and problem solving.</p> <p>Alternatively, students may choose to be assessed based on their presentation & written essay project.</p>
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(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Γούναρης Γ. Γεώργιος, <i>Εισαγωγή στην Παλαιοχριστιανική Αρχαιολογία</i> (Πρώτος Τόμος) / Αρχιτεκτονική, Θεσσαλονίκη: University Studio Press. • Ennio Concina, <i>Η βυζαντινή πόλη</i>, μτφ. Κ. Δασκαλάκη, Αθήνα: Εστία. • Selection of published articles.
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COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	HISTORY -ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A605	SEMESTER	6th / 8th
COURSE TITLE	PUBLIC ARCHAEOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>This module will introduce students to the principles and practice of public archaeology and acquaint them with the main theoretical and practical issues of the field. The aim of this module is to explore the interaction and dynamic relationship between archaeology and the public, society and cultural heritage, to study the social and educational aspects of archaeological research and ultimately help students develop analytical and practical skills in heritage dissemination.</p> <p>Special emphasis will be placed on the following topics: 1. The political dimension of Archaeology 2. Its social and pedagogical role. 3. The importance of raising awareness and engage the public in the promotion and protection of cultural resources. 4. The role of qualitative and quantitative methodology in development and improving archaeology's relation to audience and local communities.</p> <p>The course is taught via lectures, practical exercises and study visits. Students will also have the opportunity to design and launch their own heritage outreach project.</p> <p>Upon successful completion of the course the students will:</p> <ol style="list-style-type: none"> 1. get acquainted with principles, practice and basic issues of public archaeology, 2. acquire a systematic understanding of the importance and role of involving local communities and engaging the wide public in archaeology and cultural heritage management, 3. be able to design and carry out a survey, 4. be acquainted with participatory planning, 5. develop an understanding of the problems and prospects arising from engaging local communities and the public in heritage management, 6. collaborate in the designing and implementation of a cultural activity.

General Competences
Working in an interdisciplinary environment Criticism and self-criticism Production of free, creative and inductive thinking Team Work Adapting to new situations Showing social, professional and ethical responsibility and sensitivity to gender issues Project Planning and Management

(3) SYLLABUS

-Introduction to Public Archaeology -Communication Models /Participatory Planning -The Public (visitors, local communities, social groups) - Quantitative and Qualitative Methodology -Surveys -Communication tools -Political dimension of Archaeology -Social and Educational Role of Archaeology
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	-Use of ICT in teaching and communication with students -eclass platform -use of audiovisual materials in teaching -documentaries/videos	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	26
	Preparation for the Exams	36
	Essay Writing	21
	Exams	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <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. Written Exams (100%): I. Essay Writing (compulsory) (80%) Information on essay topic and deadline submission is uploaded on eclass. II. Essay Presentation (20%)	

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

- *Suggested bibliography:*

-Η αρχαιολογία στο στόχαστρο, Meskell Lynn (Επιμ.)

-Εμπειρίες και ερμηνείες του παρελθόντος, Νικονάνου Νίκη,Κασβίκης Κώστας,Κωτσάκης Κώστας,Μπούνια Αλεξάνδρα,Νάκου Ειρήνη,Ανδρέου Ανδρέας,Δημαράκη Ευαγγελία Β.,Χατζηνικολάου Τέτη

-Πολιτιστική επικοινωνία, Μπαντιμαρούδης Φιλήμων

(a more comprehensive reading list and relative material is available on eclass)

- *Related academic journals:*

(a more comprehensive reading list and relative material is available on eclass)

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A607	SEMESTER	6th / 8th
COURSE TITLE	Mycenaean Archaeology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE300/		

(2) LEARNING OUTCOMES

Learning outcomes
The course provides an overview of the material culture of the Mycenaean era. Emphasis is given to the Mycenaean palace sites of the 2nd millennium BC. (Mycenae, Tiryns and Pylos in particular), the political and social organization of Mycenaean Greece, the administrative system and the material culture of the Mycenaean period. Students become familiar with the temporal, local and cultural context of Mycenaean culture, as well as the interpretive approaches and analysis of data collection processes that have been developed in the frame of Mycenaean Archeology.
General Competences

- Analysis and synthesis of archaeological data
- Independent or group work
- Interpretation of the archaeological context
- Production of new research ideas

(3) SYLLABUS

The course discusses the archeology of prehistoric mainland Greece with emphasis on the Mycenaean palatial sites of the 2nd millennium BC, their organization, administrative system and material culture (architecture, ceramics, wall paintings and other finds). The course is divided into themes, such as the formation and collapse of the Mycenaean states, the production, trade and consumption of products, the ideology and religion, the archeology of death and the interpretation of symbols and images. The course includes an overview of all forms of material culture of the Mycenaean era, such as palatial and residential architecture, burial practices, ceramics, wallpaintings and raw materials, which form the basis for understanding of the social and political structures of Mycenaean Greece.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> - Powerpoint presentations - Use of ICT, internet information, posting of documents and deliveries in eclass 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Independent study	40
	Study and analysis of bibliography	46
	Course total	125
STUDENT PERFORMANCE EVALUATION <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</i>	Assessment - Grading Process Written examination with multiple components (concept definition questions, short answer questions, multiple choice, combinatory-critical understanding questions)	

work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

Dickinson, O.T.P.K. 2003. Αιγαίο: Εποχή του Χαλκού, Αθήνα: Εκδόσεις Καρδαμίτσα

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Shelmerdine, C.W. 1997. 'Review of Aegean Prehistory VI: The Palatial Bronze Age of the Southern and Central Greek Mainland', American Journal of Archaeology 101:3.

Treuil R., Darcque P., Poursat J. και C 2015. Οι Πολιτισμού του Αιγαίου, Αθήνα: Εκδόσεις Ψυχογιός.

Preziosi, D. και L.A. Hitchcock 1999. Aegean Art and Architecture, Oxford University Press.

Wright, J.C. 2002. The Mycenaean feast, Hesperia Suppl. Vol. 73, Princeton, American School of Classical Studies at Athens.

Shelmerdine, C. και J. Bennett 2008. 'Mycenaean States: Economy and Administration', στο (επιμ.) C. Shelmerdine, The Cambridge Companion to the Aegean Bronze Age.

Burns, E.B. 2010. Mycenaean Greece, Mediterranean Commerce and the Formation of Identity, Cambridge: Cambridge University Press.

Taylor, W. 1999. The Mycenaean (revised edition), Thames and Hudson, London.

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
DEPARTMENT	History and Archaeology		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	HIA_A608	SEMESTER OF STUDIES	6th / 8th
COURSE TITLE	Ancient Greek Pottery		
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>	TEACHING HOURS PER WEEK	ECTS CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
The course gives the opportunity to the students to study in depth an important category of ancient Greek art, taking under consideration the existent archaeological material.
General Abilities
Working in an interdisciplinary environment
Search for, analysis and synthesis of data and information, with the use of the necessary technology

(3) COURSE CONTENT

The course examines the evolution of Ancient Greek pottery from the Early Iron age to the late Roman period (10th BCE – 4th c CE).
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(4) TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	PPT Eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester Workload
	Lectures	50
	Study of the bibliography	50

<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>	Analysis of the bibliography	25
	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125
<p>STUDENT ASSESMENT</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>	Evaluation in Greek with open-ended questions	

(5) RECOMMENDED LITERATURE

<p><i>-Προτεινόμενη Βιβλιογραφία :</i></p> <p>John Boardman, Η ιστορία των αρχαίων ελληνικών αγγείων (εκδ. Πατάκη, Αθήνα 2006) κωδ. Εύδοξος 21630</p> <p>Ingeborg Scheibler, Ελληνική κεραμική. Παραγωγή, εμπόριο και χρήση των αρχαίων ελληνικών αγγείων (εκδόσεις Καρδαμίτσα, Αθήνα 1992), κωδ. Εύδοξος 24391</p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A610	SEMESTER	6th / 8th
COURSE TITLE	Greek art after the Second World War		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>The students:</p> <ol style="list-style-type: none"> 1. will become familiar with the practice of observing works of art and their respective details. During the courses, exemplary works of art of the period will be selected to get acquainted with the techniques, materials and style of the examined period, 2. will be able to describe and convey creatively what the eye will see, 3. will have consolidated the historicity of phenomena and the fact that works of art are part of a

historical society.
4. will have cultivated their imagination that will provoke their creative thinking.
5. will have realized the connection of historical learning with New Technologies
General Competences
<ul style="list-style-type: none"> • Decision-making • Working independently • Team work • Working in an international environment • Working in an interdisciplinary environment • Production of new research ideas • Project planning and management • Respect for difference and multiculturalism • Respect for the natural environment • Showing social, professional and ethical responsibility and sensitivity to gender issues • Criticism and self-criticism • Production of free, creative and inductive thinking

(3) SYLLABUS

<p>The course deals with the Greek artistic production after the Second World War. This is a period characterized by the increasingly rapid convergence of domestic trends with international events. The demand for "Greekness", without having completely subsided, is expressed more and more subtly in the discourse on visual arts. The dominant issue, especially from the 1960s onwards, is the "synchronization" of the country's visual production with that of the international centers.</p> <p>Starting from the gradual dominance of Abstraction from the mid-1950s and the international recognition of its representatives during the 1960s, visual forms that are developed into an "expanded field" (public art, happenings, performance, etc.) are examined. The role of art museums and exhibitions, and techno-critical discourse will also be examined. Furthermore, the international context of the Cold War will be studied carefully.</p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, educational visits.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	Activity	Semester workload
	Lectures	50
	Educational visits	25
	Study and analysis of bibliography	50

<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>	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</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>The main language of evaluation is Greek.</p> <p>The assessment method is the written exams with a combination of short answer questions and essay development.</p> <p>They include recognition of works of art (25%) and development of 3 theoretical questions based on the course material (75%).</p>	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Αντωνοπούλου, Ζέτα, Τα γλυπτά της Αθήνας: Υπαίθρια Γλυπτική 1834-2004, Ποταμός, Αθήνα 2003. • Arnason, Hjoernvardur Harvard, <i>Ιστορία της σύγχρονης τέχνης, Ζωγραφική, Γλυπτική, Αρχιτεκτονική, Φωτογραφία</i>, Κοκαβέσης, Φώτης (μτφρ.), Παπανικολάου, Μιλτιάδης (επιμ.), Επίκεντρο, Αθήνα 2006 (α' ελληνική έκδ. 1995, α' αγγλική έκδ. 1969). • Cockcroft, Eva, «Abstract Expressionism, Weapon of the Cold War», <i>Pollock and After, The Critical Debate (Second Edition)</i>, Frascina, Francis (επιμ.), Routledge, Λονδίνο/ Νέα Υόρκη 2000, σελ. 147-154. • Delanty, Gerard, <i>Επινοώντας την Ευρώπη. Ιδέα, ταυτότητα, πραγματικότητα</i>, Μπαχάρας, Γιάννης (μτφρ.), Ασίνη, Αθήνα 2010 (α' αγγλική έκδ. 1995). • Foster, Hall/ Krauss, Rosalind/ Bois, Yve-Alain/ Buchloh, H. D. Benjamin, <i>Η τέχνη από το 1900, μοντερνισμός, αντιμοντερνισμός, μεταμοντερνισμός</i>, Παπανικολάου, Μιλτιάδης (επιμ.), Τσολακίδου, Ιουλία (μτφρ.), Επίκεντρο, Αθήνα 2007. • Frascina, Francis (επιμ.), <i>Pollock and After, The Critical Debate</i>, Harper and Row, Λονδίνο/ Νέα Υόρκη, 2000 (α' έκδ. 1985). • Groys, Boris, <i>The Total Art of Stalin</i>, Princeton University Press, Πρίνστον/ Νιού Τζέρσεϋ, 1988. • Guilbaut, Serge, <i>How New York Stole the Idea of Modern Art: Abstract Expressionism, Freedom, and the Cold War</i>, Goldhammer, Arthur (μτφρ.), The University of Chicago Press, Σικάγο/ Λονδίνο 1983. • Hobsbawm, Eric, <i>Η Εποχή των Άκρων, Ο Σύντομος Εικοστός Αιώνας 1914-1991</i>, Καπετανγιάννης, Βασίλης (μτφρ.), Θεμέλιο, Αθήνα 2004 (α' αγγλική έκδ. 1994).
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- Ιατρίδης, Ο. Γιάννης (επιμ.), *Η Ελλάδα στη δεκαετία 1940-1950, Ένα έθνος σε κρίση*, Δρίτσα, Μαργαρίτα/ Λυκιαρδοπούλου, Αμαλία (μτφρ.), Θεμέλιο, Αθήνα 1994 (α' αγγλική έκδ. 1981).
- Καλλιγιάς, Μαρίνος, *Τεχνοκριτικά, 1937-1982*, Μουσείο Μπενάκη/ Άγρα, Αθήνα 2003.
- Καφέτση, Άννα (επιμ.), *Μεταμορφώσεις του μοντέρνου-η ελληνική εμπειρία*, Εθνική Πινακοθήκη/ Μουσείο Αλεξάνδρου Σούτζου, Αθήνα 1992.
- Μαθιόπουλος, Δ. Ευγένιος, «Από τον 'Σύλλογο των Ωραίων Τεχνών' στους 'Νέους Έλληνες Ρεαλιστές', καλλιτεχνικές ομάδες και οργανώσεις στην Ελλάδα (1882-1974)», Εθνική Πινακοθήκη 100 χρόνια: τέσσερις αιώνες Ελληνικής Ζωγραφικής, από τις συλλογές της Εθνικής Πινακοθήκης και του Ιδρύματος Ευριπίδη Κουτλίδη, Λαμπράκη-Πλάκα, Μαρίνα/ Όλγα Μεντζαφού- Πολύζου (επιμ.), Εθνική Πινακοθήκη/ Μουσείο Αλεξάνδρου Σούτζου, Αθήνα 1999, σελ. 155-175.
- Μαθιόπουλος, Δ. Ευγένιος, «Η θεωρία της 'ελληνικότητας' του Μαρίνου Καλλιγιά», *Τα ιστορικά*, τόμος 25, τχ. 49, Δεκέμβριος 2008, σελ. 331-356.
- Μαθιόπουλος, Δ. Ευγένιος, «Η πρόσληψη της αφηρημένης τέχνης στην Ελλάδα (1945-1960) στο πεδίο της κριτικής της τέχνης», *Προσεγγίσεις της καλλιτεχνικής δημιουργίας από την Αναγέννηση έως τις μέρες μας*, Δασκαλοθανάσης, Νίκος (επιμ.), Νεφέλη, Αθήνα 2008, σελ. 67-108.
- Μαθιόπουλος, Δ. Ευγένιος, «Η θεωρία της 'ελληνικότητας' του Μαρίνου Καλλιγιά», *Τα ιστορικά*, τόμος 25, τχ. 49, Δεκέμβριος 2008, σελ. 331-356.
- Μαθιόπουλος, Δ. Ευγένιος, «Οι εικαστικές τέχνες στην Ελλάδα τα χρόνια 1945-1953», *Ιστορία της Ελλάδας του 20^{ου} αιώνα: Ανασυγκρότηση – Εμφύλιος – Παλινόρθωση 1945-1952*, Χατζηιωσήφ, Χρήστος (επιμ.), Δ' Τόμος, Βιβλιόραμα, Αθήνα 2009, σελ. 183-237.
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- Σπητέρης, Τώνης, *Η τέχνη στην Ελλάδα μετά το 1945*, Οδυσσέας, Αθήνα 1983.
- Χατζηνικολάου Νίκος, *Εθνική Τέχνη και Πρωτοπορία*, εκδ. Το όχημα, Αθήνα, 1982.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A611	SEMESTER	6 th – 8 th
COURSE TITLE	Exhibition design. Theory and practice.		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, as a reading course (English or French bibliography)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course focuses on the theory and practice associated with the design and implementation of a museum exhibition.</p> <p>Upon successful completion of the course the students are able:</p> <ul style="list-style-type: none"> -to analyse the concept of the “meaning” of a museum collection, -to know the theory and principles by which “meaning” can be interpreted and highlighted in the context of a museum exhibition, -to perceive the stages of the conceptual (museological) design,

- to understand the principles and techniques of interpretive exhibition design in relation to the principles of universal design, through examples of contemporary case studies,
- to understand the principles of the exhibition space's management as a mechanism for "meaning" making and narrativity,
- to perceive the stages of the spatial (museographical) design,
- to perceive the anthropometric measurements, the optimal use of interpretive media and the basic principles of visual communication in museum exhibitions,
- to assess the interpretation of a museum collection,
- to assess exhibition practices of the western museum over time.

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Independent-team work
- Working in an interdisciplinary environment
- Production of new research ideas
- 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
- Project planning and management
- Communication skills

(3) SYLLABUS

The course will analyze the concept of the "meaning" of a museum collection and the principles and techniques by which a museum collection can be interpreted and highlighted in the museum space with the use of contemporary exhibition practices.

The structure of the course is divided into interlinked thematic areas such as:

- Musealization of the museum object / production and transmission of "meaning" in the museum,
- Museum and visitor experience / theoretical framework,
- Theoretical framework of meaningful exhibition design - conceptual planning (museological composition),
- Exhibitions' project management stages, project teams, project schedule, project budgeting, institutional framework,
- Museum texts,

<p>-Design and perception of space in the museum / Stages of spatial planning (museographical composition) / mobile exhibition equipment / universal design – accessibility,</p> <p>-Visual communication,</p> <p>-Lighting in the museum,</p> <p>-Sound in the museum,</p> <p>-Implementation and supervision of the conceptual and spatial design,</p> <p>-Evaluation of exhibition implementation.</p> <p>The course includes visits to museums and lectures by museum professionals.</p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning, collective reading, classroom presentation and critical discussion	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (exploration of data sources, video and interactive platforms, use of Web resources) Use of asynchronous e-learning platform for study materials and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload
	Lectures & Interactive teaching	39
	Independent study and optional essay	60
	Study and analysis of bibliography	26
	Course total (25 hours per credit)	125
STUDENT PERFORMANCE EVALUATION <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,</i>	Written examination with multiple components (concept definition questions, multiple choice questions, short answer questions, combination-critical understanding questions) Optional essay (+30%)	

public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- Black, G. 2009, Το ελκυστικό μουσείο. Μουσεία και επισκέπτες, Αθήνα.: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς.
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- Desvallées, A. και Mairesse, F. (επιμ.) 2014. Βασικές Έννοιες της Μουσειολογίας. Ελληνική Μετάφραση. Ελληνικό Τμήμα του ICOM - http://icom-greece.mini.icom.museum/wpcontent/uploads/sites/38/2018/12/Museology_WEB.pdf
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- Madan, R., 2011, Sustainable Museums: Strategies for the 21st Century: Museumsetc.
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- Vergo, P. 1999, «Επανεξέταση της “Νέας Μουσειολογίας”», Αρχαιολογία και Τέχνες, 70, 50-52.
- Χουρμουζιάδου Α., Εισαγωγή στον εκθεσιακό σχεδιασμό, Kallipos: <https://repository.kallipos.gr/handle/11419/8555>

COURSE OUTLINE

General

SCHOOL	NATURAL SCIENCES		
DEPARTMENT	GEOLOGY		
LEVEL OF COURSE	UNDERGRADUATE (selective)		
COURSE CODE	HIA_A612 (GEOL_078)	SEMESTER OF STUDIES	6 th – 8 th
COURSE TITLE	Protection of the geological, geographic and human heritages		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures, Laboratory Work	2(L), 1(LW)	5	
COURSE TYPE	General knowledge, Scientific Area, Skills development		
PREREQUISITE COURSES:	No		
TEACHING AND ASSESSMENT LANGUAGE:	Greek. Teaching may be however performed in English in case that foreign students attend the course		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/GEO338/		

LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of this course , the students will be able to:</p> <ul style="list-style-type: none"> • clarify the necessity for the protection of natural and cultural heritage sites • examine the practices and strategies for the managements of the sites under protection • investigate possible threats to the sites under protection • compose studies on issues relative to the management of sites under protection • recognize the importance of the cultural material to the human development • discuss the physical and chemical parameters of the cultural material • recognize the archaeological sites as the result of interaction between human and environment • identify the human characteristics at a landscape under protection • map remains of the cultural heritage sites and to link them with geographical and geological data sets • adapt and apply the legacy related to the natural and cultural heritage sites.
General Abilities
<ul style="list-style-type: none"> • Data retrieval, analysis and synthesis of data and information through the use of new information technologies • Adapting to new situations. • Decision making. • Individual work • Team work

- Production of new research ideas.
- Respect for the natural environment.
- Promotion of free, creative and inductive way of thinking
- Design and management of projects

COURSE CONTENT

Theory

- Definition of the cultural and natural heritage sites
- Regulations and strategies of the protected sites on national and international level
- Marine natural and cultural heritage sites: Definitions, regulations and strategies for their management
- Archaeological materials as markers for the cultural heritage
- Archaeometric approach of the cultural materials
- Categories of Artifacts
 - Stone Artifacts
 - Ceramic Artifacts
 - Metal Artifacts
 - Glass Artifacts
- Conservation and protection of the cultural materials
- Archaeology of the landscape
 - Regeneration of the landscape through time. Natural and human interferences – Elaborated and Metaelaborated theory
 - Nondestructive methods for the detection and management of the archeological remains

Laboratory

- Detection and interpretation of marine natural and cultural heritage sites using marine remote sensing techniques
- Mineral, petrological and geochemical analysis of variable artifacts under microscope and XRD
- GIS applications for the onshore mapping of cultural heritage sites

TEACHING AND LEARNING METHODS – ASSESSMENT

TEACHING METHOD	In classroom and in laboratory (face-to-face)	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> • Use of Information and Communication Technologies (ICTs) (power point) in teaching • Support of Learning Process and Dissemination of educational material through the e_class platform. 	
TEACHING ORGANIZATION	Activity	Work Load
	Lectures (2 conduct hours per week x 13 weeks)	2X13 = 26 (hours)
	Laboratory work (1 conduct hours per week x 13 weeks)	1X13 =13(hours)
	Individual Study (Interpretation and writing of the exercises)	86 (hours)
	Total contact hours and training	125
STUDENTS EVALUATION	I. Theory Final Exam, written, of increasing difficulty, which may include Multiple choice test, Questions of brief answer, Questions to develop a topic, Judgment questions and Exercise solving. Students are obliged to attend all scheduled laboratory classes and to deliver all the laboratory exercises, during the semester in order to be able to participate to the final exams.	

	<p>Marking Scale: 0-10. Minimum Passing Mark: 5. II. Laboratory Students are obliged to attend all laboratory classes and to deliver the results of all exercises. Maximum number of non delivered laboratory exercises: 3</p>
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RECOMMENDED LITERATURE

<p>Books : Notes from the teachers Published scientific articles and technical Relative Websites Πολιτιστική κληρονομιά και νέες τεχνολογίες . Συλλογικό (Επιμ.: Ζαχαριάς Ν.). ΕΚΔΟΣΕΙΣ Α.ΠΑΠΑΖΗΣΗΣ ΜΟΝΟΠΡΟΣΩΠΗ ΙΔΙΩΤΙΚΗ ΚΕΦΑΛΑΙΟΥΧΙΚΗ ΕΤΑΙΡΕΙΑ. (Κωδ. Ευδόξου: 112704950). 2022.ΑΘΗΝΑ</p> <p>Relative scientific journals: Journal of Cultural Heritage Journal of Archaeological Science Remote Sensing Archaeometry</p>
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ATH 120 THEATRE AND SPECTACLE IN THE ROMAN WORLD

1. GENERAL INFORMATION

SCHOOL	Faculty of Humanities and Social Sciences		
ACADEMIC UNIT	Department of Theatre Studies		
COURSE LEVEL	Undergraduate		
COURSE CODE	HIA_A613 (ATH120)	SEMESTER	6 th - 8 th
COURSE TITLE	THEATRE AND SPECTACLE IN THE ROMAN WORLD		
INDEPENDENT TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		3	5
COURSE TYPE		Science field: Ancient Theatre Elective	
PREREQUISITE COURSES	Successful completion of the course «Introduction to the Ancient Theatre» (ATH011)		
INSTRUCTION and EVALUATION LANGUAGE	Greek (and English, Italian or French in case foreign students attend the course)		
COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English, Italian or French)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/THEXXX		

2. LEARNING OUTCOMES

Learning outcomes
<p>The class offers an introduction to the theatre and the spectacles which were held during the Roman period. The examination of the archaeological remains, as well as of the literary and epigraphic sources, sketches a complete picture of the topic. The docent makes use of numerous images, of a rich array of bibliographical sources, and leads the students to an archaeological museum and to one (or, if possible, more than one) ancient theatrical building(s). Therefore, the class provides the main pieces of information about the topic, introduces the students to the research process, and stimulates them to pursue individual research.</p> <p>By the successful completion of this course, students will:</p> <ul style="list-style-type: none"> • Become familiar with the main theatrical traditions of the Roman period and with the buildings where performances were held • Know the development and the typology of the theatres and the buildings for entertainment

<p>of the Roman period</p> <ul style="list-style-type: none"> • Be introduced to the research process by preparing individual readings of scientific texts and discussing in class, with their university colleagues and under the supervision of the docent, topics related to the course • Understand the relationship between the theatre and the wider social, political, and economic framework of the Roman period.
General skills
<p>By the successful completion of the course, students will develop the following general skills:</p> <ul style="list-style-type: none"> - Autonomous (independent) work - Exercise of criticism and self-criticism - Promotion of free, creative, and inductive thinking.

3. SYLLABUS - COURSE CONTENT

The class offers a complete introduction to the world of the Roman spectacle, as well as to the buildings for entertainment, for the period which spans from the Republic to Late Antiquity. The main goal of the class is that students become familiar with the material remains (theatrical buildings and iconographic sources: vase painting, mosaics, wall paintings, clay production, gems and intaglios, etc.), as well as with the different types of performances which were held during the Roman period. The main methodological approaches to the topic and the history of the previous research are presented and analysed. Putting the material remains in the wider perspective of their social, historical, and political framework offers to the students an important step for studying further, understanding, and interpreting the Roman theatre and spectacles.

4. TEACHING and LEARNING METHODS - EVALUATION

INSTRUCTION METHOD	<p>In class (face to face)</p> <p>Visit to an Archaeological Museum and/or to archaeological site(s)</p> <p>Group discussions in class</p>	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<p>Use of Information and Communication Technologies (ICTs) (powerpoint) in teaching. The lectures content of the course for each chapter, as well as assigned readings, are uploaded on the internet, in the form of a series of PDF files, that students can freely download (e-class platform)</p>	
TEACHING METHODS	Activity	Semester student workload
	Lectures	3 × 13 = 39
	Preparation to group discussions in class (individual reading)	21
	Visit to a museum and/or to archaeological site(s) (and preparation to visits)	20

	Independent study	45
	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125 hours
STUDENTS' EVALUATION	<p>Oral examination after the end of the semester.</p> <p>Erasmus students will have the possibility of submitting a written essay (in English, French or Italian) on an assigned topic instead of the final exam.</p> <p>Minimum passing grade: 5.</p>	

5. RECOMMENDED LITERATURE

- Π. Αδάμ-Βελένη, *Θέατρο και θέαμα στην αρχαία Μακεδονία* (Θεσσαλονίκη 2010).
- Π. Αδάμ-Βελένη, *Θέατρο και θέαμα στον ρωμαϊκό κόσμο* (Θεσσαλονίκη 2006)
- R. Beacham, *The Roman Theatre and its Audience* (Cambridge Mass. 1991).
- W. Beare, *The Roman Stage* (London 1968).
- B. Bergmann – C. Kondoleon (eds.), *The Art of Ancient Spectacle* (Washington 1999).
- A. Berlan-Bajard, *Les spectacles aquatiques romains. Collection de l'École française de Rome 360* (Rome 2006).
- M. Bieber, *The History of Greek and Roman Theater* (Princeton 1961)².
- Α. Χανιώτης, *Θεατρικότητα και δημόσιος βίος* (Ηράκλειο 2009).
- K. Dunbabin, *Theatre and Spectacle in the Art of the Roman Empire* (Ithaca – London 2016).
- F. Dupont, *Η αυτοκρατορία του ηθοποιού. Το θέατρο στην αρχαία Ρώμη* (Αθήνα 2003).
- D. Kyle, *Spectacles of Death in Ancient Rome* (London – New York 2001).
- Ι Κράλλη (ed.), *Θέατρο και κοινωνία στη διαδρομή της ελληνικής ιστορίας. Μελέτες από μια ημερίδα προς τιμήν της Α. Ραμού-Χαψιάδη* (Αθήνα 2009).
- M. McDonald – J.M. Walton (eds.), *Οδηγός για το αρχαίο ελληνικό και ρωμαϊκό θέατρο* (Αθήνα 2011).
- J.-Ch. Moretti – P. Valavanis, *Les hippodromes et les concours hippiques dans la Grèce antique. BCH Suppl. 62* (Athènes 2019).
- S. Pastor, *Giochi di potere. I munera dalle origini alla romanizzazione delle province alpine e balcanico-danubiane* (Roma 2020).
- D.S. Potter – D.J. Mattingly, *Life, Death, and Entertainment in the Roman Empire* (Ann Arbor 2010)².
- Β. Πούχνερ, *Το βυζαντινό θέατρο, στο: Ευρωπαϊκή θεατρολογία. Έντεκα Μελετήματα* (Αθήνα 1984).
- N.A. Ramage – A. Ramage, *Ρωμαϊκή Τέχνη* (Θεσσαλονίκη 2018).
- G. Traversari, *Gli spettacoli in acqua nel teatro tardo-antico* (Roma 1960).
- Ρ. Βεγνε, *Ο Ελληνικός ευεργετισμός: ο άρτος και το θέαμα. Ιστορική κοινωνιολογία ενός πολιτικού πλουραλισμού* (Αθήνα 1993).
- Κ.W. Weber, *Panem et circenses. Massenunterhaltung als Politik im antiken Rom* (Mainz 1994).
- τόμοι του περιοδικού «Λογέϊον»

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	HISTORY ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_D603	SEMESTER	6th / 8th
COURSE TITLE	Internet Technologies and Cultural Portals		
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	
Lectures (theoretical part - presentation, study of algorithms for practical problems)	2	5	
Lectures (laboratory part – analysis of foundational algorithms and algorithmic techniques)	1		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Background course		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>The aim of this course is to let students have an introductory experience with fundamental issues in Internet Technologies, Web Portals in Culture and web applications. Students who regularly participate in course activities and successfully complete the course acquire the next key knowledge:</p> <ol style="list-style-type: none"> 1. The Internet and the World Wide Web. 2. Historical review and basic elements. 3. Web servers, proxy servers, web browsers. 4. Security issues over the web. 5. Web page design and implementation.

6. Web-page design principles, usability and aesthetics, website engineering development issues, structure, navigation, presentation.
7. Client-side web programming, HTML and XML programming languages, CSS and Javascript with exercises.
8. Introduction to the Semantic Web.
9. Implementation of Blogs.

In particular, students who regularly participate in course activities and successfully complete the course:

1. Have knowledge of fundamental principles and techniques of web programming.
2. Understand and develop common web sites and portals.
3. Are able to apply algorithmic techniques for client side web programming
4. Design and implement basic web user interfaces.

General Competences

Familiarity with client side web programming

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

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 aim of this course is to let students have an introductory experience with fundamental issues in Internet Technologies, Web Portals and web applications. Students who regularly participate in course activities and successfully complete the course acquire the next key knowledge:

- The Internet and the World Wide Web.
- Historical review and basic elements.
- Web servers, proxy servers, web browsers.
- Security issues over the web.
- Web page design and implementation.
- Web-page design principles, usability and aesthetics, website engineering development issues, structure, navigation, presentation.
- Client-side web programming, HTML and XML programming languages, CSS and Javascript with exercises.
- Introduction to the Semantic Web.
- Implementation of Blogs.

Lectures are scheduled as follows:

Introduction: Course outline, objectives and role in the curriculum

Theoretical part:

- The Internet and the World Wide Web.
- Historical review and basic elements.
- Web servers, proxy servers, web browsers.
- Web page design and implementation.
- Web-page design principles,
- Usability and aesthetics
- Website engineering development issues, structure, navigation, presentation.
- Introduction to the Semantic Web.

Laboratory part:

- Development of a web portal for cultural heritage dissemination.
- Client-side web programming, HTML and XML programming languages, CSS and Javascript with exercises.
- Implementation of Blogs.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face to face, Distance learning	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching (online lectures, course website, extensive use of Web resources), in communication/collaboration with students (mailing lists, social networks (Facebook), course website, Doodles) and in the process of progress monitoring and evaluation (use of specialized software for the monitoring and evaluation of student progress)	
<p style="text-align: center;">TEACHING METHODS</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>	Activity	Semester Workload
	Lectures (theoretical part)	26
	Lectures (laboratory part)	13
	Intense cooperation among professor and students also using ICT	30
	Independent study	56
	Course total (25 hours per credit)	125
	<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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</i></p>	<p>Assessment - Grading Process (it is announced on the course website before the beginning of the semester and remains available throughout the semester)</p> <p>The final score is obtained as a function of: (A) 2 intermediate computer-based multiple choice examinations. They contribute by 40% to the final score.</p>

<p><i>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>	<ul style="list-style-type: none"> - All students attending the course can participate in the intermediate examinations. - Scores are valid only for the current academic year. - Participation in the intermediate exams is not mandatory: students who decide not to participate in intermediate examinations are not excluded from the final examination in February. However, the 2 intermediate examinations contribute to the final score (by 40%). <p>(B) a final, computer-based, multiple choice examination. It contributes by 60% to the final score.</p> <p>(C) development of small size collaborative projects – a cultural web site / portal</p>
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(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>Learn HTML 5, CSS and JavaScript ISBN: 9605126583 Publishers: Giourdas M. (2013) Authors: Julie C. Melonie</p> <p>Full Manual for HTML 5 & CSS ISBN: 9605126192 Publisher: Giourdas M. (2006) Author: Laura Lemay</p> <p>HTML 5 and CSS 3 ISBN: 9604615777 Publisher: Kleidarithmos (2013) Authore: Elizabeth Castro</p> <p>Introduction HTML and World Wide Web ISBN: 9602096829 Publisher: Kleidarithmos Author: Elizabeth Castro</p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_D607	SEMESTER	6th / 8th
COURSE TITLE	Security and Trust in Cultural Environments		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE270/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>This course aims at the study of the security and trust mechanisms in multimedia systems concerning cultural environments. Also, this course aims at the presentation of specific threats faced by systems and the proposed solutions for their handling either in the data management level or in technical and legal level. Student will come in contact with a new philosophy of system management for cultural environments.</p> <p>In particular, with the successful fulfillment of the course the student will be able:</p> <ul style="list-style-type: none"> • To understand the fundamental characteristics of security and trust in multimedia systems targeting cultural environments.

<ul style="list-style-type: none"> • To know specific threats faced by systems that offer management services to cultural environments. • To know specific tools and security and trust techniques in multimedia systems concerning cultural environments and how they are applied to ensure the reliable and trusted provision of services to the final user. • To study a cultural environment from the aspect of security and trust, recognize threats, classify threats in categories based on their effect in user needs and propose the appropriate solutions. • To cooperate with her/his colleagues at small teams for the study and presentation of a security and trust management plan for a specific case study.
General Competences
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 interdisciplinary environment
Project planning and management
Respect for difference and multiculturalism
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

Basic concepts and terminology. Legal matters: personal data protection (GDPR). Risk management. Threats: intruders, malicious software (viruses, trapdoors, logic bombs, worms, trojan horses, bots, mobile code, rootkits). Firewalls. Cryptography: asymmetric vs. symmetric cryptosystems, Caesar cipher, systems of public-private key, Diffie-Hellman, hybrid cryptosystems-SSL. Internet security: digital certificates and digital signatures. User authentication and access control. Security of cultural information systems and databases. Intellectual rights protection: watermarking. Trust management systems. Applications. Survey of current research papers.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching. Support of learning procedure via the electronic platform e-class.</i>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload
	<i>Lectures</i>	39
	<i>Written work (team work in a case study)</i>	45
	<i>Independent study</i>	41

<p>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.</p> <p>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</p>		
	Course total (25 hours of workload per credit)	125
<p align="center">STUDENT PERFORMANCE EVALUATION</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>	<p>Language of evaluation greek - english</p> <p>Assessment - Grading Process is explained to students at the beginning of the first course lecture. Additionally, it is announced on the course website before the beginning of the semester and remains available throughout the semester.</p> <p>Evaluation Criteria:</p> <p>I. Oral final examination (50%) which consists of short-answer questions</p> <p>II. Written work and public presentation (50%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> 1. W. Stallings, L. Brown, Ασφάλεια Υπολογιστών: Αρχές και Πρακτικές, ISBN: 978-960-461-668-8, Εκδ. Κλειδάριθμος, 2016. Κωδικός βιβλίου σε ΕΥΔΟΞΟ: 50656354. 2. Ι. Μαυρίδης, Ασφάλεια Πληροφοριών στο Διαδίκτυο, ISBN: 978-960-603-193-9, Εκδ. Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα - Αποθετήριο "Κάλλιπος", 2016. Κωδικός βιβλίου σε ΕΥΔΟΞΟ: 320065. 3. Σ. Κάτσικας, Δ. Γκριτζαλης, Σ. Γκριτζαλης, Ασφάλεια Πληροφοριακών Συστημάτων, ISBN: 960-8105-57-9, Εκδ. Νέων Τεχνολογιών, 2004. 4. A. Menezes, P. Van Oorschot, S. Vanstone, Handbook of Applied Cryptography, CRC Press, 1997. 5. E. Gerck, Overview of Certification Systems, 2000. 6. W. Stallings, and L. Brown, Computer Security: Principles and Practice, Prentice Hall, 2008. 7. Γ. Πάγκαλος, Ι. Μαυρίδης, Ασφάλεια Πληροφοριακών Συστημάτων και Δικτύων. 8. A. Tanenbaum, Σύγχρονα Λειτουργικά Συστήματα, Εκδ. Κλειδάριθμος, 2002. 9. Σ. Δημητριάδης, Α. Πομπόρτσης, Ε. Τριανταφύλλου, Τεχνολογία Πολυμέσων, Εκδ. Τζιόλα, 2004.

10. Δ. Χριστοφιλόπουλος, Προστασία Πολιτιστικών Αγαθών, Εκδόσεις Δίκαιο & Οικονομία, 2005.
11. Α. Σουρής, Δ. Πατσός, Ν. Γρηγοριάδης, Ασφάλεια της Πληροφορίας, Εκδ. Νέων Τεχνολογιών, 2004.
12. C.P. Pfleeger, Security in Computing, Prentice-Hall, 1997.
13. W. Cheswick, S. Bellovin, Firewalls and Internet Security: Repelling the Wily Hacker, Addison Wesley, 1995.
14. D. Gollmann, Computer Security, J.Wiley & Sons, 1999.
15. B. Schneier, Applied Cryptography, J.Wiley & Sons, 1997.
16. W. Ford, Computer Communications Security, Prentice-Hall, 1994.
17. D. Koukopoulos, G. Styliaras, "Design of Trustworthy Smartphone-based Multimedia Services in Cultural Environments," J. of Electronic Commerce Research, Vol. 13, No. 2, pp. 129-150, Springer, 2013
18. D. Koukopoulos, G. Styliaras, "Security in Collaborative Multimedia Web-based Art Projects", J. of Multimedia, Vol. 5, No. 5, pp. 404-416, 2010

- Related academic journals:

1. ACM Transactions on Information and System Security. <https://tissec.acm.org/>
2. Journal of Information Security and Applications. <https://www.journals.elsevier.com/journal-of-information-security-and-applications>
3. Computers & Security. <https://www.journals.elsevier.com/computers-and-security>
4. IEEE Transactions on Dependable and Secure Computing.
<http://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=8858>
5. ACM Journal on Computing and Cultural Heritage, <http://jocch.acm.org/>
6. Multimedia Tools and Applications.
<http://www.springer.com/computer/information+systems+and+applications/journal/11042>
7. Computer Communications. <https://www.journals.elsevier.com/computer-communications>
8. Journal of Ambient Intelligence and Smart Environments.
<https://www.iospress.nl/journal/journal-of-ambient-intelligence-and-smart-environments/>
9. Electronic Commerce Research. <https://link.springer.com/journal/10660>

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	HIA_PH602	SEMESTER	6 th /8 th
COURSE TITLE	Linguistics		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of this course the students will acquire new knowledge and will be able to:</p> <ul style="list-style-type: none"> • Recognize the various periods of the history of Greek, from the Mycenaean to the Modern era • Understand the developmental process in all major varieties of Greek • Know the most important linguistic developments in each period of Greek • Know the historical sociolinguistic environment which framed the varieties of Greek

<p>The student will have obtained the following skills:</p> <ol style="list-style-type: none"> 1. Ability to provide historical explanations for various phenomena in the history of Greek 2. Ability to recognize such phenomena in texts from each period of Greek 3. Ability to link sociolinguistic developments with linguistic changes
<p>General Competences</p> <ul style="list-style-type: none"> - Ability to look for, analyse and combine data and information by using all the necessary IT resources - Ability to work independently - Ability to think creatively and independently

(3) SYLLABUS

<ol style="list-style-type: none"> 1. Introduction to the notion of the history of Greek (varieties under investigation, periods of the history of Greek, relationship between Ancient and Modern Greek) 2. Linear B and Mycenaean Greek 3. The Greek alphabet and its creation 4. Ancient Greek: sociolinguistic environment and dialects 5. Hellenistic-Roman Greek: sociolinguistic environment, major linguistic changes 6. Medieval Greek: sociolinguistic environment, major linguistic changes 7. Early Modern Greek: sociolinguistic environment, major linguistic changes

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Powerpoint and eclass	
<p>TEACHING METHODS</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>Activity</p>	<p>Semester workload</p>
	Lectures	39
	Study and analysis of bibliography	86

	Course total	125
<p>STUDENT PERFORMANCE EVALUATION</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>. Written final examination (100%) which includes:</p> <p>a. Questions with short answers</p> <p>b. Essay-type questions</p> <p>c. Problem solving</p>	

(5) ATTACHED BIBLIOGRAPHY

1. Horrocks, G. 2006. Ελληνικά: Η ιστορία της γλώσσας και των ομιλητών της. Αθήνα: Εστία.
2. Χριστίδης, Α-Φ.(εκδ.) 2001. Ιστορία της Ελληνικής Γλώσσας: Από τις αρχές έως την ύστερη αρχαιότητα. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών.
3. Jannaris, A. 1897. An historical Greek grammar, chiefly of the Attic dialect. London.
4. Bakker, E.J.(ed.) 2010. A companion to the Ancient Greek language. Oxford: Wiley-Blackwell.
5. Adrados, F. 2003. Ιστορία της ελληνικής γλώσσας: Από τις απαρχές ως τις μέρες μας. Αθήνα: Παπαζήσης

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_PH603	SEMESTER	6 th /8 th
COURSE TITLE	BYZANTINE PHILOLOGY II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	specialized general knowledge skills development		
PREREQUISITE COURSES:	INTRODUCTION TO BYZANTINE PHILOLOGY		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
Upon successful completion the students: <ul style="list-style-type: none"> • will distinguish genres of Byzantine Literature (Rhetoric, Epistolography, and Hagiography) • will distinguish the periods of Byzantine Literature and their characteristics • will know about the life and work of the main representatives of the Byzantine Literature (Rhetoric, Epistolography, and Hagiography) • will paraphrase and comment on texts of the Byzantine Literature (Rhetoric, Epistolography, and Hagiography)
General Competences
Search for, analysis and synthesis of data and information, with the use of the necessary technology Working independently Team work Production of free, creative and inductive thinking

(3) SYLLABUS

The written production of the Byzantine era: Rhetoric, Epistolography, and Hagiography.

- Types of rhetorical Speeches.
- Types of Letters. Theory about the Letters. Characteristics of Byzantine Epistolography.
- Division of hagiographical texts.

The main writers (life and work) and their environment. Language and style. The influences from earlier tradition. Lingual simplification, paraphrasing, and commenting on selected passages. Content of key relevant books and electronic sources of information. Contemporary research issues. Research methods.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students Support by the e-class platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload
	Lectures	39
	Independent study and preparation for the examination	61
	Study and analysis of bibliography	25
	Course total (25 hours per credit)	125
STUDENT PERFORMANCE EVALUATION <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>	Language of evaluation: Greek Methods of evaluation: Written final examination including: - critical analysis of a text - multiple choice questionnaires - short-answer questions - open-ended questions	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

1. Θ. Δετοράκης, *Βυζαντινή φιλολογία. Τα πρόσωπα και τα κείμενα*, Α': Προβυζαντινοί και πρωτοβυζαντινοί χρόνοι (περ. 150-527 μ.Χ.), Ηράκλειο Κρήτης 1995· Β': από τον Ιουστινιανό έως τον Φώτιο (527-900), Ηράκλειο Κρήτης 2003· Γ': Η εποχή των Μακεδόνων και των Κομνηνών (867-1204), Αθήνα 2018
2. H. Hunger, *Βυζαντινή Λογοτεχνία. Η λόγια κοσμική γραμματεία των Βυζαντινών*, Α'-Γ', Αθήνα 1991
3. K. Krumbacher, *Ιστορία της Βυζαντινής Λογοτεχνίας*, I-III, Αθήνα 1897-1900
4. Ι. Πολέμης & Ε. Μίνεβα, *Βυζαντινά Υμνογραφικά και Αγιολογικά Κείμενα*, Αθήνα 2016
5. J.O. Rosenqvist, *Η βυζαντινή λογοτεχνία από τον 6^ο αιώνα ως την άλωση της Κωνσταντινούπολης*, Αθήνα 2008
6. Ν.Β. Τωμαδάκης, *Βυζαντινή επιστολογραφία: ήτοι Εισαγωγή εις την Βυζαντινήν Φιλολογίαν*, Αθήνα 1969-1970, ανατύπ. Θεσσαλονίκη 1993

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_I701	SEMESTER	5th / 7th
COURSE TITLE	Ancient Greek Epigraphy		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
The course aims to introduce students to the study and interpretation of ancient Greek inscriptions. After the completion of the course the students will be able: - to identify inscriptions and categorize them. - to read and date them. - to place the inscriptions in their historical context.
General Competences
- Working independently - Criticism - Production of free, creative and inductive thinking - Production of new research ideas - Search for, analysis and synthesis of data and information, with the use of the necessary technology - Working in an interdisciplinary environment

(3) SYLLABUS

- Epigraphical tools for the study and interpretation of inscriptions - Epigraphical corpora and bibliography
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- Epigraphy and digital humanities
- The Greek alphabet and the archaic variants
- Decrees of the ancient Greek cities
- Honorary inscriptions
- Votive inscriptions
- Funerary inscriptions
- Manumission inscriptions
- Catalogues and names

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face in the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and use of eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	34
	Non-directed study	52
	Course total	125
STUDENT PERFORMANCE EVALUATION <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>	Written exams - Open-ended questions - Questions on epigraphical documents	

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

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| <ul style="list-style-type: none">- M. Guarducci, <i>Η Ελληνική Επιγραφική από τις απαρχές ως την ύστερη ρωμαϊκή αυτοκρατορική περίοδο</i>, εκδ. ΜΙΕΤ, Αθήνα.- A. G. Woodhead, <i>Η μελέτη των ελληνικών επιγραφών</i>, εκδ. Καρδαμίτσα, Αθήνα. |
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COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	HIA_I702	SEMESTER	5th / 7th
COURSE TITLE	Modern Visualizations of Antiquity		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
The course discusses the visualization of Greek culture and literature in modern cultural and technological environments. In this regard, a variety of such narratives is studied, from filmic to graphic art adaptations of widespread classical myths and episodes from Greek history. Students should be able to discuss and contemplate on the ideological aspects of the way Greek culture is presented in cinema, animation, comic, as well as video games, web pages on Greek antiquity and so on.
General Competences
Working independently
Working in an interdisciplinary environment
Search for, analysis and synthesis of data and information, with the use of the necessary technology
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

Lectures focus on how popular Greek myths and historical events are presented in the aforementioned means of mass communication, as well as on modern fictional narratives inspired by Greek antiquity. These include, for example, the Homeric epics, Disney studios' productions inspired by ancient myths and tales, the Spartans' portrayal in such narratives. In particular, a comparative reading of the ancient sources and their modern visualizations discusses the reception and the ideological uses of antiquity by the spectacle industry.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Powerpoint and eclass	
<p>TEACHING METHODS <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>Activity</p>	<p>Semester workload</p>
	Lectures	50
	Study and analysis of bibliography	75
Course total		125
<p>STUDENT PERFORMANCE EVALUATION <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>	Evaluation in Greek with open-ended questions	

<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>Σινεμυθολογία [= <i>Cinemythology</i>] (Thessaloniki 2003)</p>

<p>Pomeroy, A. J., <i>A Companion to Ancient Greece and Rome on Screen</i> (London 2017)</p>
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COURSE OUTLINE

1. GENERAL

SCHOOL	Humanities and Social Sciences		
DEPARTMENT	Department of History-Archaeology		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	HIA_I705	SEMESTER OF STUDIES	5th / 7th
COURSE TITLE	Ottoman History		
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>	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> • Acquiring a general picture of the Turkish-occupied Greek area during the period of the Ottoman years. • Reflecting on the contribution of key figures and events, understanding the relationship between the present and the past and trying to interpret the way the enslaved Greek world was structured. • Developing the ability to use and analyze historical sources.
General Abilities
<ul style="list-style-type: none"> - Search, analysis and synthesis of data and information, using the necessary technologies - Cultivating and exercising critical thinking.

3. COURSE CONTENT

<p>The course aims at presenting to the students the basic features and the main periods in the History of the Ottoman Empire. The Ottoman Empire ruled the Middle East and the Balkans for over six centuries. The aim of the course is to study the rise and expansion of the Ottoman Empire as well as the administrative, economic and social organization of the Ottoman state. In addition, students will be familiarized with Ottoman archive sources.</p>

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> - Use of ICT teaching. - Support of the learning process through the e-class platform. - Use of ICT in communication with students.

<p>TEACHING ORGANIZATION <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>	Activity	Semester Workload
	Lectures	60
	Interactive teaching	40
	Independent study	25
	<p>Total number of hours for the Course (25 hours of work-load per ECTS credit)</p>	125
<p>STUDENT ASSESSEMENT <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>With a written exam at the end of the semester, which includes open-ended questions.</p> <p>The criteria of the evaluation procedure are communicated to students at the beginning of the semester. In addition, each student has the right to check his/her examination sheet after the conclusion of the evaluation process.</p>	

5. RECOMMENDED LITERATURE

<p>-Προτεινόμενη Βιβλιογραφία :</p> <p>-Συναφή επιστημονικά περιοδικά:</p> <p>- Faroqhi Suraiya, <i>Κουλτούρα και καθημερινή ζωή στην Οθωμανική αυτοκρατορία. Από το μεσαίωνα ως τις αρχές του 20ου αιώνα</i>, μτφρ. Κατερίνα Παπακωνσταντίνου, Αθήνα 2000.</p> <p>- İnalçık Halil - Quataert Donald (επιμ.), <i>Οικονομική και κοινωνική ιστορία της Οθωμανικής Αυτοκρατορίας. Τόμος Α΄: 1300-1600</i>, μτφρ. Μαρίνος Σαρηγιάννης, Αθήνα 2008· Τόμος Β΄: 1600-1914, μτφρ. Μαρίνα Δημητριάδου, Αθήνα 2011.</p> <p>- Δασκαλάκης Απ., <i>Ο Ελληνικός λαός κατά την περίοδο της Τουρκοκρατίας. Εκκλησία και γένος, κοινοτικός βίος και αυτοδιοικήσεις, αριστοκρατία του γένους, κοινότητες εξωτερικού, οικονομική ζωή</i>, Αθήνα 1965.</p>

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_I709	SEMESTER	5th / 7th
COURSE TITLE	ENGLISH TRAVEL/ERS IN THE PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE WITH HISTORICAL CONTENT		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are provided in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are provided uniformly for the entire course, write the weekly teaching hours and total credits</i>	TEACHING HOURS PER WEEK	CREDITS	
LECTURES	3	5	
<i>Add rows if necessary. Teaching organization and teaching methods which are used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	KNOWLEDGE AND DEVELOPMENT OF GREEK AND ENGLISH LANGUAGE SKILLS RELATED TO ENGLISH TRAVEL/ERS IN THE PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE WITH HISTORICAL CONTENT COMPULSORY OR OPTIONAL		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITES FOR THIS COURSE HOWEVER, A GOOD KNOWLEDGE OF ENGLISH (LEVEL B2) IS RECOMMENDED FOR ITS COMPLETION. IT IS RECOMMENDED TO ATTEND AND PARTICIPATE IN THE COURSE ESPECIALLY FOR STUDENTS WHOSE LANGUAGE ABILITY IS NOT SATISFACTORY		
LANGUAGE OF INSTRUCTION and EXAMS:	GREEK AND ENGLISH FOR UNDERSTANDING, PROCESSING AND INTERPRETING, TRANSLATING TEXTS RELATING TO ENGLISH TRAVEL/ERS IN THE PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE WITH HISTORICAL CONTENT		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	UNDER CONSTRUCTION		

2. LEARNING OUTCOMES

Learning Outcomes
COURSE'S AIM: ENGLISH TRAVEL/ERS IN THE PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE WITH HISTORICAL CONTENT IS: THE STUDENTS' KNOWLEDGE CONCERNING TRAVELLING AS A SOURCE OF INFORMATION OF THE

SPECIFIC HISTORY PERIOD, WHICH IS INTERESTING, NOT ONLY BECAUSE OF THE OTTOMAN OCCUPATION, BUT ALSO OF THE GENERAL VIEW OF THE GREEK LAND. THE ENGLISH TRAVELLERS COMING TO THE CONQUERED GREECE AS OBSERVERS AND TRAVELLERS ENCOUNTERED A COUNTRY WITH MANY PARTICULARITIES AND PARADOXES. THE COURSE MAINLY FOCUSES ON THE ENGLISH MEN AND WOMEN TRAVELLERS WHO APPROACHED THE GREEK REALITY WITH A CRITICAL AND EMPIRICAL INTEREST.

THE COURSE INCLUDES TOPICS SUCH AS: WHAT IS TRAVEL/LING, THE REASON(S) OF ENGLISH VISITORS IN THE COUNTRY, THE WRITING OF TRAVELOGS, THEIR MEMOIRS, THE HISTORICAL AND CULTURAL INFORMATION OF THEIR BOOKS DESCRIBING THE SOCIAL AND CULTURAL SITUATION OF THE COUNTRY, THE RELATIONS OF ITS INHABITANTS WITH THE CONQUERORS AND OTHER SUBJECTS CONCERNING THE HISTORICAL REALITY OF THE TIME (PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE).

WITH THE SUCCESSFUL COMPLETION OF THE COURSE: ENGLISH TRAVEL/ERS IN PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE WITH HISTORICAL CONTENT STUDENTS ARE EXPECTED TO:

- TO HAVE BEEN TAUGHT THE HISTORY OF THE ERA, THROUGH MULTIPLE TEXTS OF ENGLISH MEN AND WOMEN TRAVELLERS/VISITORS OF PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE.
- TO KNOW THE ENGLISH BIBLIOGRAPHY REGARDING THE SPECIFIC COURSE AND TO BE TAUGHT METHODS OF RECORDING IT AT A RESEARCH LEVEL.
- TO HAVE DEVELOPED AND EXPRESSED THEIR OWN THINKING ON PERSONAL AND COLLECTIVE LEVEL.

GENERAL LEARNING OUTCOMES:

- IMPROVEMENT OF HISTORICAL KNOWLEDGE ON THE SUBJECT THROUGH TEXTS - EXCERPTS OF ENGLISH MEN AND WOMEN TRAVELLERS OF PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE
- DEVELOPMENT OF ACADEMIC COMMUNICATION SKILLS IN A UNIVERSITY ENVIRONMENT
- DEVELOPMENT OF THE ABILITY TO USE THE INTERNET FOR PERSONAL STUDY AND PRODUCTION OF RESEARCH PAPERS
- DEVELOPMENT OF STUDY AND RESEARCH SKILLS AND IMPROVEMENT OF OVERALL ACADEMIC PERFORMANCE
- DEVELOPMENT OF CAPACITY FOR COLLABORATION IN GROUPS (GROUP RESEARCH WORK) AND FOR PUBLIC SPEAKING (PRESENTATIONS).

General Abilities

Select from the above mentioned

RESEARCH, ANALYSIS AND SYNTHESIS OF DATA AND INFORMATION, USING THE NECESSARY TECHNOLOGIES
INDEPENDENT WORK
TEAMWORK
WORKING IN AN INTERSCIENTIFIC ENVIRONMENT
GENERATION OF NEW RESEARCH IDEAS
EXERCISE CRITICISM AND SELF-CRITICISM
PROMOTION OF FREE, CREATIVE AND INDUCTIVE THINKING

3. SYLLABUS

THE COURSE: ENGLISH TRAVEL/ERS IN THE PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE WITH HISTORICAL CONTENT DESCRIBES/REFERS TO THE TRAVELLING EXPERIENCES OF THE ENGLISH MEN AND WOMEN WHO VISITED GREECE, A CONQUERED COUNTRY, THAT IS TURKISH TERRITORY AND AFTERWARDS, THE NEWLY ESTABLISHED GREEK STATE. TRAVEL TEXTS, WHICH ARE THE PRODUCTS OF THESE TRAVELS, ARE INTERESTING BECAUSE OF THE RICHNESS AND BREADTH OF THEIR MATERIAL, IN WHICH THERE ARE THE PERSONAL PERCEPTIONS AND EXPERIENCES OF THE TRAVELLERS WITH THEORETICAL APPROACHES STEREOTYPES AND IDEOLOGICAL JUDGMENTS. THESE TEXTS CONSTITUTE ONE OF THE MOST IMPORTANT SOURCES OF RECONSTRUCTING THE HISTORICAL PERIOD. THE 19TH CENTURY MARKED A QUALITATIVE AND QUANTITATIVE PROGRESS OF TRAVELLING, SINCE TRAVELERS WERE NO LONGER JUST OCCASIONAL TRAVELERS DRIVEN BY CURIOSITY TO EXPLORE DIFFERENT AND EXOTIC LANDS, BUT INFLUENCED BY THE SPIRIT OF ENLIGHTENMENT AND DEVELOPMENTS IN HUMAN ACTIVITY THEY BEGAN TO DESCRIBE SPACE AND PEOPLE CRITICALLY AND EMPIRICALLY, IN DETAIL, METHODICALLY, AND TO SET MORE SPECIFIC SCIENTIFIC GOALS. BY RECORDING AND WRITING THEIR TRAVEL EXPERIENCES THEY CONTRIBUTED TO THE STUDY AND DEVELOPMENT OF THE HISTORICAL, PHYSICAL, ETHNOLOGICAL AND ANTHROPOLOGICAL SCIENCES. IN THE PRE-REVOLUTIONARY PERIOD, THEIR TEXTS WERE INFLUENCED BY THE IDEALS OF THE ROMANTIC ERA. IN POST-REVOLUTIONARY GREECE, THEIR TEXTS REFLECTED THE REVOLUTIONARY STRUGGLE OF THE GREEKS FOR THE CREATION OF THEIR NATIONAL IDENTITY BY DESCRIBING THE MAIN PERSONALITIES OF THE REVOLUTION, ALSO, POLITICAL PERSONALITIES OF THE TIME, THE NEW MONARCH AND HIS COURT ENVIRONMENT, AND OTHER SUBJECTS OF SOCIAL AND ECONOMIC INTEREST.

4. TEACHING and LEARNING METHODS - ASSESSMENT

SUBMISSION METHOD <i>In person, Distance learning etc.</i>	CLASS WITH PHYSICAL PRESENCE AND DISTANCE LEARNING	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, in Laboratory Education, in Communication with students</i>	LECTURES - INTERNET VIDEOS POWERPOINT PRESENTATIONS PHOTOCOPIES COMMUNICATION WITH STUDENTS VIA EMAIL, CLASS NOTES AND COURSE MATERIAL IN E-CLASS, GOOGLE DOCUMENTS (DOCS) FOR ESSAYS' MARKING INVITATION OF EXPERT SCIENTISTS IN PHYSICAL PRESENCE AND/OR ZOOM MEETINGS	
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice,</i>	Activity	Semester Workload
	LECTURES - VIDEO CONFERENCING - ZOOM MEETINGS, WEBINARS	39
	WRITING RESEARCH PAPER(S) PERSONAL OR/AND TEAMWORK, COMPULSORY OR/AND OPTIONAL	46

<p><i>Fieldwork, Literature Study & Analysis, Tutorial, Internship (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Study Preparation (Project), Writing Papers / Assignments, Artistic creation, etc.</i></p> <p><i>The students' study hours for each learning activity as well as the hours of unguided study are listed, so that the total workload per semester corresponds to the ECTS standards</i></p>	ASSIGNMENTS' MARKING	40
	STUDENTS' POWERPOINT PRESENTATION(S) OF THEIR ASSIGNMENTS OR/AND PAPERS	
	Total Course (25 workload hours per credit unit)	125
<p>STUDENTS' ASSESSMENT</p> <p><i>Description of the assessment process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment / Report Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other</i></p> <p><i>Are the assessment criteria mentioned clearly identified, and if so, where are they accessible by students?</i></p>	<p>THE COURSE ENGLISH TRAVEL/ERS IN THE PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE WITH HISTORICAL CONTENT IS ASSESSED AS FOLLOWS:</p> <ol style="list-style-type: none"> 1. TWO (2) HOUR FINAL EXAM 2. ASSIGNMENT (OPTIONAL AND/OR COMPULSORY) OF 1,000 – 1,500 WORDS AND 3. ORAL EXAM FOR SPECIAL REASONS (DYSLEXIA, STUDENTS WITH DISABILITIES, AND/OR OTHER LEARNING DIFFICULTIES). 	

5. SELECTED BIBLIOGRAPHY

- *Suggested Bibliography*:*

1. Angelomatis-Tsougarakis, Helen. *The Eve of the Greek Revival: British travellers' Perceptions of the early nineteenth century Greece*. London, New York, Routledge, 1990.
2. Constantine, David. *Early Greek Travellers and the Hellenic Ideal*. Cambridge 1984.
3. Terence Spencer. *Fair Greece! Sad Relic: Literary Philhellenism from Shakespeare to Byron*. Weidenfeld & Nicolson, London, 1954.
4. Tim Youngs (επιμ.). *Travel Writing in the 19th Century, Filling the Blank Spaces*. Anthem Press, London, 2006,
5. David Roessel. *In Byron's Shadow: Modern Greece in the English & American Imagination*. Oxford University Press, New York, 2002.
6. Roderick Beaton. *Ο πόλεμος του Μπάιρον, Ρομαντική Εξέγερση, Ελληνική Επανάσταση*. μτφρ. Κατερίνα Σχινά, Πατάκης, Αθήνα, 2013.
7. Henry Holland. *Travels in the Ionian Isles, Albania, Thessaly, Macedonia, &c. during the years 1812 and 1813*. Printed for Longman, Hurst, Rees, Orme, and Brown, Paternoster- Row, London, 1815.
8. Frederick North Douglas. *An Essay on Certain Points of Resemblance between the Ancient and the Modern Greeks*, London, 1813.
9. C.M. Woodhouse. *The Philhellenes*. Hodder & Stoughton Ltd, London, 1969.
10. *Ο πυρετός των Μαρμάρων*. Συλλογικό, εκδ. Ολκός. (Επιμέλεια-εισαγωγή: Γιώργος Τόλιας, μετάφραση: Γιώργος Δεπάστας -Βούλα Λούβρου).

- Related scientific journals and online resources:

8. Xanthippi Kotzageorgi. British Travellers in the Early Nineteenth Century on Greece and the Greeks, Institute for Balkan Studies, Vol.33, No. 2, 1992, σ. 209-221.
9. Πασχάλης Κιτρομηλίδης. *Γνωσιολογικός εμπειρισμός και πολιτικός φιλελληνισμός: Το ταξίδι του Henry Holland στην Ελλάδα (1812-1813)*, ΔΙΕΕΕ 23(1980).
10. Nassia Yakovaki, "Ancient and Modern Greeks" in the Late 18th Century: A Comparative Approach from a European Perspective, στο *Ausdrucksformen des Europäischen und Internationalen Philhellenismus, 17.-19. Jahrhundert*, Peter lang, Sonderdruck, 2007, σ. 199-209.

* The bibliography is indicative, it will be modified and improved further.

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_A706	SEMESTER	5 th /7 th
COURSE TITLE	Museums and exhibitions in contemporary period		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Elective		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
By the end of the course, students will: <ul style="list-style-type: none"> • Be familiar with contemporary art institutions and the concepts of modern/contemporary/museum/collection. • Be able to relate knowledge to the theoretical, socio-political, and gender aspects of collection and exhibition practices. • Be able to discuss, read and write about exhibitions with a critical perspective that demonstrates an understanding of the main issues concerning the history and theory of

<p>exhibitions. The discussion will be encouraged through the study of specific theoretical texts, combined with field observation of exhibitions and museums.</p> <ul style="list-style-type: none"> • Based on case studies of important exhibitions and biennials of the 20th and 21st centuries, become acquainted with the roles and importance of exhibition curating and how it determines the discourse on art in the global art network. • Integrate questions regarding the value of the artwork, the re-conceptualization of its meaning, and the art market since the 20th century. • Be able to critically think and reconsider crucial issues concerning the contemporary institution of the museum and exhibitions, such as repatriation, decolonization, gender issues, and issues of inclusiveness.
General Competences
<p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Production of new research ideas</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

The course investigates museum, collecting and exhibition activity as it developed from the 18th century onwards in the major centers of the West, until the opening up to the world market in the late 20th and early 21st centuries. It examines the emergence of the museum institution from its early forms via the cabinets of curiosity and as a reflection of colonial conquests, to its modern evolution into an open and inclusive institution (new ICOM definition). This narrative will be based on the history of museums, exhibitions (international, private, public) and art institutions, while special emphasis will be given to their relationship with the formation of contemporary art and the art market. The course focuses on key exhibitions and salons of the modern and contemporary period, the way works are displayed and the rhetoric surrounding them, the economy of art and the role of collectors in shaping and establishing new trends. The artistic, aesthetic, social and economic factors that shaped visual culture and its management in the period of modernity and the contemporary era will be studied in detail: from the founding and establishment of national museums and the institution of international exhibitions to the more recent institutions of the biennale and documenta.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	<p>Face-to face</p> <p>Educational visits</p>
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<i>Use of ICT in teaching, communication with students and educational material via e-class</i>

<p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>		
<p>TEACHING METHODS</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>Activity</p>	<p>Semester workload</p>
	<p>Lectures</p>	<p>30</p>
	<p>Interactive tuition</p>	<p>9</p>
	<p>Study and analysis of bibliography</p>	<p>36</p>
	<p>Personal study</p>	<p>50</p>
<p>Course total (25 hours of workload per credit)</p>	<p>125</p>	
<p>STUDENT PERFORMANCE EVALUATION</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><i>Language of evaluation: Greek</i></p> <p><i>methods of evaluation:</i></p> <ul style="list-style-type: none"> - Midterm report (20%) - Final written essay (60%) and public presentation (20%) 	

(5) ATTACHED BIBLIOGRAPHY

-suggested bibliography

ALTSHULER Bruce, *From Salon to Biennial. Exhibitions that Made Art History, Volume I: 1863-1959*, Νέα Υόρκη, Phaidon, 2008.

- *Volume II: 1962-2002*, Νέα Υόρκη, Phaidon, 2013
- (ed.), *Collecting the New: Museums and Contemporary Art*, Πρίνστον και Οξφόρδη, Princeton University Press, 2005.

- ANDERSON Gail, *Reinventing the Museum. The Evolving conversation on the Paradigm Shift*, AltaMira Press, 2012.
- BALZER David, *Curationism. How curating took over the art world and everything else*, Pluto Press, 2015.
- Benjamin, R., "Museums of the People, by the People, for the People", in Chamberlain, G., *The Radical Museum: Democracy, Dialogue, Debate*, Museum Identity Ltd, London, 2011, p. 35-48
- BENNETT Tony, *The Birth of the Museum: History, Theory, Politics*, Λονδίνο, 1995.
- *Museums, Power, Knowledge. Selected Essays*, London and New York, Routledge, 2018.
- GARDNER, Anthony and GREEN, Charles, *Biennials, Triennials, and Documenta: The Exhibitions that Created Contemporary Art*, Chichester, Wiley-Blackwell, 2016.
- GREENBERG Reesa, FERGUSON Bruce W., NAIRNE Sandy, *Thinking About Exhibitions*, Λονδίνο, Routledge, 1996.
- GROSS Raphael et al., *documenta. Politics and Art*, New York, Munich, London, Prestel, 2022.
- FERGUSON Bruce W., GREENBERG Reesa, NAIRNE Sandy, *Thinking About Exhibitions*, London, Routledge, 1996.
- HASKELL Francis, *The Ephemeral Museum. Old Masters paintings and the rise of art exhibition*, Yale University, 2000.
- HAXTHAUSEN Charles W., *The Two Art Histories: The Museum and the University* (Clark Studies in the Visual Arts), Yale University Press, 2003.
- HOFFMANN Jens (Ed.), *Show Time: The 50 Most Influential Exhibitions of Contemporary Art*, 2014.
- JENSEN Robert, *Marketing modernism in fin-de-siècle Europe*, Princeton (N. J.), Princeton University, 1994.
- MARTINI Federica, MARTINI Vittoria, *Just Another Exhibition: Histories & Politics of Biennials*, Μιλάνο, Postmediabooks, 2011.
- MAIGNON Claire, *Le Salon et ses artistes. Histoire des expositions du Roi Soleil aux Artistes français*, Παρίσι, Hermann, 2009.
- OBRIST Hans Ulrich, *A brief history of curating*, Jrp Ringier, 2008.
- O'DOHERTY Brian, *Inside the Wide Cube. The Ideology of the Gallery Space*, Σαν Φρανσίσκο, The Lapis Press, 1986.
- POLLOCK Griselda and ZEMANS Joyce (eds.), *Museums after modernism. Strategies of engagement*, Blackwell publishing, 2007.
- POMIAN Krzysztof, *Le Musée, une histoire mondiale*, t I., II, III, Paris, Gallimard, 2020-22.
- SCHUBERT Karsten, *The Curator's Egg: The Evolution of the Museum Concept from the French Revolution to the Present Day*, London, One-Off Press, Christie's Books, 2000.
- SLEEPER-SMITH Susan (ed.), *Contesting Knowledge: Museums and Indigenous Perspectives*, 2009.
- STEEDS Lucy et al., *Making Art Global, Part 2: Magiciens de la Terre, 1989*, Exhibition Histories, 2013.

ΚΑΝΙΑΡΗ Ασημίνα, *Το Μουσείο ως χώρος της Ιστορίας της Τέχνης: Εκθέσεις, συλλογές και η Τέχνη από τον 19ο στον 21ο αιώνα*, Αθήνα, Εκδόσεις Γρηγόρη, 2013.

relevant scientific journals

- *Critique d'Art*
- *Journal of Curatorial Studies*
- *Journal of the History of Collections*
- *Journal on Biennials and Other Exhibitions*
- *Manifesta*
- *Museum and Society*
- *Oncurating*

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A707	SEMESTER	5th / 7th
COURSE TITLE	Early Bronze Age		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background (Optional)		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course tries to summarize our knowledge of an important period in the recent prehistory, where significant innovations in lifestyle and social organization are observed, bearing a direct impact on later periods. Upon successful completion of the course each student should be able to:</p> <ul style="list-style-type: none"> - appreciate the research data supporting the idea of a transition to more complex societal organization - recognize important archeological sites and cultural objects of the period - distinguish the particular cultural characteristics of individual geographical areas (e.g. mainland Greece, Cyclades, Crete, Northeast Aegean islands, Ionian islands) in the period under study - comprehend the idea of cultural change - have a basic understanding of the fundamental characteristics of the contemporary societies in the wider Eastern Mediterranean (Anatolia, Egypt, Syria-Palestine, Mesopotamia) - know relevant sources and online material - understand current research trends and issues
General Competences

Search for, analysis and synthesis of data and information, with the use of the necessary technology
 Adapting to new situations
 Working independently
 Working in an interdisciplinary environment
 Respect for difference and multiculturalism
 Respect for the natural environment
 Criticism and self-criticism
 Production of free, creative and inductive thinking

(3) SYLLABUS

The course examines the emergence of social complexity in Greece focusing on the Early Bronze Age. The technological developments and innovations evident already from the Chalcolithic period are presented. The habitation patterns, economic activity, exchange networks, social organization and ideology of the period are approached through the respective archaeological remains. In this context, a research overview of the Early Helladic and Early Cycladic cultures is made with reference to important sites and typical archaeological objects in the mainland and the islands. An emphasis is given to the archaeological record of Western Greece and the Ionian islands, to investigate their regional role with respect to the developments taking place in the Aegean. At the same time, an attempt is made to correlate the archaeological evidence with the developments observed roughly at the same time in the wider area of the Balkans and the Eastern Mediterranean. The course concludes by establishing the linkages with later periods to explore the factors that led to the phenomenon of the palatial cultures of the Middle and Late Bronze Ages.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (exploration of data sources, video and interactive platforms, use of Web resources) Use of asynchronous e-learning platform for study materials and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload
	Lectures	30
	Interactive teaching	9
	Independent study	60
	Study and analysis of bibliography	26
	Course total (25 hours per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Assessment - Grading Process Written examination with multiple components	

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

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Barber, R.L.N. 1994. *Οι Κυκλάδες την Εποχή του Χαλκού*, Αθήνα

Treuil, R., Darcque, P., Poursat, J.C., Touchais, G. 2015. *Οι Πολιτισμοί του Αιγαίου. Κατά τη νεολιθική και την εποχή του χαλκού*, Αθήνα: Καρδαμίτσα

Dickinson, O. 2003: *Αιγαίο. Η Εποχή του Χαλκού*, Αθήνα: Καρδαμίτσα

Hood, S. 2017. *Η Τέχνη στην Προϊστορική Ελλάδα*, Αθήνα: Ψυχογιός

Rutter, J. B. & Gonzalez-Major, *Aegean Prehistoric Archaeology*. Dartmouth College (<http://www.dartmouth.edu/~prehistory/aegean/>)

Ελληνική Ιστορία στο Διαδίκτυο: *Προϊστορία-Πρωτοϊστορία*. 2007. Ίδρυμα Μείζονος ελληνισμού (<http://www.ime.gr/chronos/gr/prehistory.html>)

-Handbooks

Broodbank C., 2009. *Οι πρώιμες Κυκλάδες. Μια ανάλυση στο πλαίσιο της νησιωτικής αρχαιολογίας*, Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τράπεζας [Κωδ. στον Εύδοξο: 43992]

Renfrew, C. 2009. *Η ανάδυση του πολιτισμού. Οι Κυκλάδες και το Αιγαίο στην 3η χιλιετία π.Χ.* Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τράπεζας [Κωδ. στον Εύδοξο: 32998559]

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	HISTORY-ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A708	SEMESTER	5th / 7th
COURSE TITLE	Contemporary Archaeology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>This module aims to introduce students to the Contemporary Archaeology. It presents the history, existing theories and research methodology laying emphasis on material manifestations linked to traumatic historical events, violence, politics of oppression and political and social tensions through international and Greek examples. The ulterior aim is to equip students with the skills and necessary knowledge and help them get acquainted with issues associated with the study, management and interpretation of recent past and especially the traumatic one.</p> <p>By the end of this course students should be able to:</p> <p>A) get acquainted with the principles and methods of Contemporary Archaeology, B) get a grasp of management and promotion issues linked to traumatic cultural heritage, Γ) be acquainted with existing theoretical discussion.</p>
General Competences
<p>Working in an interdisciplinary environment Criticism and self-criticism Production of free, creative and inductive thinking Working independently Search for, analysis and synthesis of data and information, with the use of the necessary technology</p>

(3) SYLLABUS

<ul style="list-style-type: none"> -Introduction to Contemporary Archaeology -History and Theory -Principles and Methods -Emblematic CH Researches -Introduction to Difficult Heritage -Hot Interpretation- Memory Studies -International Examples

-National Examples
 -Issues of Management, Protection and Interpretation

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	-Use of ICT in teaching and communication with students -eclass platform -use of audiovisual materials in teaching	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	50
	Seminar	10
	Practical	15
	Essay Writing	22
	Exams	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written Exams (100%): - Open ended questions, -Problem solving -Short-answer questions II. Essay Writing (optional) (+20%) Information on essay topic and deadline submission is uploaded on eclass.	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
 -Μνήμες και λήθη του ελληνικού εμφυλίου πολέμου, Μασούρα Ελβίρα, Καργόπουλος Φίλιππος, Βόγλης Πολυμέρης, Βερβενιώτη Τασούλα, Μπαδά Κωνσταντίνα
 -Υλικός πολιτισμός: Θεωρία, μεθοδολογία, αξιοποίηση, Οικονόμου Ανδρομάχη
 (a more comprehensive reading list and relative material is available on eclass)
 - *Related academic journals:*
 (a more comprehensive reading list and relative material is available on eclass)

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archaeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A709	SEMESTER	5th / 7th
COURSE TITLE	Post-Byzantine Archaeology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>This module offers an introduction to the field of Archaeology of the Eastern Mediterranean from the Late Middle Ages to Early Modernity (mid-15th to early-19th century AD). Lectures aim to introduce the students to the main themes and principles of research in the field as well as to aspects of theory and methodology.</p> <p>After the completion of the course the students will be able:</p> <ul style="list-style-type: none"> - to fully comprehend the subject of and methodology used within this field. - to understand, contextualize and date archaeological remains of these periods in the Eastern Mediterranean.

General Competences
<ul style="list-style-type: none"> - Working independently - Criticism and self-criticism - Production of free, creative and inductive thinking

(3) SYLLABUS

This module offers an overview of the main disciplinary principles within the field of Late Medieval to Early Modern Archaeology in the Eastern Mediterranean (usually defined by the term Post-Byzantine Archaeology within the Greek academic context). The main thematic areas of interest in the field are presented. The course examines the main principles and concepts in architecture (secular and religious), monumental art, icons, and material culture. The latter's development from the second half of the 15th until the beginning of the 19th century is explained in connection with the dynamic political setting and the multicultural character of the Eastern Mediterranean.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Yes	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	34
	Non-directed study	52
	Course total	125
STUDENT PERFORMANCE EVALUATION <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,</i>	Written examination which requires critical answers to short-answer questions, open-ended questions and problem solving.	

<p><i>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

<ul style="list-style-type: none">- Χαράλαμπος Μπούρας, <i>Βυζαντινή και Μεταβυζαντινή αρχιτεκτονική στην Ελλάδα</i>, Εκδ. Μέλισσα, Αθήνα 2001.- Μυρτάλη Αχειμάστου-Ποταμιάνου, <i>Ελληνική Τέχνη - Βυζαντινές τοιχογραφίες</i>, Εκδοτική Αθηνών 2006.- Selected articles (adapted to students' level of prior knowledge)

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Studies		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	HIA_A710	SEMESTER	5th / 7th
COURSE TITLE	Archaeology of Athens		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background (humanities)		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://www.ha.upatras.gr		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course examines the urban and cultural development of Athens from the beginning of its habitation in Prehistoric times until the end of the Antiquity (4th - 5th century). The lectures have as prerequisite the basic knowledge on antiquity's material culture, and students deepen their knowledge taking Athens as case study.</p> <p>Basic aim of the course after its completion is the ability of correlation of archaeological data with relevant historical and social evolutions taking place in ancient Greece. In this way it is possible to evolve synthetic thought and present the combination of various elements of each period for the construction of large historical evolutions within a specific period, in this case Greek Antiquity.</p>

General Competences
Working in an interdisciplinary environment
Search for, analysis and synthesis of data and information, with the use of the necessary technology

(3) SYLLABUS

The lectures present ancient Athens, as this is known mainly by its archaeological remains. Their examination begins with the early ones from prehistoric times and ends at the end of the antiquity (4th CE), when classical Athenian civilization reaches its peak. Athenian topography, as well as Athenian art and society are the main focus of the lectures, which present Athens establishment as the main political and cultural power into the ancient Greek world.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face in the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and use of eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Independent study	86
	Course total	125
STUDENT PERFORMANCE EVALUATION <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</i>	Evaluation in Greek with open-ended questions	

work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

1. John M. Camp, *Οι αρχαιότητες της Αθήνας και της Αττικής* (Αθήνα 2009)

2. John M. Camp, *Η Αρχαία Αγορά της Αθήνας. Οι ανασκαφές στην καρδιά της κλασικής πόλης* (Αθήνα 2005)

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_A711	SEMESTER	5 th /7 th
COURSE TITLE	Museology: Analysis and evaluation of exhibitions		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Elective		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> • Familiarity with the research and the literature related to the evaluation of museum exhibitions. • Familiarity and understanding of museum exhibition evaluation methods (questionnaires, observation, interviews, small group discussions, postal survey, etc.). • Critical thinking and consideration of critical issues related to the viability and sustainability of museum organizations.
General Competences
<i>Adapting to new situations</i>

<i>Decision-making</i>
<i>Working independently</i>
<i>Team work</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>
<i>Project planning and management</i>
<i>Respect for difference and multiculturalism</i>
<i>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

The module investigates evaluation practices in the cultural domain and relevant issues arising from that. The main stages/types of research and evaluation of exhibitions are reviewed (preliminary, formative, overall) and the importance of the evaluation of museum projects is highlighted for the benefit of the museological approaches themselves and of the museum organization in general. Different evaluation methods (questionnaires, observation, interviews, discussions in small groups, postal survey, etc.) are presented and analyzed. Cases of research and evaluation of exhibition events in Greece and abroad are discussed. Finally, the importance of evaluation practices for the strategic planning of the museum is highlighted with respect to the long-term results for the viability and sustainability of the museum organization.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching, communication with students and educational material via e-class</i>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload
	Lectures	39
	study and analysis of bibliography	86
	Course total (25 hours of workload per credit)	125

<p>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</p>	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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>Language of evaluation: Greek</p> <p>methods of evaluation: written examination</p>

(5) ATTACHED BIBLIOGRAPHY

<p>- <u>suggested bibliography</u></p> <p>Τζώνος, Π. 2013. <i>Μουσείο και μουσειακή έκθεση θεωρία και πρακτική</i>. Εκδόσεις Εκδόσεις Εντευκτηρίου και ΔΠΜΣ Μουσειολογία: Θεσσαλονίκη</p> <p>Anderson, G. 2012. <i>Reinventing the Museum. The Evolving conversation on the Paradigm Shift</i>. AltaMira Press.</p> <p>Greenberg R. et al. 1996. <i>Thinking About Exhibitions</i>. London: Routledge.</p> <p>Pollock, G. and Zemans, J. (eds.) 2007. <i>Museums after modernism. Strategies of engagement</i>, Blackwell publishing.</p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	HISTORY ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_D704	SEMESTER	5th / 7th
COURSE TITLE	Internet Technologies and Advanced Cultural Applications		
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	
Lectures (theoretical part - presentation, study of algorithms for practical problems)	2	5	
Lectures (laboratory part – analysis of foundational algorithms and algorithmic techniques)	1		
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Background course		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>The aim of this course is to let students have an advanced experience with the development of web applications using server side programming. The knowledge acquired includes the following topics:</p> <ul style="list-style-type: none"> • Server-side website programming with connection to existing databases with the use of scripting languages. • Development of integrated web applications with the use of Web Servers, Scripting Languages and Databases (e.g. Apache Web Server, PHP and MySQL). Test and evaluation of open source tools (e.g. Joomla). • Advanced Semantic Web and Web 2.0. technologies. <p>In particular, students who regularly participate in course activities and successfully complete the course:</p> <ol style="list-style-type: none"> 1. Have knowledge of fundamental principles and techniques of server side programming.

2. Understand and develop common web applications.
3. Are able to apply algorithmic techniques for server side programming
4. Design and implement advanced web user interfaces.

General Competences

Familiarity with server side programming
 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
 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 aim of this course is to let students have an advanced experience with the development of web applications using server side programming. The knowledge acquired includes the following topics:

- Server-side website programming with connection to existing databases with the use of scripting languages.
- Development of integrated web applications with the use of Web Servers, Scripting Languages and Databases (e.g. Apache Web Server, PHP and MySQL). Test and evaluation of open source tools (e.g. Joomla).
- Advanced Semantic Web and Web 2.0. technologies.

Lectures are scheduled as follows:

Introduction: Course outline, objectives and role in the curriculum

Theoretical part:

- Introduction/Overview
- Internet Infrastructure a summary review
- Client – server architecture
- Server-side programming languages
- PhP programming language
- MySQL training seminars
- Web tools (Wordpress, Joomla, etc.)

Laboratory part:

- Development of web application for archaeological excavations in PHP, MySQL.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face, Distance learning
<i>Face-to-face, Distance learning, etc.</i>	

<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching (online lectures, course website, extensive use of Web resources), in communication/collaboration with students (mailing lists, social networks (Facebook), course website, Doodles) and in the process of progress monitoring and evaluation (use of specialized software for the monitoring and evaluation of student progress)</p>															
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="699 450 1098 488">Activity</th> <th data-bbox="1098 450 1380 488">Semester Workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 488 1098 533">Lectures (theoretical part)</td> <td data-bbox="1098 488 1380 533">26</td> </tr> <tr> <td data-bbox="699 533 1098 577">Lectures (laboratory part)</td> <td data-bbox="1098 533 1380 577">13</td> </tr> <tr> <td data-bbox="699 577 1098 696">Intense cooperation among professor and students also using ICT</td> <td data-bbox="1098 577 1380 696">30</td> </tr> <tr> <td data-bbox="699 696 1098 741">Independent study</td> <td data-bbox="1098 696 1380 741">56</td> </tr> <tr> <td data-bbox="699 741 1098 786"></td> <td data-bbox="1098 741 1380 786"></td> </tr> <tr> <td data-bbox="699 786 1098 869">Course total (25 hours per credit)</td> <td data-bbox="1098 786 1380 869">125</td> </tr> </tbody> </table>		Activity	Semester Workload	Lectures (theoretical part)	26	Lectures (laboratory part)	13	Intense cooperation among professor and students also using ICT	30	Independent study	56			Course total (25 hours per credit)	125
Activity	Semester Workload															
Lectures (theoretical part)	26															
Lectures (laboratory part)	13															
Intense cooperation among professor and students also using ICT	30															
Independent study	56															
Course total (25 hours per credit)	125															
<p>STUDENT PERFORMANCE EVALUATION <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></p>	<p>Assessment - Grading Process (it is announced on the course website before the beginning of the semester and remains available throughout the semester)</p> <p>The final score is obtained as a function of:</p> <p>(A) 2 intermediate computer-based multiple choice examinations. They contribute by 40% to the final score.</p> <ul style="list-style-type: none"> - All students attending the course can participate in the intermediate examinations. - Scores are valid only for the current academic year. - Participation in the intermediate exams is not mandatory: students who decide not to participate in intermediate examinations are not excluded from the final examination in February. However, the 2 intermediate examinations contribute to the final score (by 40%). <p>(B) a final, computer-based, multiple choice examination. It contributes by 60% to the final score.</p> <p>(C) development of small size collaborative projects – web applications</p>															

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography: Web Applications Development in PHP and MySQL ISBN: 9605126176 Publisher: Giourdas M. (2011) Author: Luke Welling</p>
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Introduction in PHP 6 & MYSQL 5

ISBN: 9604612506

Publisher: Kleidarithmos (2009)

Author: Larry Ullman

Learning PHP, MySQL and Apache

ISBN: 9605125552

Publisher: Giourdas M. (2008)

Author: Julie C. Melonie

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	HIA_PH703	SEMESTER	5 th /7 th
COURSE TITLE	Modern Greek Philology I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek In the event that students who do not know Greek choose the course, they are given the opportunity to follow it as a reading course with an English bibliography and the preparation of a written individual work in English or a portfolio evaluation with exercises and/or theoretical / practical problems		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with English bibliography for assignments)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
Upon successful completion of the course, students will have acquired knowledge and skills in the following areas: 1. Knowledge of the terminology, the methodology, the scientific goals of modern Greek philology.

2. Knowledge of the literary trends from the 18th to the 20th century and their relation to the history of ideas, in the Greek and European literary reality.
3. Placing the history of modern Greek literature in the history of European literary traditions (Enlightenment, Romanticism, Aestheticism, Parnassianism, Symbolism, Modernism).
4. Recognition of the main characteristics of periods, generations and schools.
5. Recognition of works of the literary canon.
6. Analysis of representative texts of each period
7. Detection of the different stages of the evolution of literary genres and traditions.
8. Knowledge of the main research outcomes, as presented in different histories of literature, about the beginning of modern Greek literature and the main milestones of the authors of the canon.
9. Recognition of the stages of the development of modern Greek grammar

General Competences

1. Ability to demonstrate knowledge and understanding of the main features of the History of literature.
2. Ability to identify literary genres.
3. Ability to critically analyze and interpret poetic and prose texts.
4. Ability to approach the oldest and modern sources of Modern Greek Literature.
5. Ability to appreciate the contribution of European education, thought and literature in the formation of modern Greek literature.

(3) SYLLABUS

1. Literature, Writing, Philology, Grammar: Matters of definitions and terminology.
2. History and Historiography of Modern Greek Literature.
3. The shape of the "New Hellenism": Periodization and the construction of the "literary past" in the History of Literature.
4. Schools, "generations" and aesthetic trends
5. Sources of Modern Greek Literature
6. The concept of the literary canon.
7. From History to Histories of Literature.
8. Modern Greek literature in the era of digital technology

(4) TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS	Activity	Semester workload
<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>	Interactive teaching	39
	Weekly unguided study	39
	Review and Preparation for exams	45
	Examination	2
	Course total	125
<p>STUDENT PERFORMANCE EVALUATION</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>	<ol style="list-style-type: none"> 1. Final written exam including short knowledge questions as well as critical analysis and text interpretation questions (85%). 2. Participation in in-class discussions (5%). 3. Presentations of oral assignments (10%) 	

(5) ATTACHED BIBLIOGRAPHY

1. Ιωάννης Συκουτρής, Μελέται και άρθρα, Αθήνα, 1956.
2. Mario Vitti, Ιστορία της νεοελληνικής λογοτεχνίας, Οδυσσέας, Αθήνα, 1978.
3. Λίνος Πολίτης, Ιστορία της νεοελληνικής λογοτεχνίας, Μ.Ι.ΕΤ, 3Αθήνα, 1980.
4. Γ. Π. Σαββίδης, Τράπεζα Πνευματική, Πορεία, Αθήνα, 1994.
5. Roderick Beaton, Εισαγωγή στη Νεότερη Ελληνική Λογοτεχνία, Νεφέλη, Αθήνα, 1996.
6. Λεξικό Νεοελληνικής Λογοτεχνίας. Πρόσωπα - Έργα - Ρεύματα – Όροι, Αθήνα, Πατάκης, 2007.
7. Αλέξης Πολίτης, Εγχειρίδιο του νεοελληνιστή, Πανεπιστημιακές Εκδόσεις Κρήτης, Ηράκλειο, 2011.
8. Δημήτρης Αγγελάτος, Η άλφα βήτα του νεοελληνιστή, Αθήνα, Gutenberg, 2011.

9. Νάσος Βαγενάς, «Πότε αρχίζει η νεοελληνική λογοτεχνία;», Γκίστρα. Κείμενα κριτικής διαμάχης, μικρή άρκτος, 2012, 13-60.

10. Γιάννης Παπαθεοδώρου, «Μια περιδιάβαση στο χώρο της Γραμματολογίας και της Ιστοριογραφίας της Νέας Ελληνικής Λογοτεχνίας (19ος-20ός αι.)», <http://www.greek-language.gr/greekLang/literature/studies/grammatologies/guide.html>

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	HIA_ED702	SEMESTER OF STUDIES	5th / 7th
COURSE TITLE	THEORIES OF LEARNING AND EDUCATION		
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>		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background/pedagogy		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>The purpose of this course is to outline the concept of learning and the concept of education through highlighting well-known theories that have influenced their evolution.</p> <p>The course seeks to teach students to:</p> <ul style="list-style-type: none"> • Describe the theory of behaviorism • To recognize practices of behaviorism in education. • Familiarize themselves with cognitive theories. • To study the school of constructionism. • Describe different types of sampling techniques. • Identify sociocultural learning theories. • Distinguish modern learning theories.
General Abilities
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Decision making • Autonomous work • Teamwork • Respect for diversity and multiculturalism • Demonstrating social, professional and ethical responsibility and sensitivity to gender issues • Exercise criticism and self-criticism • Promotion of free, creative and inductive thinking

3. COURSE CONTENT

- Defining the concept of learning and education.
- Identification of references and learning processes.
- Behavioral theory, rewards and reinforcement.
- Sociocultural theory, learning by doing and by observation.
- Template configuration processes and functions.
- Learning goals and expectations, self-regulation, self-observation and self-evaluation.
- Theory of cognitive information processing
- Morphological theory
- Theory of cognitive processing, short-term-long-term-episodic-semantic-verbal and visual memory.
- Constructivism, framed knowledge, Vygotsky's theory, learning environments.
- Intelligence-emotional intelligence-cultural and cross-cultural intelligence.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p>TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Use of technology in Teaching and Communication with students. • Post slides and course material on the e-class platform. 	
<p>TEACHING METHODS <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>	Activity	Semester Workload
	Lectures	39
	Literature study & analysis	12
	Individual essay	36
	Autonomous study	38
<p>Total number of hours for the Course (25 hours of work-load per ECTS credit)</p>	125	
<p>STUDENT ASSESSEMNT <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>	<ul style="list-style-type: none"> • Written essay (30%) • Written exam or oral exam in special cases (70%) 	

5. RECOMMENDED LITERATURE

-Suggested bibliography :

- Illeris, K. (2009). Σύγχρονες θεωρίες μάθησης. Αθήνα: Μεταίχμιο.
- Κολλιάνης, Ε. (2017). Θεωρίες μάθησης και εκπαιδευτική πράξη. Αθήνα: Γρηγόρης.
- Νικήτα, Β. (2017). Θεωρίες μάθησης. Βιολογική θεώρηση. Εκδόσεις Κυριακίδη.
- Shor, I., & Freire, P. (2011). Απελευθερωτική παιδαγωγική. Διάλογοι για τη μετασχηματιστική εκπαίδευση. Αθήνα: Μεταίχμιο.
- Dale, S. (2010). Θεωρίες μάθησης. Αθήνα: Μεταίχμιο.
- Μητροπούλου, Β. (2015). Κοινωνικοπολιτισμικές θεωρίες μάθησης. Ostracon publishing.

-Relative scientific journals:

- Education & Training
- International Journal of Education and Learning
- International Journal of Learning
- International Journal of Educational Research

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	HIA_ED703	SEMESTER OF STUDIES	5th / 7th
COURSE TITLE	SKILLS DEVELOPMENT AND PROFESSIONALIZATION		
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>	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background/pedagogy		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>This teaching unit aims to demonstrate the importance of cultivating the right skills in the professional development of employees. Specific issues are addressed such as: the successful integration-familiarization of employees, the educational process, training techniques, professional development and staff training, the management of organizational change and development, the evaluation of the effectiveness of educational programs.</p> <p>This course seeks to teach students to:</p> <ul style="list-style-type: none"> • Describe the definition of skill, competence and professional development. • Recognize the importance of the right skills as an element of professionalism. • Examine the role of international and national policies in promoting and cultivating the right skills. • Distinguish different types of skills • Familiarize themselves with various models of professional development • Describe training programs • Describe skills assessment tools
General Abilities
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Decision making • Autonomous work • Teamwork • Respect for diversity and multiculturalism • Demonstrating social, professional and ethical responsibility and sensitivity to gender issues • Exercise criticism and self-criticism • Promotion of free, creative and inductive thinking

3. COURSE CONTENT

<ul style="list-style-type: none"> • Determining the modern economic, social and technological context • Conceptual clarifications and delimitations: skills, abilities, employability, professionalism, professional development • Specific employability issues • Professional development models • Organizational learning and the learning organization • Adult education and lifelong learning • Social, technical/technical, digital, life skills, emotional intelligence skills • Cultural and intercultural competence, global competence, sustainable competence • Skills assessment tools
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4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p style="text-align: center;">TEACHING METHOD</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face															
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Use of technology in Teaching and Communication with students. • Post slides and course material on the e-class platform. 															
<p style="text-align: center;">TEACHING METHODS</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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Literature study & analysis</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Individual essay</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Autonomous study</td> <td style="text-align: center;">38</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total number of hours for the Course (25 hours of work-load per ECTS credit)</td> </tr> <tr> <td colspan="2" style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Literature study & analysis	12	Individual essay	36	Autonomous study	38	Total number of hours for the Course (25 hours of work-load per ECTS credit)		125		
<i>Activity</i>	<i>Semester workload</i>															
Lectures	39															
Literature study & analysis	12															
Individual essay	36															
Autonomous study	38															
Total number of hours for the Course (25 hours of work-load per ECTS credit)																
125																
<p style="text-align: center;">STUDENT ASSESSEMENT</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>	<ul style="list-style-type: none"> • Written essay (30%) • Written exam or oral exam in special cases (70%) 															

5. RECOMMENDED LITERATURE

-Suggested bibliography :

- Ανδρεαδάκης, Ν., Καρανικόλα, Ζ., Κόνσολας, Μ., & Παναγιωτόπουλος, Γ. (2019). Επιμόρφωση και διεθνείς πολιτικές. Αθήνα: Γρηγόρης.
- Boshier, R. (2012). Lifelong Learning as a Flag of Convenience. In D.N. Aspin, J. Chapman, K. Evans, & R.G. Bagnall (Eds), Second International Handbook of Lifelong Learning (pp. 701-719). Springer.
- Γιώτη, Λ. (2018). Η διαμόρφωση του πεδίου της εκπαίδευσης ενηλίκων. Πολιτικές, παιδαγωγικές θεωρίες και πρακτικές. Αθήνα: Γρηγόρης.
- Κεδράκα, Κ. (2017). Εκπαίδευση Ενηλίκων. Η επαγγελματική τους ανάπτυξη. Εκδόσεις Κυριακίδη.
- Παναγιωτόπουλος, Γ. (2022). 4η Βιομηχανική Επανάσταση: Η πρόκληση διαχείρισης των νέων συνθηκών από τους εκπαιδευτικούς. Αθήνα: Κοινωνικό Πολύκεντρο.
- Παναγιωτόπουλος, Γ., Καρανικόλα, Ζ., & Ζωγόπουλος, Κ. (2023). Δεξιότητες στο σύγχρονο συγκείμενο. Ένας ερευνητικός διάλογος. Αθήνα: Γρηγόρης.
- Υφαντή, Α. (2014). Επιμόρφωση και επαγγελματική ανάπτυξη εκπαιδευτικών. Διάδραση

-Relative scientific journals:

- Harvard Business Review
- International Journal of Education and Development using Information and Communication Technology
- International Journal of Intercultural Relations
- Journal of Career Assessment
- Journal of Occupational and Organizational Psychology

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF HISTORY - ARCHAEOLOGY		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	HIA_ED704	SEMESTER OF STUDIES	5th / 7th
COURSE TITLE	CRITICAL PEDAGOGY		
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>		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background/pedagogy, scientific field, skills development		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>This module aims to empower students with knowledge, experiences and skills in the field of Critical Pedagogy in order to pursue professional careers in the field of education and in modern sectors of the labor market. Specific issues are examined such as: nationalism and dominant language/culture, identity, ideology and power, reflection, critical awareness, change, transformation, school and culture, practices and pedagogy, environment and sustainability.</p> <p>The course seeks students to:</p> <ul style="list-style-type: none"> • Recognize the necessity of cultivating critical thinking in modern formal and non-formal educational environments. • Distinguish the relationship between power and the dominant language and culture. • Become familiar with key theorists of critical pedagogy: Freire, Giroux, Kincheloe, Apple, Aronowitz. • Familiarize themselves with different forms of education that encourage the development of questioning and reasoning, different ways of thinking and perspectives, taking actions and initiatives. • Realize the contribution of critical pedagogy to current issues management, such as sustainability, equality, social exclusion, immigration, environment. • Describe key skills that encourage the development of critical thinking. • Present and apply good educational practices in the field of critical pedagogy.
General Abilities
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Decision making • Autonomous work • Teamwork

- Respect for diversity and multiculturalism
- Demonstrating social, professional and ethical responsibility and sensitivity to gender issues
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking.

3. COURSE CONTENT

- Critical pedagogy: key dimensions and concepts.
- Historical review of the development of critical pedagogy.
- Theorists of critical pedagogy.
- School of Frankfurt.
- Relationship between ideology, power, language and culture.
- Teacher reflection and types of reflective teaching.
- Transformative learning.
- Detailed program and hidden program.
- Social justice.
- Speech and dialogue.
- Sustainability and critical awareness.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p style="text-align: center;">TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Use of technology in Teaching and Communication with students. • Post slides and course material on the e-class platform. 	
<p style="text-align: center;">TEACHING METHODS</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>	Activity	Semester workload
	Lectures	39
	Literature study & analysis	12
	Individual essay	36
	Autonomous study	38
Total number of hours for the Course (25 hours of work-load per ECTS credit)	125	
<p style="text-align: center;">STUDENT ASSESSEMENT</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>	<ul style="list-style-type: none"> • Written essay (30%) • Written exam or oral exam in special cases (70%) 	

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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5. RECOMMENDED LITERATURE

-Suggested bibliography :

- Γρόλλιος, Γ., Γούναρη, Δ. (2016). Απελευθερωτική και κριτική παιδαγωγική στην Ελλάδα. Ιστορικές διαδρομές και προοπτική. Gutenberg.
- Γρόλλιος, Γ., Γούναρη, Δ. (2010). Κριτική παιδαγωγική. Μια συλλογή κειμένων. Gutenberg.
- Kubota, R. (2004). Critical multiculturalism and second language education. In B. Norton & K. Toohey (Eds.), *Critical pedagogies and language learning* (pp. 30-52). Cambridge University Press.
- Norton, B., Toohey, K. (2004). *Critical pedagogies and language learning*. Cambridge University Press.
- Wink, J. (2014). Κριτική Παιδαγωγική. ΙΩΝ.

-Relative scientific journals:

- Ethnic and racial studies
- African Studies Review
- Journal for Critical Education Policy Studies
- International Journal of Bilingual Education and Bilingualism
- Intercultural Education
- The American Political Science Review
- Language, Culture and Curriculum

COURSE OUTLINE

1. GENERAL

SCHOOL	Humanities and Social Sciences		
DEPARTMENT	History and Archaeology		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	SEMESTER OF STUDIES	5th / 7th	
	HIA_ED705		
COURSE TITLE	Special educational issues and human resources		
INDEPENDENT TEACHING ACTIVITIES σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures	3	5	
<i>Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.</i>			
COURSE TYPE <i>Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων</i>	Optional, Knowledge and skills development		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Lerning outcomes
<p>The purpose of this course is to highlight contemporary dimensions of school administration and leadership with simultaneous emphasis on individual issues related to the field of leadership and human resource management. The course seeks to teach students:</p> <ul style="list-style-type: none"> • Become familiar with modern dimensions of human resource leadership. • Identify the concepts of leadership, management and human resource management. • Analyse the concept of communication as a key element of the managerial function in matters relating to conflict resolution, and the promotion, motivation, activation, guidance and utilisation of human resources. • Explore conflict management policies. • Become familiar with the principles of an inclusive school. • Study examples of quality assurance in the school. • Understand the necessity of developing appropriate and adequate skills in the context of formal and non-formal education structures.
General Abilities
<ul style="list-style-type: none"> • Retrieve, analyse and synthesise data and information, with the use of necessary technologies • Make decisions • Work autonomously

- Work in teams
- Generate new research ideas
- Appreciate diversity and multiculturalism
- Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- Be critical and self-critical
- Advance free, creative and causative thinking

3. COURSE CONTENT

- Leadership and human resources management
- Models of leadership
- Social justice and leadership
- Communication and conflict management
- Inclusion and school
- Quality of educational work
- Skills development in formal and non-formal learning environments
- Organisational learning
- Participatory learning
- New technologies and learning
- Diversity and learning

4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p>TEACHING METHOD <i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i></p>	Face-to-face													
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</i></p>	<ul style="list-style-type: none"> • Support of the learning process through the digital platform e-class. • Selective use of ICT. 													
<p>TEACHING ORGANIZATION <i>Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</i></p> <p><i>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</i></p>	<table border="1"> <thead> <tr> <th><i>Δραστηριότητα</i></th> <th><i>Φόρτος Εργασίας Εξαμήνου</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study & analysis of literature</td> <td>12</td> </tr> <tr> <td>Individual /team work</td> <td>36</td> </tr> <tr> <td>Autonomous study</td> <td>38</td> </tr> <tr> <td>Total number of hours for the Course (25 hours of work-load per ECTS credit)</td> <td>125</td> </tr> </tbody> </table>	<i>Δραστηριότητα</i>	<i>Φόρτος Εργασίας Εξαμήνου</i>	Lectures	39	Study & analysis of literature	12	Individual /team work	36	Autonomous study	38	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125	
	<i>Δραστηριότητα</i>	<i>Φόρτος Εργασίας Εξαμήνου</i>												
Lectures	39													
Study & analysis of literature	12													
Individual /team work	36													
Autonomous study	38													
Total number of hours for the Course (25 hours of work-load per ECTS credit)	125													
<p>STUDENT ASSESMENT <i>Περιγραφή της διαδικασίας αξιολόγησης</i></p> <p><i>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</i></p>	<ul style="list-style-type: none"> • Written work (30%) • Written examination or oral examination in special cases (70%). 													

5. RECOMMENDED LITERATURE

- Ράπτης, Ν. (2022). *Διαστάσεις Εκπαιδευτικού Management*. Γκόνης.
- Fullan, M. (2017). *Indelible Leadership. Always Leave Them Learning*. Corwin.
- Harris, D., & West-Burnham, J. (2018). *Leadership in Times of Change*. Crown House Publishing Limited.
- Ahmed Iqbal, Z., Abid, G., Arshad, M., Ashfaq, F., Athar, M.A., & Hassan, Q. (2021). Impact of Authoritative and Laissez-Faire Leadership on Thriving at Work: The Moderating Role of Conscientiousness. *European Journal of Investigating in Health, Psychology and Education*, 11, 667–685.
- Gomez, R., Yazon, A., Buenvinida, L., Tan, C., & Bando, M. (2022). School Head's Conflict Resolution Skills, Organizational School Climate, and Teacher Work Engagement in The New Normal: An Input to Principal and Teacher Development Program. *International Journal of Management, Entrepreneurship, Social Science and Humanities (IJMESH)*, 5(2), 127-146.
- Μπουραντάς, Δ. (2015). *Μάνατζμεντ*. Εκδόσεις Μπένου
- Goleman, D. (2019). *The emotionally intelligent leader*. Harvard Business Press.
- Ainscow, M. (2020) Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7-16.
- Antonovici, C. G. (2020). Learning organization and knowledge management in the public sector. Case study. *Academic Journal of Law and Governance*, 8(2), 76-91
- Gao, Y. (2022, July). AI-Based Adult Education Model. In *International Conference on Frontier Computing* (pp. 463-470). Springer Nature Singapore.
- Gocen, A., & Aydemir, F. (2021). Artificial intelligence in education and schools. *Research on Education and Media*, 12(1), 13-21.
- Παναγιωτόπουλος, Γ., Καρανικόλα, Ζ., & Ζωγόπουλος, Κ. (2023). *Οι δεξιότητες στο σύγχρονο συγκείμενο. Ένας ερευνητικός διάλογος*. Γρηγόρης.

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_I806	SEMESTER	6th / 8th
COURSE TITLE	Oral History		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General course		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
This course offers an introduction to oral history interviewing, the study of life stories and social memory, and oral history theory.
General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Team work
- Working independently
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

Oral History is a relatively new scientific field that contributes to the study and understanding of the recent past. The course aims to give an overview of the history of the field, focusing on the theory of oral history and its practices, through cases of study from Greece and all over the world. It also covers the peculiarities of oral history and its use by the historians.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	41
	Non-directed study	45
	Course total	125

STUDENT PERFORMANCE EVALUATION	Written examination
<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>	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> - Lynn Abrams, Θεωρία Προφορικής Ιστορίας, Αθήνα 2016 - Le Goff Jacques, Ιστορία και Μνήμη, Αθήνα 1998 - Halbwachs Maurice, Η συλλογική μνήμη, Αθήνα 2013 - Thompson Paul Richard, Φωνές από το παρελθόν: προφορική ιστορία, Αθήνα 2009 - Portelli, Alessandro, Τι καθιστά την προφορική ιστορία διαφορετική; Ομιλία, γραφή και ανάμνηση, Αθήνα 2020
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COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities & Social Sciences		
ACADEMIC UNIT	Department of History & Archaeology		
LEVEL OF STUDIES	Graduate Course		
COURSE CODE	HIA_I807	SEMESTER	6th / 8th
COURSE TITLE	Elements of Post-Byzantine and Ottoman Culture		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (EN & FR)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE167/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course examines the post-Byzantine material culture integrated, on the one hand, into the environment of the Ottoman Empire and, on the other hand, into that of the Venetian domination-as far as Crete and the Ionian Islands-with reference to artistic production (secular and religious painting, Silversmiths, pottery) and permeability of religious and secular art with Western and Ottoman influences, for the period from the 15th to the early 19th century.</p> <p>The post-Byzantine material culture is presented in the context of a wider cultural space, depending on issues which shaped the modern Greek identity and the role of religion in the formation of the cultural identity in relation to: a. the social structure and the economic reality of the urban population in the Balkans with an emphasis on commercial activity, b. the ideology of the Balkan societies within their different hegemonic authoritarian attitudes, c. the management of the load of the Ottoman heritage</p>

in shaping historical identities, d. the process of Europeanization (industrialization) that undermine the foundations of Ottoman reality, e. the economic dynamics of mountain systems, and finally, f. the formation of mechanisms of nation states based on ethnic characteristics.

Upon successful completion of the course the student will be able to:

1. Understand the organization of the Ottoman Empire and the reasons that have strengthened its consolidation and survival under a strict centralization and a rigorous corporate control.
2. To be aware of the mechanism by which the collapse of the Byzantine Empire has brought the regions to new custodians of the newly established Ottoman Empire and especially the great orthodox monastic centers which, by the theological training and spirituality of their bodies, reinforced the efforts to preserve the Byzantine identity, as well as the Byzantine painting tradition.
3. Understand the artistic evolution of the post-Byzantine art (secular and religious) for a long period (15th-19th century) in the context of a wider and longest artistic tradition from which these practices draw on their standards.
4. Acquire a clear picture of the process by which the new morphological elements of post-Byzantine art modify and enrich the traditional aesthetic categories of Byzantine painting and alter the "Byzantine canon", under the weight of mainly the Western and, secondly, Ottoman influences.

General Competences

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Respect for difference and multiculturalism

(3) SYLLABUS

- Consolidation and geographical expansion of the Ottoman Empire.
- Organization of cities in the Balkan provinces of the Ottoman Empire (15th-19th).
- The commercial activity and economic organization of the Ottoman Empire.
- The importance of the Adriatic sea between the West and the Ottoman Empire.
- The Ottoman Court and its organization
- Cretan icons from the 15th and 16th c.
- The bloom of religious wall painting in the second half of the 15th and the 16th c. in Meteora, Ioannina, Mount Athos.
- The exogenous influences of post-Byzantine art and the assimilation of Ottoman ornamental aesthetic values.
- Ottoman Iznik ceramics, imperial artistic workshops and styles.
- Ottoman silk fabrics.
- The art of silversmithing in Ottoman Empire. Techniques, laboratories, production centers.

<p>- Decorative painting in the Ottoman Empire and the influences of western art (baroque, rococo, neoclassicism).</p> <p>- 19th century icons from Ionian Islands in churches and monasteries in mainland Greece: The contribution of trade.</p> <p>- Artistic production on 17th - 18th century in Epirus. Painters from Linotopi and Kapesovo.</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audiovisual material Support the learning process through the e-class platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Individual analysis of exemplary cases	41
	Bibliographic search for exemplary cases	30
	Study of the audiovisual material links	15
	Course total	125
STUDENT PERFORMANCE EVALUATION <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,</i>	Written examination (100%) consisted of: - Critical analysis of a text - Comparative data evaluation - Exploiting exemplary cases or	

<p><i>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>Oral examination (100%)</p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography (in Greek):

1. Atasoy, N., – Raby, J., *Iznik: The Pottery of Ottoman Turkey*, Alexandria Press, Λονδίνο 1989 (ανατ. Laurence King Publishers, 2008).
2. Atasoy, N., –Denny, W. B. – Mackie, L. W., –Tezcan, H., *Ipek: The Crescent and the Rose: Imperial Ottoman Silks and Velvets*, Azimuth Editions, Istanbul-Λονδίνο 2001.
3. Georgitsoyanni, E., *Les peintures murales du vieux catholicon du monastère de la Transfiguration aux Météores*, (Université Nationale et Capodistriaque d'Athènes, Bibliothèque S.N. Saripolos, 92), Αθήνα 1992.
4. Inalcik, H., – Quataert, D., (επιμ.), *Οικονομική και κοινωνική ιστορία της Οθωμανικής Αυτοκρατορίας : 1600-1914*, μτφρ. Μ. Δημητριάδου, επιμ. Μ. Σαρηγιάννης, επιμ. σειράς Σωκράτης Πετμεζάς, Αλεξάνδρεια, Αθήνα 2011.
5. Semoglou, A., *Le décor mural de la chapelle athonite de Saint-Nicolas (1560). Application d'un nouveau langage pictural par le peintre Thébain Frangos Catelanos*, Presses Universitaires du Septentrion, Villeneuve d'Ascq 1999.
6. Todoron, N., *Η βαλκανική πόλη: 15ος-19ος αιώνες: Κοινωνικο-οικονομική και δημογραφική ανάπτυξη*, μτφρ. Ε. Αβδελά – Γ. Παπαγεωργίου, Θεμέλιο, Αθήνα 1986.
7. Ασδραχάς, Σ. Ι., (επιμ.), *Η οικονομική δομή των βαλκανικών χωρών στα χρόνια της οθωμανικής κυριαρχίας: ιε' - ιθ' αιώνες*, επιμ. σειράς Γ. Ραγιάς, Μέλισσα, Αθήνα 1979.
8. Αχειμάστου-Ποταμιάνου, Μ., *Η μονή των Φιλανθρωπηνών και η πρώτη φάση της μεταβυζαντινής ζωγραφικής*, Τ.Α.Π., Αθήνα 1995 (2η έκδοση).
9. Αχειμάστου-Ποταμιάνου, Μ., *Οι τοιχογραφίες της μονής των Φιλανθρωπηνών στο νησί των Ιωαννίνων*, Αδάμ - Πέργαμος, Αθήνα 2004.
10. Αχειμάστου-Ποταμιάνου, Μ., *Εικόνες της Ζακύνθου. Προλεγόμενα ιστορικά του ακαδημαϊκού Μ. Χατζηδάκη*, Ιερά Μητρόπολις Ζακύνθου και Στροφάδων, Αθήνα 1997.
11. Βοκοτόπουλος, Π. Λ., *Εικόνες της Κέρκυρας*, Μ.Ι.Ε.Τ., Αθήνα 1990.
12. Γαρίδης, Μ., *Διακοσμητική ζωγραφική. Βαλκάνια, Μικρασία 18ος-19ος αιώνες. Μπαρόκ και ροκοκό: Ανατολική και βυζαντινή κληρονομιά*, Μέλισσα, Αθήνα 1996.
13. Γαρίδης, Μ., *Μεταβυζαντινή ζωγραφική (1450-1600) : Η εντοίχια ζωγραφική μετά την πτώση του βυζαντίου στον ορθόδοξο κόσμο και στις χώρες υπό ξένη κυριαρχία*, μτφρ. Α. Γαρίδη, επιμέλεια Ε. Δεληγιάννη – Δωρή, Σπανός - Βιβλιοφιλία, Αθήνα 2007.
14. Καραμπερίδη, Α., *Η μονή Πατέρων και η ζωγραφική του 16ου και του 17ου αιώνα στην περιοχή της Ζίτσας Ιωαννίνων*, Εταιρεία Ηπειρωτικών Μελετών, Ιωάννινα 2009.
15. Κορρέ - Ζωγράφου, Κ., *Χρυσικών έργα 1600-1900: Συλλογή Κ. Νοταρά*, Ελληνικό Λογοτεχνικό και Ιστορικό Αρχείο (Ε.Λ.Ι.Α.), Αθήνα 2002.
16. Κορρέ - Ζωγράφου, Κατερίνα, *Τα κεραμικά Ιζνίκ της μονής Παναχράντου Άνδρου*, Καΐρειος Βιβλιοθήκη, Άνδρος 2004.
17. Κωνσταντίος, Δ., *Προσέγγιση στο έργο των ζωγράφων από το Καπέσοβο της Ηπείρου. Συμβολή στη μελέτη της θρησκευτικής ζωγραφικής στην Ήπειρο το 18ο και το α' μισό του 19ου αιώνα*, Δημοσιεύματα του Αρχαιολογικού Δελτίου, αρ. 75, Αθήνα 2001.
18. Λαμπράκη-Πλάκα, Μ., *El Greco – Ο Έλληνας – The Greek*, Καστανιώτης, Αθήνα 1999².
19. Λίβα-Ξανθάκη, Θ., *Οι τοιχογραφίες της μονής Ντίλιου*, Ι.Μ.Ι.Α.Χ., Ιωάννινα 1980.
20. Πιζάνιας, Π., *Η ιστορία των Νέων Ελλήνων. Από το 1400 έως το 1820*, Εστία, Αθήνα 2014.

21. Μεράντζας, Χ., *Ο «τόπος της αγιότητας» και οι εικόνες του. Παραδείγματα ανάγνωσης της τοπικής ιστορίας της Ηπείρου κατά τη μεταβυζαντινή περίοδο*, Πανεπιστήμιο Ιωαννίνων, Ιωάννινα 2007.
22. Μεράντζας, Χ., *Οι πολιτισμικές συνιστώσες του "τόπου της αγιότητας": Η συλλογή εικόνων της μονής Βύλιζας Ματσουκίου*, Σμίλη, Αθήνα 2012.
23. Οικονομάκη-Παπαδοπούλου, Γ., Ασημικά, ξυλόγλυπτα, κοσμήματα, στο Μεντζαφού-Πολύζου, Ο., (επιμ.), *Συλλογές Ευάγγελου Αβέρωφ. Ταξιδεύοντας στο χρόνο, Ίδρυμα Ευαγγέλου Αβέρωφ - Τοσίτσα*, Μέτσοβο 2000, 157-195.
24. Τούρτα, Α., *Οι ναοί του Αγίου Νικολάου στη Βίτσα και του Αγίου Μηνά στο Μονοδένδρι. Προσέγγιση στο έργο των ζωγράφων από το Λινοτόπι*, Δημοσιεύματα του Αρχαιολογικού Δελτίου, αρ. 44, Αθήνα 1991.
25. Τσιγαρίδας, Ε. Ν., – Σοφιανός, Δ. Ζ., *Ιερά Μονή Αγίου Νικολάου Αναπαυσά Μετεώρων: Ιστορία – τέχνη*, Γένεσις, Τρίκαλα 2003.
26. Τσιόδουλος, Σ., *Η ζωγραφική των σπιτιών του Ζαγορίου: Τέλη 18ου-αρχές 20ού αιώνα. Ιστορική και πολιτισμική προσέγγιση*, επιμ. Μ. Κυρτζάκη, Ριζάρειο Ίδρυμα, Αθήνα 2009.
27. Χατζηδάκης, Μ., – Σοφιανός, Δ., *Το Μεγάλο Μετέωρο. Ιστορία και Τέχνη*, εκδ. Interamerican, Αθήνα 1990.
28. Χατζηδάκης, Μ., *Ο κρητικός ζωγράφος Θεοφάνης. Οι τοιχογραφίες της Ι. Μ. Σταυρονικήτα*, Αθήνα 1986.
29. Χατζηδάκης, Μ., *Έλληνες ζωγράφοι μετά την Άλωση (1450-1830). Με εισαγωγή στην ιστορία της ζωγραφικής της εποχής*, τ. 1, (Κέντρο Νεοελληνικών Ερευνών, αρ. 33), Αθήνα 1987.
30. Χατζηδάκης, Μ., – Δρακοπούλου, Ε., *Έλληνες ζωγράφοι μετά την Άλωση (1450-1830)*, τ. 2, (Κέντρο Νεοελληνικών Ερευνών, αρ. 62), Αθήνα 1997.
31. Χατζηδάκης, Μ., *Εικόνες της Πάτμου. Ζητήματα βυζαντινής και μεταβυζαντινής ζωγραφικής*, Εθνική Τράπεζα της Ελλάδος, Αθήνα 1995 (2η έκδοση).
32. Χατζηδάκη, Ν., *Venetiae quasi alterum Byzantium. Από τον Χάνδακα στη Βενετία. Ελληνικές εικόνες στην Ιταλία 15ος-16ος αιώνας*, κατ. έκθεσης Μουσείο Correr, Βενετία (17 Σεπτεμβρίου – 30 Οκτωβρίου 1993), Ίδρυμα Ελληνικού Πολιτισμού, Αθήνα 1993.

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_I808	SEMESTER	6th / 8th
COURSE TITLE	Public History		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> - Acquisition of knowledge about the definition and the meaning of Public History. - Boosting knowledge about major controversial or "sensitive" issues of contemporary history, including the ways such issues are dealt with through the channels of Public History. - Distinction between Public History and academic knowledge.
General Competences
<ul style="list-style-type: none"> - Respect for diversity and multiculturalism through the knowledge of the past.

- Distinction between Public History and academic knowledge.
- Teamwork.
- Exercise of critical thinking.
- Production of free, creative and inductive thinking.
- Ability to search, analyze and synthesize data and information, using all the necessary tools and new technologies.

(3) SYLLABUS

The course analyzes the content and the main applications of Public History, with reference to the established practices at the international level and to typical examples from Greece. Particular emphasis is placed on the way in which controversial and conflictual issues of the recent past of Greek or international interest (such as Asia Minor Catastrophe, Greek Civil War, Nazism and the Holocaust, the management of sensitive historical issues in Poland, the symbolic wars in the USA) are presented through the channels of Public History. The main teaching goal is to familiarize students with the meaning and the potential of a rapidly emerging branch of historical studies, as well as to consolidate the distinction between academic history and the various forms of public discourse about the past.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> - Use of ICT in teaching. One of the course's objectives is to link historical learning to New Technologies. - Support of the learning process through the e-class platform. - Use of ICT in our communication with the students. 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	30
	Team work	20
	Interactive teaching	15
	Practice	25
	Independent study	35
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>With a written exam at the end of the semester, which includes open-ended questions (80%)</p> <p>Team work (20%)</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>The criteria of the evaluation procedure are communicated to students at the beginning of the semester.</p>
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(5) ATTACHED BIBLIOGRAPHY

1. Andreou Andreas, Kakouriotis Spyros, Kokkinos Giorgos, Lemonidou Elli et al. (eds.), *Public History in Greece. Uses and Abuses of History* - in Greek, Epikentro, Thessaloniki, 2015.
2. Kokkinos Giorgos, Lemonidou Elli, Agtzidis Vlasis, *Memory and Trauma. Indicative Aspects of Symbolic Wars for History and Memory Worldwide* – in Greek, Taxideftis, Athens, 2010.
3. Fleischer Hagen, *The Wars of Memory. World War II in Public History* - in Greek, Nefeli, Athens, 2008.
4. Kokkinos Giorgos, Mavroskoufis Dimitris (ed.), *Trauma, Controversial issues and the educational conflicts in the teaching of History* – in Greek, ANIMA editions, Athens, 2015.

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_I809	SEMESTER	6th / 8th
COURSE TITLE	FOLK AND POPULAR CULTURE II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge in Folklore and Social Anthropology.		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE148		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course focuses on play and folk tales as traditional forms of recreation which have been increasingly identified with children's culture and childhood. Divided in two parts, the first part of the course focuses on play, games and toys and the second part examines folk tales. Each part is covered by six lectures.</p> <p>Part One: The first six lectures present anthropological, psychological, folklorist, educational and historical approaches to play from the 19th century to the present. Drawing on research examples analyzing traditional games and toys as well as digital play in Greece and other countries the discussion focuses on questions such as the relationship between play and cognitive development, or</p>

play and socialization with special emphasis on the production, reproduction and negotiation of gender hierarchies and relations of power. Furthermore the controversies raised from the globalization of toys and recent economic and technological developments in the toy and digital play market are examined.

Part Two focuses on interdisciplinary approaches to folk tales from the 19th century to the present. Starting from the discussion of theories dealing with comparative research questions in the context of evolutionary and diffusionist theoretical frameworks the analysis moves on to issues regarding the form, structure, content, context, the ideological and social function of folk tales in the context of recent theories developed by folklore, anthropology psychoanalysis linguistics, literary criticism and cultural studies.

The aim of the course is to help students understand the importance of studying play and folk tales and to familiarize students with recent theoretical approaches. The course comprises laboratory work and tutorials on participant observation research methods and techniques such as interviews and the documentation of play, games, toys and folk tales.

After the completion of the course students are expected:

To have mastered classic and recent theoretical and methodological approaches to play, games, toys and folk tales

To be able to conduct individual research or collaborate with other students on small or medium scale research projects.

General Competences

Production of free, creative and inductive thinking

Research for analysis and synthesis of data with the use of necessary technology

Working Independently

Team work

(3) SYLLABUS

PART ONE

Classic theories of play- Defining Play

Play theories during the 19th century

20th century theories: Play and culture / Play and society

Socialization theories. Games and Gender socialization

Symbolic play and novel socializing agents. The role of the global toy market

Play in the 21st century. Theoretical approaches to digital games.

PART TWO

Folk tales and oral literature. An overview of theoretical approaches

Evolutionist and diffusionist theories

Ethnographic approaches to folk tales: From functionalism to performance theories.

Formalist, semiotic and structuralist approaches.

Sociological questions: Gender issues in fairy tales
 Folk tales and the “discovery” of childhood. The transition to children’s literature and film.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures and exercises in class and lab. Tutorials for Erasmus students.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT during lecturing, use of electronic platform e-class.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and Analysis of Bibliography	46
	Fieldwork	20
	Archival research	10
	Essay Writing	20
	Course total	125
STUDENT PERFORMANCE EVALUATION <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>	Greek (English for Erasmus students) Written examination comprising: Open ended questions (80-100%) and optional essay presented in public (10-20%).	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- Αγγελοπούλου, Α., Α. – Καπλάνογλου Μ. – Ε. Κατρινάκη (2004), *Επεξεργασία παραμυθιακών τύπων και παραλλαγών AT500-599*, (Analysis of Folk Tales AT 500-AT 599, Athens: IAEN-Γενική Γραμματεία Νέας Γενιάς ,
- Αυγητίδου, Σ. ed. (2001), *Το Παιχνίδι: Σύγχρονες Ερευνητικές και Διδακτικές Προσεγγίσεις*, (*Play: Contemporary Approaches to Theory and Research*) Athens:, Τυπωθήτω- Γιώργος Δαρδανός,
- Αυδίκος, Ε. (1997) *Το λαϊκό παραμύθι. Θεωρητικές προσεγγίσεις*, (*Folk Tales: Theoretical Approaches*)Athens: Οδυσσέας
- Γκασιούκα, Μαρία (2009), *Κοινωνιολογία του Λαϊκού πολιτισμού. Τ.2 Το φύλο κάτω από το πέπλο. Γυναικεία πραγματικότητα και αναπαραστάσεις του φύλου στα λαϊκά παραμύθια*, (*Sociology of Folk and Popular Culture V. 2. Gender Representations in Folk Tales*. Athens: Ψηφίδα,
- Γκουγκουλή Κλειώ- Αφροδίτη Κούρια ed.. (2000), *Παιδί και παιχνίδι στη νεοελληνική κοινωνία, 19ος και 20ός αιώνας*, (*Children and Play in Modern Greece: 19th and 20th Centuries*) Athens: Foundation for Child Research “Σπύρος Δοξιάδης” and Kastaniotis Publishers.
- Huizinga, J. (1989)[1938], *Ο άνθρωπος και το παιχνίδι*, (*Homo Ludens*) Athens:: Γνώση
- Καπλάνογλου 2002 (2001) *Παραμύθια και αφήγηση στην Ελλάδα. Μια παλιά τέχνη σε μια νέα Εποχή*, (*Folk tales and Narration in Greece: An Old art in Contemporary Times*),Athens: Πατάκης.
- Kline, S. – Dyer-Witherford, N., - G. De Peuter (2003), *Digital Play*, Montreal and Kingston: McGill Queen’s University Press.
- Κογκίδου, Δ. (2015), *Πέρα από το ροζ και το γαλάζιο*, (*Beyond Pink and Blue*) Athens: Επίκεντρο
- Μερακλής, Μ., Γ. Παπαντωνάκης, Χ, Ζαφειρόπουλος, Μ. Καπλάνογλου, Γ. Κατσαδώρας Eds. (2017), *Το παραμύθι από τους αδελφούς Grimm στην εποχή μας*. (*Folk Tales from the Grimm Bothers to Contemporary Times*)Athens: Gutenberg.
- Σκουτέρη-Διδασκάλου, Ε. (1993-94), *Το παραμύθι στην ευρωπαϊκή και νεοελληνική παράδοση*, (*Folk Tales in European and Greek Tradition*). University Lectures,. Thessaloniki: University of Thessaloniki Press.
- Schwartzman, Helen. B. (1978) *Transformations: The Anthropology of Children’s Play*, New York and London: Plenum Press
- Χ. Χατζητάκη- Καψωμένου, *Το νεοελληνικό λαϊκό παραμύθι*, (*Modern Greek Folk Tales*), Thessaloniki, University of Thessaloniki and Centre for Modern Greek Studies .

Journals

Εθνολογία (Ethnologia)

Εθνογραφικά (Ethnographica)

Επετηρίδα του Κέντρου Ερεύνης Ελληνικής Λαογραφίας (Review of the Hellenic Folklore Research Centre)

Λαογραφία (Folklore)

International Journal of Play

Game Studies

Marvels and Tales

COURSE OUTLINE

1. GENERAL

SCHOOL	Humanities and Social Sciences		
DEPARTMENT	Department of History-Archaeology		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	HIA_I810	SEMESTER OF STUDIES	6th / 8th
COURSE TITLE	Revolutionary movements before 1821		
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>	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> • Acquiring a general picture of the Greek area in the period of the pre-revolutionary years. • Reflecting on the contribution of key persons and events, understanding the relationship between the present and the past and trying to interpret the way the modern Greek world was built. • Developing the ability to use and analyze historical sources. • Critical hermeneutics of the past.
General Abilities
<ul style="list-style-type: none"> - Search, analysis and synthesis of data and information, using the necessary technologies - Cultivating and exercising critical thinking.

3. COURSE CONTENT

The course will discuss the main revolutionary movements that preceded the Greek Revolution, the conditions in Greece and outside Greece that caused them, the formation and development of klefartolismos, its best-known representatives and their revolutionary action.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> - Use of ICT teaching. - Support of the learning process through the e-class platform. - Use of ICT in communication with students.

TEACHING METHODS	Activity	Semester workload
<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>	Lectures	60
	Interactive teaching	40
	Independent study	25
<p>STUDENT PERFORMANCE EVALUATION</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>With a written exam at the end of the semester, which includes open-ended questions.</p> <p>The criteria of the evaluation procedure are communicated to students at the beginning of the semester. In addition, each student has the right to check his/her examination sheet after the conclusion of the evaluation process.</p>	
<p>Total number of hours for the Course (25 hours of work-load per ECTS credit)</p> <p style="text-align: center;">125</p>		

5. RECOMMENDED LITERATURE

<p>-Προτεινόμενη Βιβλιογραφία :</p> <p>-Συναφή επιστημονικά περιοδικά:</p> <p>Σάθας Κ., <i>Τουρκοκρατούμενη Ελλάς 1453-1821</i>, Αθήνα 1962</p> <p>Αρχείο Αλή Πασά, <i>Συλλογής Ι.Χωτζη, Γενναδείου Βιβλιοθήκης Αμερικανικής Σχολής Αθηνών</i>, τ. Α', 1747-1808, τ. Β', 1809-1817, τ. Γ', 1818-1821, Αθήνα 2007</p> <p>Ζακυθηνός Δ., <i>Η Τουρκοκρατία. Εισαγωγή εις την Νεωτέραν Ιστορίαν του Ελληνισμού</i>, Αθήνα 1957</p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A801	SEMESTER	6th / 8th
COURSE TITLE	Neolithic Culture		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background (Selection from Archaeology and Art History)		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of the course the student is able:</p> <ul style="list-style-type: none"> - to understand the fundamental elements of the Neolithic way of life - to have knowledge of important Neolithic sites in Greece and the wider region - to recognize characteristic examples of Neolithic material culture - to distinguish the different chronological phases and geographic variations of Neolithic culture - to understand the contribution of laboratory methods to Neolithic research - to have a basic understanding of modern research issues of the Neolithic period
General Competences

Search for, analysis and synthesis of data and information, with the use of the necessary technology
 Adapting to new situations
 Working independently
 Working in an international environment
 Working in an interdisciplinary environment
 Respect for difference and multiculturalism
 Respect for the natural environment
 Criticism and self-criticism
 Production of free, creative and inductive thinking

(3) SYLLABUS

The course focuses on the civilizations of the Neolithic period (~ 9000-3000 BC). The beginnings of the Neolithic in the Middle East and the processes that led to permanent dwelling, agriculture and livestock farming are presented. The expansion of the Neolithic lifestyle is outlined with reference to important sites in Anatolia, Cyprus and the Syro-Palestine region. Neolithic sites in Greece are presented, with an emphasis on architecture and material culture (tools, pottery, figurines, jewelry). In addition, the social units of the community and the household are approached as key components of the Neolithic society and evidence are provided on the exchange networks of the period. The research problems of the Final Neolithic are addressed and the transition to the Bronze Age is briefly described.

- The Neolithic period. Basic concepts
- The Mesolithic backgrounds
- Neolithic way of production
- Organization and use of space in the Early Neolithic
- Material culture in the Early Neolithic
- Organization and use of space in the Middle Neolithic
- Material culture in the Middle Neolithic
- Organization and use of space in the Modern Neolithic
- Material Culture in the Late Neolithic
- Final Neolithic and the transition to the Bronze Age
- Economy, networks and exchange
- Archaeological indicators of ritual and cult

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (exploration of data sources, video and interactive platforms, use of Web resources) Use of asynchronous e-learning platform for study materials and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester Workload
	Lectures	39
	Independent study	60
	Study and analysis of bibliography	26
	Course total (25 hours per credit)	125

<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 align="center">STUDENT PERFORMANCE EVALUATION</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>Assessment - Grading Process</p> <p>Written examination with multiple components (concept definition questions, multiple choice questions, short answer questions, combination-critical understanding questions)</p>

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Θεοχάρης, Δ. Ρ. 1993. *Νεολιθικός πολιτισμός*. Αθήνα : Μορφωτικό Ίδρυμα Εθνικής Τραπέζης.

Παπαθανασόπουλος, Γ. Α. (επιμ.) 1996. *Νεολιθικός πολιτισμός στην Ελλάδα*. Αθήνα : Μουσείο Κυκλαδικής Τέχνης.

Σάμψων Α. 2006. Προϊστορία του Αιγαίου. Παλαιολιθική – Μεσολιθική – Νεολιθική, Αθήνα: Εκδ. Ατραπός.

Χουρμουζιάδης, Γ. 1973. *Η Ανθρωπόμορφη Ειδωλοπλαστική της Νεολιθικής Θεσσαλίας. Προβλήματα Κατασκευής, Τυπολογίας και Ερμηνείας*. Θεσσαλονίκη.

Ελληνική Ιστορία στο Διαδίκτυο: *Προϊστορία-Πρωτοϊστορία*. 2007. Ίδρυμα Μείζονος ελληνισμού (<http://www.ime.gr/chronos/gr/prehistory.html>)

- *Handbooks:*

Θεοχάρης, Δ. Ρ. 1993. *Νεολιθικός πολιτισμός*. Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τραπέζης [Κωδ. στον Εύδοξο: 59376247]

Καραλή, Ι. 2011. *Νεολιθικός πολιτισμός*. Αθήνα : Καρδαμίτσα [Κωδ. στον Εύδοξο: 12759389]

Τουλούμης, Κ. 1999. *Πριν από την ιστορία. Μια εισαγωγή στη προϊστορική αρχαιολογία*. Θεσσαλονίκη: Βάνιας [Κωδ. στον Εύδοξο: 5772]

COURSE OUTLINE

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	HIA_A802	SEMESTER	6th / 8th
COURSE TITLE	Ancient Greek Sculpture		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
The course is dedicated to one of the most important categories of ancient Greek art, which flourished from the mid 7th century BCE until the end of Antiquity, 5th century AD). Sculptures, either made of bronze or marble, have been used in various aspects of public and private life in Greek and Roman antiquity. After the completion of the lectures the students will be able to recognize works, to date them according to their stylistic features, and understand them in their historical and social context.
General Competences
Working in an interdisciplinary environment Search for, analysis and synthesis of data and information, with the use of the necessary technology

(3) SYLLABUS

Characteristic categories of sculpture from each period Functions of the sculptures Stylistic features from each period Architectural sculpture Sculpture, politics and society

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face in the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and use of eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	50
	Study of the bibliography	50
	Analysis of the bibliography	25
	Course total	125
STUDENT PERFORMANCE EVALUATION <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>	Evaluation in Greek with open-ended questions	

(5) ATTACHED BIBLIOGRAPHY

Claude Rolley, Greek sculpture I (Athens 2006)

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History-Archeology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A807	SEMESTER	6th / 8th
COURSE TITLE	Aspects of History of Art		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE307/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The students:</p> <ol style="list-style-type: none"> will become familiar with the practice of observing works of art and their respective details. During the courses, exemplary works of art of the period will be selected to get acquainted with the techniques, materials and style of the examined period, will be able to describe and convey creatively what the eye will see, will have consolidated the historicity of phenomena and the fact that works of art are part of a historical society. will have cultivated their imagination that will provoke their creative thinking. will have realized the connection of historical learning with New Technologies
General Competences
<ul style="list-style-type: none"> Decision-making Working independently Team work

- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course deals with the definition of the subject of Art History, the presentation of the materials and techniques of the artworks, the study of methods of documentation, the examination of the factors that defined the formulation and development of art, and the presentation of the key methods of analysis of the artworks, as they were formed in the 20th century.

The aim of the course is to introduce the participants to the subject of Art History, and then help them understand the aforementioned ways of approaching and interpreting art. In addition, the aim is to make clear that works of art and art criticism are always part of the general ideological production and as such should be treated. The economic and social conditions, the development of the sciences, the horizon of reception of works of art, will be examined in accordance with of the techno-historical discourse.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, educational visits.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	50
	Educational visits	25
	Study and analysis of bibliography	50
	Course total	125
STUDENT PERFORMANCE EVALUATION	The main language of evaluation is Greek.	

<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>The assessment method is the written exams with a combination of short answer questions and essay development.</p> <p>They include recognition of works of art (25%) and development of 3 theoretical questions based on the course material (75%).</p>
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(5) ATTACHED BIBLIOGRAPHY

- Hauser, Arnold, Κοινωνική Ιστορία της Τέχνης, 3.τ. Αθήνα, Εκδόσεις Κάλβος, 1980.
- Beardsley, Monroe C. Ιστορία των αισθητικών θεωριών. Από την κλασική αρχαιότητα μέχρι σήμερα. Αθήνα : Νεφέλη 1989.
- Belting, Hans, Dilly, Heinrich, Kemp, Wolfgang, κ.ά. (επ.), Εισαγωγή στην ιστορία της τέχνης, Θεσσαλονίκη: Βάνιας, 1995.
- Woelfflin, Heinrich, Βασικές έννοιες της Ιστορίας της Τέχνης, (1915), Θεσσαλονίκη: Παρατηρητής, 1992.

COURSE OUTLINE

(1) GENERAL INFORMATION

SCHOOL	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	THEATRE STUDIES		
COURSE LEVEL	UNDERGRADUATE		
COURSE CODE	HIA_A808 (ATH 113)	SEMESTER OF STUDIES	6th / 8th
COURSE TITLE	INTRODUCTION TO THE ARCHAEOLOGY OF ANCIENT THEATRE		
INDEPENDENT TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		3	5
COURSE TYPE	Special background Elective		
PREREQUISITES			
INSTRUCTION AND EVALUATION LANGUAGE	Greek (and English, Italian or French in case foreign students attend the course)		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English, Italian or French)		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/THE757/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course is an introduction, as complete as possible, to the archaeology of ancient Greek and Roman theatre. Thanks to a rich bibliography and independent readings, students will be encouraged to continue research on this topic.</p> <p>The material which is presented during the class will introduce the students to the issues related to the archaeological testimonies (remains of ancient monuments, vase paintings, mosaics, clay figurines, wall paintings, etc.) which pertain to the ancient Greek and Roman theatre. Furthermore, students will be helped understanding the basic outline of an ancient theatre.</p> <p>The aim of the course is that students understand the key issues in the archaeological research related to the ancient theatre and are able to make independent readings of texts about the topic of ancient theatre.</p> <p>Upon successful completion of the course, students will:</p> <ul style="list-style-type: none"> • Become familiar with the iconography related to the ancient theatre (vase painting, clay production, mosaics, wall paintings) and be able to understand and interpret it • Learn the terminology of the ancient Greek and Roman theatre • Be able to recognize and describe with proper archaeological and architectural terminology an ancient Greek or Roman theatre • Discuss in class, with their university colleagues and under the supervision of the instructor, several texts (articles or chapters in books) which relate to the archaeology of the ancient theatre

- Know the most significant examples of theatrical architecture which survive in Greek and Asia Minor, as well as in Magna Graecia and Sicily, putting them in the context of the history and society of those times
- Understand the key issues which those who deal with the research, reconstruction and restoration of ancient theatrical buildings have to face.

General skills

By the end of this course the student will, furthermore, have developed the following skills (general abilities):

Autonomous (independent) work

Exercise of criticism and self-criticism

Promotion of free, creative and inductive thinking

(3) COURSE CONTENT

- I. Introduction to archaeology (methods, goals, importance) and discussion of its relevance for the research in ancient theatre
- II. Terms and concepts: terminology of the ancient theatre, philological sources which provide information about ancient theatre, the iconography which relates to ancient theatre (vase painting, representations on mosaics, clay figurines, wall paintings). Basic archaeological terminology
- III. The earliest theatrical buildings: Thorikos, Rhamnous, Ikarion in Attica, Euonymon, Acharnes. Analysis of the typology of the so-called "theatre with rectilinear seats". The orchestra in the Ancient Agora of Athens and the related problems. The cult of Dionysus and its importance for the birth of ancient drama
- IV. The musical contests, and especially the dramatic contests. The Athenian society during the Classical age and the role of women and slaves in this society. Basic outline of the topography of ancient Athens. Uses of theatres besides dramatic performances. The public of theatres and the city
- V. Detailed presentation of the Theatre of Dionysus at Athens
- VI. Ancient theatrical buildings outside Attica during the Classical period: Chaeroneia, Argos, Isthmia, Corinth. First elements regarding the architectural development of the ancient Greek theatre. Choregy in ancient Athens and some choregic monuments. The decorative elements of ancient theatres (sculptures, the role of inscriptions) and their relationship with the circulation of spectators in theatres
- VII. Theatrical buildings during the Hellenistic period: transformations, evolution, typologies of theatres. The introduction of the two-storeyed *skene*. Ancient theatres with movable scene: Sparta, Megalopolis, Messene. The Hellenistic world, a "cosmopolitan" society
- VIII. The theatres at Epidaurus and Delos, two representative examples of a Hellenistic theatre. Acoustics of ancient theatres
- IX. Scenery, theatrical machinery, costumes and masks, and scenic supply. The profession of actor in ancient times
- X. Ancient theatres outside Greece: Asia Minor, Magna Graecia, Sicily. Brief introduction to the most representative examples and their importance in the evolutionary process of the ancient theatre
- XI. The Roman theatre, with special attention to the evolution of theatres in Greece during the imperial period. Differences between theatrical buildings of the Greek and of the Roman type. The typology of the roofed theatre of small dimensions (*odeion*) and its functions.

(4) TEACHING AND LEARNING METHODS - EVALUATION

INSTRUCTION METHOD	Lectures in class (face to face) Visit to (an) ancient theatre(s)
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of Information and Communication Technologies (ICTs) (PowerPoint) in teaching. The lectures content of the course for each chapter, as well as assigned readings, are

	uploaded on the internet, in the form of a series of PDF files, which students can freely download (e-class platform).	
INSTRUCTION ORGANIZATION	Activities	Semester student workload
	Lectures (3 hours per week x 13 weeks)	39
	Group discussions about assigned readings	21
	Visit(s) / excursion(s)	20
	Independent study	45
	Total number of hours for the Course (25 hours of workload per ECTS credit)	125 hours
STUDENTS' EVALUATION	<p>1. Written examination after the end of the semester (75%) which includes:</p> <ul style="list-style-type: none"> - interpretation and comments about a picture related to the ancient theatre - two questions which request the discussion of a topic <p>2. Discussions in class about assigned readings (25%)</p> <p>Minimum passing grade: 5</p> <p>Erasmus students will have the possibility of submitting a written research on an assigned topic instead of passing written examinations</p>	

(5) RECOMMENDED LITERATURE

General bibliography:

- J.R. Green – E. Handley, Images of the Greek Theatre (London 1995)
- H.-D. Blume, Einführung in das antike Theaterwesen (Darmstadt 1984)²
- J.-Ch. Moretti, Théâtre et société dans la Grèce antique (Paris 2001)
- M. McDonald – J.M. Walton, The Cambridge Companion to Greek and Roman Theatre (Cambridge 2007)

For the independent readings (and discussions in class):

- G. Sifakis, High stage and chorus in the Hellenistic theater, BICS 10, 1963, 31-45
- H.W. Parke, Festivals of the Athenians (London 1977)
- F. Dupont, L'acteur-roi, ou le théâtre dans la Rome antique (Paris 1985)
- J.R. Green, Theatre in Ancient Greek Society (London – New York 1994)
- L. Bruit Zaidman – P. Schmitt Pantel, La religion grecque dans les cités à l'époque classique (Paris 1999)
- E. Fantham – H. Peet Foley – N. Boymel Kampen – S.B. Pomeroy – H.A. Shapiro, Women in the Classical World. Image and Text (Oxford 1995)
- D. Wiles, Greek Theatre Performance: An Introduction (Cambridge 2000)
- M. McDonald – J.M. Walton, The Cambridge Companion to Greek and Roman Theatre (Cambridge 2007)
- Articles published in the journal «Λογείον»

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_A809	SEMESTER	6th / 8th
COURSE TITLE	Numismatics		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
The course aims to introduce students to ancient Greek historical numismatics as an auxiliary science of history. After the completion of the courses the students will be able: - to identify coins. - to date them. - to examine coins into their historical and economic frame.
General Competences
- Working independently

- Criticism
- Production of free, creative and inductive thinking
- Production of new research ideas
- Working in an interdisciplinary environment

(3) SYLLABUS

- Tools for the study of ancient Greek coins
- The introduction of coinage and the first coins of the ancient Greek world
- The different values of a coin, metal, iconography, issuing authorities, weight standards, monetary policy, patterns of circulation
- The relationship between law and coinage (*nomos* and *nomisma*)
- Examples of ancient Greek coins: Classical period, Hellenistic period, Roman empire

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face in the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint and use of eclass	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	34
	Non-directed study	52
	Course total	125
STUDENT PERFORMANCE EVALUATION <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,</i>	Written exams - Open-ended questions - Questions on ancient Greek coins	

clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- C. Howgego, *Η αρχαία ιστορία μέσα από τα νομίσματα*, Αθήνα, 2009.
- C. M. Kraay, *Archaic and Classical Greek Coins*, Berkeley and London, 1976.
- G. Le Rider, *La naissance de la monnaie*, Paris, 2001.
- O. Mørholm, *Early Hellenistic Coinage*, Cambridge, 1991.

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_A811	SEMESTER	6th / 8th
COURSE TITLE	The artistic avant-garde in the 20th century		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Elective		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
By the end of the course, students will: <ul style="list-style-type: none"> • Be familiar with the major avant-garde movements of the 20th century in terms of form and historiography • Be able to engage in critical discussion and writing about the concepts of modernism, modern, modernity, tradition, avant-garde and will be aware of the key historiographical issues related to these concepts.

- Have gained knowledge of the economic and political conditions that shaped and reshaped the economy and geography of art in the 20th century.
- Have a broader geographical understanding of the avant-garde which is not limited exclusively to Western-centric narratives.
- Have acquired an increased sensitivity to gender issues that have impacted art history and created exclusions in its narratives

General Competences

Working independently

Team work

Production of new research ideas

Respect for difference and multiculturalism

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 course investigates the phenomenon of 20th century artistic avant-garde, from Dada to Pop Art, through a transnational approach. Starting from the Dada movement during the First World War, the course will examine the artistic avant-garde of the interwar period (Blue Rider, Expressionism, Surrealism), along with the Russian avant-garde, the German New Objectivity etc, less acknowledged so far in Western art history. It will also study the relationship with architecture (Bauhaus) and photography. The interwar period in Europe has proved to be particularly rich both in terms of artistic creation and in terms of the spread and commercialization of avant-garde ideas, resulting in their rapid dissemination and circulation in various capitals of the world associated with modernism. Thus, the course will consider the dissemination of avant-garde artistic movements after 1945 in America, where the modern artistic movements flourished due to favorable economic and political conditions. At the same time, it will examine issues of progress and regression, revolutionary or moderate attitude that have concerned the literature.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching, communication with students and educational material via e-class</i>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop,</i>	Activity	Semester workload
	Lectures	30
	Interactive tuition	9
	Study and analysis of bibliography	36
	Personal study	50

<i>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>		
	Course total (25 hours of workload per credit)	125
<p align="center">STUDENT PERFORMANCE EVALUATION</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><i>Language of evaluation: Greek</i></p> <p><i>methods of evaluation: short-answer questions (25%), open-ended questions (75%)</i></p>	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Altshuler, Bruce, <i>The Avant-garde in Exhibition: new art in the 20th century</i>, Νέα Υόρκη, Harry N. Abrams, Inc., 1994. • Antliff, Mark, <i>Avant-garde fascism: the mobilization of myth, art, and culture in France, 1909-1939</i>, Durham, Duke University Press , c2007 • Barron, Stephanie (ed.), «<i>Degenerate Art" : the fate of the avant-garde in nazi Germany</i>, cat. Exp. (Los Angeles, County Museum of Art, 17 Feb.-12 May 1991), Los Angeles: County Museum of Art ; , New York : Abrams , 1991 • Burger, Peter, <i>Θεωρία της Πρωτοπορίας</i>, Αθήνα, Νεφέλη, 2010. • Calinescu, Matei, <i>Πέντε όψεις της νεωτερικότητας: μοντερνισμός, πρωτοπορία, παρακμή, κιτς, μεταμοντερνισμός</i>, Αθήνα, Ανωτάτη Σχολή Καλών Τεχνών, 2011 • D'Alessandro Stephanie and Gale Matthew (eds.), <i>Surrealism Beyond Borders</i>, The Metropolitan Museum of Art, 2022. • Erjavec Aleš, <i>Aesthetic Revolutions and Twentieth-Century Avant-Garde Movements</i>, Duke University Press, 2015. • Foster H - Krauss, R - Bois, Y. A. - Buchloch, H. D., <i>Η Τέχνη από το 1900. Μοντερνισμός, Αντιμοντερνισμός, Μεταμοντερνισμός</i>, Λονδίνο, Thames and Hudson, 2004. • Gale, Matthew, Νταντά & Υπερρεαλισμός, Αθήνα, Καστανιώτης, 1999. • Greenberg, Clement, <i>Τέχνη και πολιτισμός</i>, Αθήνα, Νεφέλη, 2007. • Guilbault, Serge, <i>How New York stole the idea of Modern Art. Abstract expressionism, freedom and the Cold War</i>, University of California Press, 1984.
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- Joyeux-Prunel, Béatrice, *Les avant-gardes artistiques 1918-1945. Une histoire transnationale*, Paris, Gallimard, 2017.
- Krauss, Rosalind, *The Originality of the Avant-garde and other Modernist Myths*, Cambridge, Massachusetts, The MIT Press, 2002.
- Weber, Andrew J., *The European avant-garde: 1900-1940*, Cambridge : Polity Press , 2004
- Καφέτση, Άννα (επιμ.), *Ρωσική πρωτοπορία 1910-1930 : η συλλογή Γ. Κωστάκη*, Αθήνα : Εθνική Πινακοθήκη και Μουσείο Αλέξανδρου Σούτζου , 1995
- Κωτίδης, Αντώνης, *Μοντερνισμός και "παράδοση"*, 2 τ., Θεσσαλονίκη : University Studio Press , 1993-2011.
- Λοϊζίδη, Νίκη, *Απόγειο και κρίση της πρωτοποριακής ιδεολογίας*, Αθήνα, Νεφέλη, 1992.
- Ντε Μικέλι, Μάριο, *Οι πρωτοπορίες της τέχνης του εικοστού αιώνα*, Αθήνα, εκδ. Οδυσσέας
- Παπανικολάου, Μιλτιάδης, *Το κόκκινο τετράγωνο: θέματα ιστορίας και κριτικής της τέχνης*, Θεσσαλονίκη, Βάνιας , 2005
- Χατζηνικολάου, Νίκος, *Εθνική Τέχνη και Πρωτοπορία*, Αθήνα, Όχημα, 1982

HIA_A812

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A812	SEMESTER	6 th – 8 th
COURSE TITLE	Museums - contemporary challenges		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES, as reading course (English or French bibliography)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course focuses on the evolution of the museum institution in the 21st century. Climate change, the speed of knowledge accumulation, technological leaps and social upheavals are bringing about changes not only in museum architecture, but also in the philosophy, organization and practices of museums. Museums in the 21st century are called upon to perform a human-centered, educational, social and political role, by their way of operation and by their interaction with the public.</p> <p>The course will focus on the challenges that museums face today in order to be outward-looking and socially oriented, not just by attracting visitors, but by challenging our curiosity and by motivating us to think about the world in new ways, promoting learning, sustainability and technological innovation, and contributing to shaping our individual and collective consciousness and enhancing our social sensitivity, ultimately acting as agents of social change.</p> <p>Upon successful completion of the course the students are able:</p> <ul style="list-style-type: none"> - to know the ideological, social and cultural background of the contemporary postmodern society in which the museum exists and evolves,

- to understand the organization, function and role of museums in the 21st century at national and international level,
- to critically examine the practices followed to ensure the survival of the museum and to fulfill its social mission,
- to evaluate museum attitudes and choices regarding issues of museum ethics, sustainability, climate change, returning of cultural assets, sensitive social issues,
- to be aware of the potential and perspectives of museum institutions in contributing to positive shifts in contemporary societies towards an alternative and more inclusive future.

General Competences

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

(3) SYLLABUS

Within the framework of the course students will delve into topics that concern the cognitive and practical challenges of the academic field of Museology nowadays, through the analysis of the contemporary museum studies' key issues.

The structure of the course is divided into interlinked thematic areas such as:

- The role museums of the 21st century are called upon to play in the context of contemporary societies, in order to be able to respond to new social, technological, economic and political conditions,
- The place of museums in societies where major shifts are caused by immigration, climate change, the huge speed of knowledge accumulation and the continuous technological leaps, spearheaded by artificial intelligence,
- The need of museums to redefine their institutional role, values and ways of operation in the contemporary multicultural societies, characterized by additional needs and responsibilities for inclusion,
- The attitude of museums towards sensitive issues such as national identity, gender, decolonisation, museum ethics, sustainable development and the emergence of "difficult history",
- The contribution of museums, as contemporary landmarks, to urban regeneration and to the connection of local communities with their history and their cultural heritage,
- The power of museums to enhance citizenship, inclusiveness, empathy, social justice, as prestigious and influential institutions with a complex educational and social role,
- The power of museums to provide an essential service to contemporary societies by interpreting them pluralistically and by involving themselves dynamically in initiatives for a positive social change.

The course includes visits to museums and lectures by museum professionals.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face, Distance learning, collective reading, classroom presentation and critical discussion</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching (exploration of data sources, video and interactive platforms, use of Web resources) Use of asynchronous e-learning platform for study materials and communication with students</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></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>Activity</p>	<p>Semester Workload</p>
	<p>Lectures & Interactive teaching</p>	<p>39</p>
	<p>Independent study and optional essay</p>	<p>60</p>
	<p>Study and analysis of bibliography</p>	<p>26</p>
	<p>Course total (25 hours per credit)</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION <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></p>	<p>Written examination with multiple components (concept definition questions, multiple choice questions, short answer questions, combination-critical understanding questions)</p> <p>Optional essay (+30%)</p>	

- ATTACHED BIBLIOGRAPHY**Baldwin, J. H, Ackerson, A., W, 2017, Women in the Museum: The Transformation of the 21st-Century Museum: Routledge.
- Βουδούρη, Δ. 2003, Κράτος και Μουσεία. Το Θεσμικό Πλαίσιο των Αρχαιολογικών Μουσείων. Αθήνα: Εκδόσεις Σάκκουλας.
- Black, G. 2009, Το ελκυστικό μουσείο. Μουσεία και επισκέπτες, Αθήνα.: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς.
- Black, G., 2020, Museums and the Challenge of Change. Old Institutions in a New World: Routledge.
- Γκαζή, Α., 2004. Μουσείο για τον 21ο αιώνα, Τετράδια Μουσειολογίας, 1, σσ.3-12.
- Desvallées, A. και Mairesse, F. (επιμ.) 2014. Βασικές Έννοιες της Μουσειολογίας. Ελληνική Μετάφραση. Ελληνικό Τμήμα του ICOM - http://icom-greece.mini.icom.museum/wpcontent/uploads/sites/38/2018/12/Museology_WEB.pdf
- MacDonald, S. (επιμ.), 2012. Μουσείο και Μουσειακές Σπουδές. Ένας Πλήρης Οδηγός. Αθήνα: Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς.
- Madan, R., 2011, Sustainable Museums: Strategies for the 21st Century: Museumsetc.
- Μούλιου, Μ. 2014, Τα μουσεία στον 21ο αιώνα: προκλήσεις, αξίες, ρόλοι, πρακτικές, 77-111, στο Μπίκος, Γ. & Α. Κανιάρη (επιμ.), Μουσειολογία. Πολιτιστική Διαχείριση και Εκπαίδευση. Αθήνα: Εκδόσεις Γρηγόρη.
- Οικονόμου, Μ. 2003, Μουσείο: Αποθήκη ή Ζωντανός Οργανισμός; Μουσειολογικοί Προβληματισμοί και Ζητήματα. Αθήνα: Κριτική.
- Ορφανίδη, Λ., 2003. Εισαγωγή στην Μουσειολογία, Πανεπιστήμιο του Αιγαίου, Τμήμα Μεσογειακών Σπουδών, Ρόδος.
- Σκαλτσά (επιμ.), Η Μουσειολογία στον 21ο αιώνα. Θεωρία και Πράξη, Πρακτικά Διεθνούς Συμποσίου, Θεσ/νίκη, Νοέμβριος 1997. Θεσσαλονίκη: Εκδόσεις Εντευκτηρίου, 186-89.
- Thomas, N., 2016, The Return of Curiosity. What Museums are Good for in the Twenty - First Century: Reaktion Books.
- Vergo, P. 1999, «Επανεξέταση της “Νέας Μουσειολογίας”», Αρχαιολογία και Τέχνες, 70, 50-52.
- Winesmith, K., Anderson, S., 2020, The Digital Future of Museums. Conversations and Provocations: Routledge.

COURSE OUTLINE

(1) GENERAL

SCHOOL	NATURAL SCIENCES		
ACADEMIC UNIT	GEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_813 (Geol_087)	SEMESTER	6 th – 8 th
COURSE TITLE	<i>Petrological approaches in the study of archaeological ceramics</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
<i>Lectures, tutorials and laboratory work</i>		2 (lect.), 1 (lab), 1(t)	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>Field of Science (Petrology) and Skills Development</i>		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	<i>Greek. Teaching may be however performed in English in case foreign students attend the course.</i>		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/GEO314/		

(2) LEARNING OUTCOMES

Learning outcomes
<p><i>Under the framework of this course students</i></p> <ul style="list-style-type: none"> <i>will deal for the first time with archaeological issues and relevant multidisciplinary approaches</i> <i>will learn about ceramic manufacture technologies and pyrotechnology evolution from the Prehistoric times (Early Neolithic) up to historical times (Late Roman – Byzantine).</i> <i>will understand the importance of ancient ceramics and ceramic technology as a tool for the reconstruction of past economies and societies</i> <i>will learn about the modern analytical techniques which are routinely applied in the study of ancient ceramic technology</i> <i>will be familiarized with writing technical reports and essays about material culture addressing to relevant scientific disciplines (conservators, archaeologists)</i>
General Competences

By the end of this course the student will, furthermore, have developed the following skills (general abilities):

- 1. Ability to exhibit knowledge and understanding of the essential facts, concepts, theories and applications which are related to the study archaeological artifacts by employing analytical methods routinely used in the earth sciences.*
- 2. Ability to apply this knowledge and understanding to the solution of problems related to the study of ceramic artifacts as a product of "anthropogenic metamorphism".*
- 3. Ability to adopt and apply methodology to the solution of non familiar problems of other archaeological objects*
- 4. Study skills needed for continuing professional development.*
- 5. Ability to interact with others in issues concerning the study of ancient ceramic artifacts in an area and its relation to the wider cultural environment.*

Generally, by the end of this course the student will, furthermore, have develop the following general abilities (from the list above):

Searching, analysis and synthesis of facts and information, as well as using the necessary technologies

Autonomous (Independent) work

Group work

(3) SYLLABUS

Lectures

Introduction to archaeology and the study of ceramic artifacts

Ceramic Technology: ceramic raw materials, mixing techniques, tempering, ceramic modeling, firing techniques.

Archaeometric approaches in the study of the ceramic technology (setting up an analytical program, archaeological questions, archaeological and geological contexts)

Analytical techniques employed for the study of ceramic artifacts (optical microscopy (OM), scanning electron microscopy (SEM), X-ray diffraction (XRD), X-ray fluorescence (XRF), atomic absorption spectrometry (AAS), inductively plasma mass spectrometry (ICP-MS), neutron activation analysis (NAA).

Case Studies: Prehistory, Classic times, Roman-Byzantine

Laboratory work

- o Microscopic and petrological characterization study of sets of thin sections from various cases studies*
- o Petrographic grouping techniques*
- o Ceramic provenance and its relation to the geological context with the use of geological maps*
- o Reconstruction of ceramic technology by means of petrographic analysis*
- o Correlation of the relative archaeological data (dating, typological inventory, decoration) for the establishment of techno-petrographic groups*

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p><i>Lectures, seminars and laboratory work face to face.</i></p> <p><i>Lectures: using slides for overhead projector and/or power-point presentations.</i></p> <p><i>Open eClass - Asynchronous eLearning Platform: storage and presentation of teaching material.</i></p> <p><i>Laboratories: Students are assigned a thin section suite to work out an essay on provenance and technology of specific ceramic assemblages.</i></p>											
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p><i>Use of Information and Communication Technologies (ICTs) (e.g. powerpoint) in teaching. The lectures content of the course for each chapter are uploaded on the internet, in the form of a series of ppt files, where from the students can freely download them using a password which is provided to them at the beginning of the course.</i></p> <p><i>Use of polarizing microscope employed with a digital camera for capturing and analyzing representative images through the use of specialized software packages (ProgRes CapturePro 2.9.0.1 by JENOPTIK)</i></p>											
<p style="text-align: center;">TEACHING METHODS</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>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td><i>Lectures (2 conduct hours per week x 13 weeks)</i></td> <td style="text-align: center;"><i>2x13=26</i></td> </tr> <tr> <td><i>Laboratory work (1conduct hour per week x 13 weeks) – recognizing the ceramic petrographic groups and inferring about the ceramic technology by means of polarizing microscopy and other analytical techniques available in the local facilities</i></td> <td style="text-align: center;"><i>1x13=13</i></td> </tr> <tr> <td><i>Independent study</i></td> <td style="text-align: center;"><i>65</i></td> </tr> <tr> <td><i>Course total</i></td> <td style="text-align: center;"><i>125</i></td> </tr> </tbody> </table>	Activity	Semester workload	<i>Lectures (2 conduct hours per week x 13 weeks)</i>	<i>2x13=26</i>	<i>Laboratory work (1conduct hour per week x 13 weeks) – recognizing the ceramic petrographic groups and inferring about the ceramic technology by means of polarizing microscopy and other analytical techniques available in the local facilities</i>	<i>1x13=13</i>	<i>Independent study</i>	<i>65</i>	<i>Course total</i>	<i>125</i>	
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<i>Lectures (2 conduct hours per week x 13 weeks)</i>	<i>2x13=26</i>											
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<i>Course total</i>	<i>125</i>											
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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</i></p>	<p>1) <i>Written examination (50% of the final mark)</i></p> <p>2) <i>An essay comprising the outcome of the exercise assignments on the ceramic assemblage provided from a specific study area (50% of the final mark).</i></p> <p><i>Percentages are valid t only when the student secures the minimum mark of 5 in the final written examination</i></p> <p><i>Greek grading scale: 1 to 10. Minimum passing grade: 5.</i></p> <p style="text-align: center;"><i>Grades <3 correspond to ECTS grade F.</i></p>											

<p><i>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><i>Grade 4 corresponds to ECTS grade FX.</i></p> <p><i>For the passing grades the following correspondence normally holds:</i></p> <p><i>5 <-> E, 6 <-> D, 7 <-> C, 8 <-> B and >9 <-> A</i></p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- 1) Λυριτζής, Ι. (2005) *Φυσικές Επιστήμες στην Αρχαιολογία*. Αθήνα, Τυπωθήτω-Γ. Δάρδανος
- 2) Λυριτζής Ι. και Ζαχαριάς Ν. (2010) *ΑΡΧΑΙΟ-ΥΛΙΚΑ: αρχαιολογικές, αρχαιομετρικές και πολιτισμικές προσεγγίσεις*. Εκδ. Παπαζήσης
- 3) Ζαχαριάς Ν. (2021). *Χρονολογώντας το παρελθόν: Εφαρμογές των τεχνικών φωταύγειας στον πολιτισμό και στο περιβάλλον*. Εκδ. Gutenberg
- 4) Quinn, P.S. (2013) *Ceramic Petrography: The Interpretation of Archaeological Pottery and Related Artefacts in Thin Section*. Archaeopress, Oxford.
- 5) Rice, P. M. (1987) *Pottery Analysis: A Sourcebook*. Chicago, University of Chicago Press.

- Related academic journals:

- 1) *Archaeological and Anthropological Sciences (Springer)*
- 2) *Archaeometry (Wiley)*
- 3) *Journal of Cultural Heritage (Elsevier)*
- 4) *Journal of Archaeological Science (Elsevier)*
- 5) *Mediterranean Archaeology and Archaeometry (Henan University, China)*

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_A814	SEMESTER	6 th – 8 th
COURSE TITLE	ENGLISH TRAVEL/ERS IN THE PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE WITH ARCHAEOLOGICAL CONTENT		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are provided in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are provided uniformly for the entire course, write the weekly teaching hours and total credits</i>	TEACHING HOURS PER WEEK	CREDITS	
LECTURES	3	5	
<i>Add rows if necessary. Teaching organization and teaching methods which are used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	KNOWLEDGE AND DEVELOPMENT OF GREEK AND ENGLISH LANGUAGE SKILLS RELATED TO ENGLISH TRAVEL/ERS IN THE PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE WITH ARCHAEOLOGICAL CONTENT COMPULSORY OR OPTIONAL		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITES FOR THIS COURSE HOWEVER, A GOOD KNOWLEDGE OF ENGLISH (LEVEL B2) IS RECOMMENDED FOR ITS COMPLETION. IT IS RECOMMENDED TO ATTEND AND PARTICIPATE IN THE COURSE ESPECIALLY FOR STUDENTS WHOSE LANGUAGE ABILITY IS NOT SATISFACTORY		
LANGUAGE OF INSTRUCTION and EXAMS:	GREEK AND ENGLISH FOR UNDERSTANDING, PROCESSING AND INTERPRETING, TRANSLATING TEXTS RELATING TO ENGLISH TRAVEL/ERS IN THE PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE WITH ARCHAEOLOGICAL CONTENT		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	UNDER CONSTRUCTION		

2. LEARNING OUTCOMES

Learning Outcomes
COURSE'S AIM: ENGLISH TRAVEL/ERS IN THE PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE WITH ARCHAEOLOGICAL CONTENT IS: THE STUDENTS'

KNOWLEDGE OF CONTENT CONCERNING TRAVELLING, FOR EXAMPLE: THE TRAVEL/TOUR AS A SOURCE OF INFORMATION ON THE GREEK TERRITORY, I.E. MONUMENTS, CHURCHES, CASTLES, BUILDINGS, RUINS AND ARCHAEOLOGICAL ARCHITECTURE OF VARIOUS PLACES, AS IT IS DESCRIBED IN THE TRAVEL BOOKS-TEXTS OF THE ENGLISH MEN AND WOMEN TRAVELLERS OF THE 19TH CENTURY. AS IT IS KNOWN, THE 18TH CENTURY WAS AN ERA WHICH WAS CHARACTERIZED BY AN INTENSE ARCAEOLATRY AND BELIEF IN THE SUPERIOR KNOWLEDGE OF THE ENLIGHTENMENT. IN THE 19TH CENTURY, ALTHOUGH ARCHAEOLOGY CONTINUES TO PREDOMINATE, THE TOURS OF THE TRAVELLERS HAD ACQUIRED A DIFFERENT CHARACTER. THAT IS, THEY BECOME MORE SCIENTIFIC ABOUT ARCHEOLOGY, THE STUDY AND DISCOVERY OF ANTIQUITIES, MONUMENTS, RUINS AND SITES OF CULTURAL SIGNIFICANCE. THE BOOKS/WORKS OF THE TRAVELLERS CONTAINED INFORMATION AND CAREFUL DESCRIPTION(S) OF THE ARCHAEOLOGICAL AND NATURAL ENVIRONMENT, LANDSCAPE BOTH IN THE PRE-REVOLUTIONARY PERIOD (ROMANTISM) AND IN POST-REVOLUTIONARY GREECE.

WITH THE SUCCESSFUL COMPLETION OF THE SUBJECT: ENGLISH TRAVEL/ERS IN THE PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE WITH ARCHEOLOGICAL CONTENT STUDENTS ARE EXPECTED/WILL BE ABLE TO:

- HAVE BEEN TAUGHT A COURSE ON ARCHAEOLOGY WHICH REFERS TO ENGLISH TRAVELLERS (MEN AND WOMEN) AND EYEWITNESSES/OBSERVERS OF PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE, WHO DESCRIBED THE GREEK LAND/LANDSCAPE, ITS ANTIQUITIES (ARCHITECTURE), AND ITS MONUMENTS IN THEIR BOOKS/WORKS/MEMOIRS.
- HAVE DEVELOPED AND EXPRESSED THEIR OWN THINKING ON A PERSONAL AND COLLECTIVE LEVEL.
- HAVE ACQUIRED A CRITICAL ABILITY TO SELECT AND COMPARE THE CONTENT OF DIFFERENT SOURCES ON THE COURSE CONCERNING ARCHAEOLOGY
- KNOW THE ENGLISH BIBLIOGRAPHY REGARDING THE SPECIFIC COURSE AND BE TAUGHT METHODS OF RECORDING IT, AT A RESEARCH LEVEL.

GENERAL LEARNING OUTCOMES:

- KNOWLEDGE OF ARCHEOLOGY THROUGH TEXTS - EXCERPTS FROM THE ENGLISH TRAVELLERS (MEN AND WOMEN) OF PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE
- DEVELOPMENT OF ACADEMIC COMMUNICATION SKILLS IN A UNIVERSITY ENVIRONMENT
- DEVELOPMENT OF STUDENTS' ABILITY TO USE THE INTERNET FOR PERSONAL STUDY AND PRODUCTION OF RESEARCH PAPERS
- DEVELOPMENT OF STUDY AND RESEARCH SKILLS AND IMPROVEMENT OF OVERALL ACADEMIC PERFORMANCE
- DEVELOPMENT OF THE CAPACITY FOR COLLABORATION IN GROUPS (GROUP RESEARCH WORKS) AND FOR PUBLIC SPEAKING (PRESENTATIONS).

General Abilities

Select from the above mentioned

RESEARCH, ANALYSIS AND SYNTHESIS OF DATA AND INFORMATION, USING THE NECESSARY TECHNOLOGIES
 INDEPENDENT WORK
 TEAMWORK
 WORKING IN AN INTERSCIENTIFIC ENVIRONMENT
 GENERATION OF NEW RESEARCH IDEAS
 EXERCISE CRITICISM AND SELF-CRITICISM
 PROMOTION OF FREE, CREATIVE AND INDUCTIVE THINKING

3. SYLLABUS

THE COURSE: ENGLISH TRAVEL/ERS IN THE PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE WITH ARCHAEOLOGICAL CONTENT REFERS TO THE TRAVELLING DESCRIPTIONS OF THE GREEK COUNTRY UNDER THE TURKISH OCCUPATION AND AFTERWARDS, BY ENGLISH (MEN AND WOMEN) TRAVELLERS, VISITORS OF THE NEWLY ESTABLISHED GREEK STATE. THE FIGHT - STRUGGLE OF THE GREEKS FOR NATIONAL INDEPENDENCE HAD EXCITED MANY EUROPEANS, WHO WERE VISITING THE GREEK TERRITORY, RECORDING IN THEIR TRAVEL BOOKS/TEXTS/MEMOIRS VARIOUS IMAGES OF THE ENVIRONMENTAL LANDSCAPE AND THE ARCHAEOLOGICAL SITES OF THE THEN PROVINCE OF THE OTTOMAN EMPIRE.

IN PRE-REVOLUTIONARY GREECE, THE ENGLISH TRAVELLERS (MEN AND WOMEN) DESCRIBED GREECE, MAINLY INFLUENCED BY THE SPIRIT OF PHILHELENISM AND ARCHAEOLOGY OF THE TIME, CONSIDERING THE PREVAILING VIEW THAT THE GREEKS ARE DESCENDANTS OF THE ANCIENT GREEKS, WHO -AT THAT TIME- BEING CHRISTIANS WERE CONQUERED/RULED BY MUSLIMS, WHO ENSLAVED THEM. WITH VIVID INTEREST AND ADMIRATION OF THE GREEK NATURAL LANDSCAPE AND RESPECT TO GREECE'S CULTURAL PAST EXPRESSED IN THEIR BOOKS/TEXTS/MEMOIRS AND TRAVEL LOGS A UNIQUE CONCERN AND VENERATION FOR ITS ANTIQUITIES.

IN POST REVOLUTIONARY GREECE - WHERE POWER RELATIONS HAD CHANGED - THE INTEREST OF THE ENGLISH TRAVELLERS (MEN AND WOMEN) IN GREEK LANDSCAPE AND ESPECIALLY IN THE NEW STATE - GREEK KINGDOM, WAS RENEWED. THE TRAVEL CHRONICLES OF THE TIME WERE ENRICHED WITH A VARIETY OF MATERIAL FROM DRAWINGS AND PAINTINGS DEPICTING THE NEW GREECE. THE STUDY OF ANCIENT GREEK ART AND ARCHITECTURE IS INCLUDED AMONG THE OBJECTIVES OF THE TRAVELLERS AS THEY ARE PRODUCTS OF A NEW PERCEPTION. LANDSCAPES, BUILDINGS, ANTIQUITIES, CHURCHES, CASTLES, AND ARCHAEOLOGICAL SITES BECAME/ARE PLACES OF STUDY, VALUABLE SOURCES OF REPRESENTATION OF SPACE AND PEOPLE. TOWARDS THE MIDDLE OF THE 19TH CENTURY, PHOTOGRAPHY OPENED NEW HORIZONS IN THE VIRTUAL REPRESENTATION OF REALITY CO-EXISTING WITH LITHOGRAPHIC COMPOSITIONS, ENGRAVINGS AND OTHER ART FORMS. THE BOOKS/TEXTS/MEMOIRS AND TRAVEL LOGS OF THE ENGLISH (MEN AND WOMEN) TRAVELLERS CRITICALLY AND EMPIRICALLY RECONSTRUCT AN ENTIRE ERA.

4. TEACHING and LEARNING METHODS - ASSESSMENT

SUBMISSION METHOD <i>In person, Distance learning etc.</i>	CLASS WITH PHYSICAL PRESENCE AND DISTANCE LEARNING
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	LECTURES - INTERNET VIDEOS POWERPOINT PRESENTATIONS PHOTOCOPIES

<p><i>Use of ICT in teaching, in Laboratory Education, in Communication with students</i></p>	<p>COMMUNICATION WITH STUDENTS VIA EMAIL, CLASS NOTES AND COURSE MATERIAL IN E-CLASS, GOOGLE DOCUMENTS (DOCS) FOR ESSAYS' MARKING INVITATION OF EXPERT SCIENTISTS IN PHYSICAL PRESENCE AND/OR ZOOM MEETINGS</p>	
<p>TEACHING ORGANIZATION</p> <p><i>The way and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Practice, Fieldwork, Literature Study & Analysis, Tutorial, Internship (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Study Preparation (Project), Writing Papers / Assignments, Artistic creation, etc.</i></p> <p><i>The students' study hours for each learning activity as well as the hours of unguided study are listed, so that the total workload per semester corresponds to the ECTS standards</i></p>	<p>Activity</p>	<p>Semester Workload</p>
	<p>LECTURES - VIDEO CONFERENCING - ZOOM MEETINGS, WEBINARS</p>	<p>39</p>
	<p>WRITING RESEARCH PAPER(S) PERSONAL OR/AND TEAMWORK, COMPULSORY OR/AND OPTIONAL</p>	<p>46</p>
	<p>ASSIGNMENTS' MARKING</p>	<p>40</p>
	<p>STUDENTS' POWERPOINT PRESENTATION(S) OF THEIR ASSIGNMENTS OR/AND PAPERS</p>	
	<p>Total Course (25 workload hours per credit unit)</p>	<p>125</p>
<p>STUDENTS' ASSESSMENT</p> <p><i>Description of the assessment process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment / Report Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other</i></p> <p><i>Are the assessment criteria mentioned clearly</i></p>	<p>THE COURSE ENGLISH TRAVEL/ERS IN THE PRE-REVOLUTIONARY AND POST-REVOLUTIONARY GREECE WITH ARCHAEOLOGICAL CONTENT IS ASSESSED AS FOLLOWS:</p> <ol style="list-style-type: none"> 1. TWO (2) HOUR FINAL EXAM 2. ASSIGNMENT (OPTIONAL AND/OR COMPULSORY) OF 1,000 – 1,500 WORDS AND 3. ORAL EXAM FOR SPECIAL REASONS (DYSLEXIA, STUDENTS WITH DISABILITIES, AND/OR OTHER LEARNING DIFFICULTIES). 	

identified, and if so, where are they accessible by students?

5. SELECTED BIBLIOGRAPHY

- Suggested Bibliography*:

1. Hugh William. *Select Views in Greece with Classical Illustrations*. τομ. I-II, Λονδίνο/Εδιμβούργο, Adam Black, 1829.
2. TURNER, William, *Journal of a Tour in the Levant*. τομ. I-III, Λονδίνο, John Murray, 1820.
3. WORDSWORTH, Christopher. *Athens and Attica: Journal of a Residence there*. Λονδίνο, John Murray, 1837.
3. WORDSWORTH, Christopher. *Athens and Attica: Notes of a Tour*. Third edition, revised, Λονδίνο, John Murray, 1855.
4. WORDSWORTH, Christopher. *Greece, Pictorial, Descriptive and Historical*. A New Edition, carefully revised, Λονδίνο, John Murray, 1859.
4. SAYER, Robert. *Ruins of Athens, with Remains and other valuable Antiquities in Greece*. Λονδίνο, Robert Sayer, 1759.
5. POCOCKE, Richard. *A Description of the East, and Some other Countries, Cyprus and Candia, the Islands of the Archipelago, Asia Minor, Thrace, Greece*. τομ. I-II, Λονδίνο, W. Bowyer, 1743-45.
6. HAYGARTH, William. *Greece, a Poem, in three parts; with notes, classical illustrations, and sketches of the scenery*. Λονδίνο, W. Bulmer & Co, 1814.
7. BYRON, George Gordon Noel, Lord. *The Poetical Works of Lord Byron*. τομ. I-VIII, Λονδίνο, John Murray, 1839.
8. WRIGHT, George Newenham. *The Rhine, Italy, and Greece. In a series of drawings from nature with historical and legendary descriptions by the Rev. G. N. Wright*. τομ. I-II, Λονδίνο/Παρίσι, Fisher, Son & Co. (c.1842)
9. MACCLYMONT, James Alexander / FULLEYLOVE, John. *Greece painted by John Fulleylove R. I. Described by Right Rev. J. A. McClymont C.B.E.V.D.D.D*. Λονδίνο, A & C. Black (1924).
10. CLARKE, Edward Daniel. *Travels in various countries of Europe Asia and Africa*. τομ. I-II, Λονδίνο, R. Watts / T. Cadell/ W. Davies, 1813, 1814.
11. HOBHOUSE, John. Cam. Lord Broughton. A. *Journey through Albania, and other provinces of Turkey in Europe and Asia, to Constantinople, during the years 1809 and 1810*. Second Edition, τομ. I-II, Λονδίνο, James Cawthorn, 1813.
12. DALTON, Richard. *Antiquities and views in Greece and Egypt*. Λονδίνο, 1751-1752.
13. HICHENS, Robert Smythe. *The Near East Dalmatia, Greece and Constantinople*. Λονδίνο, Hodder and Stoughton, 1913.
14. CONDER, Josiah. *The Modern Traveller. A Popular Description, geographical, historical and topographical, of the various Countries of the Globe. Greece*. τομ. II, Λονδίνο, James Duncan, 1830.
16. NAPIER, Charles James. *The Colonies: treating of their value generally - Of the Ionian Islands in particular*. Λονδίνο, T. and W. Boone, 1833.
17. Aphrodite Kouria. *Greece in European Travellers' Imagery. 15th-19th centuries. Identities,*

alterities, metamorphoses. The Panayotis and Effie Michelis Foundation, Athens, 2016.

- *Related scientific journals, online sources:*

11. Ιόλη Βιγγοπούλου: Το «ρεύμα» περιηγητών και φιλελλήνων εθελοντών τον 19ο αιώνα. <https://e-thessalia.gr/ioli-viggopoyloy-to-reyma-periigiton-kai-filellinon-ethelonton-19o-aiona/>
12. Helen Angelomatis-Tsougarakis. "British Travellers in Early Nineteenth-Century Greece." *The Classical Review*. [New Series, Vol. 41, No. 2 \(1991\)](#), pp. 463-465 (3 pages). Published by: Cambridge University Press. <https://www.jstor.org/stable/711456>
13. Reviewed Work: *British Women's Travel to Greece, 1840–1914: Travels in the Palimpsest* Churnjeet Mahn, Review by: Laura E. Franey. *Victorian Studies*. [Vol. 58, No. 1 \(Autumn 2015\)](#), pp. 153-155 (3 pages). Published By: Indiana University Press.
14. EFTERPI MITSI. "Roving Englishwomen": Greece in Women's Travel Writing. *Mosaic: An Interdisciplinary Critical Journal*. [Vol. 35, No. 2 \(June 2002\)](#), pp. 129-144 (16 pages). Published By: University of Manitoba.
5. Xanthippi Kotzageorgi. "British Travellers in the early Nineteenth Century on Greece and the Greeks." Institute for Balkan Studies.
[file:///C:/Users/gdim6/Downloads/adminojs,+BalStu1992_33\(2\)_209-221.pdf](file:///C:/Users/gdim6/Downloads/adminojs,+BalStu1992_33(2)_209-221.pdf)

* The bibliography is indicative, it will be modified and improved further.

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	HIA_D802	SEMESTER	6th / 8th
COURSE TITLE	Network Environments and Culture		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek-English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/CULTURE234/		

(2) LEARNING OUTCOMES

Learning outcomes
This course aims at the introduction of students to the study of the efficient use of networking technologies in cultural environments, the analysis of critical quality of service issues in networks providing digital cultural services, the study of basic design and evaluation methodologies of network environments provisioning cultural services and the presentation of specific scenarios of good design for various cultural environments (archaeological excavations, museums, collective memory, outdoor cultural events, libraries). Students through the course will come into contact with a new philosophy concerning the design and evaluation of cultural services in network environments.

With the successful fulfillment of the course the student will be able:

- To understand the fundamental characteristics of network environments concerning the provision of digital cultural services.
- To understand the fundamental principles of design and evaluation methodologies of network environments provisioning digital cultural services and their connection with specific quality of service goals.
- To know specific problems facing network environments in culture and the proposed solutions in the bibliography.
- To know specific tools and techniques for the development of platforms supporting cultural services in network environment (wired or not) and how they are applied to ensure the efficient provision of network services in terms of sustainability and attractiveness for the general public and experts.
- To distinguish the basic characteristics of various cultural environments (archaeological excavations, museums, historic-collective memory, outdoor cultural events, libraries) and how they are applied in the design and development of specific services
- To design realistic usage scenarios.
- To cooperate with her/his colleagues at small teams for the study of specific problems faced by a network environment providing cultural services and for the design, evaluation and presentation of a solution in a specific case study.
- To cooperate with her/his colleagues at small teams for the study of specific problems faced by a network environment providing cultural services.

General Competences

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 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

Network environments and culture: basic concepts, definitions, needs. Introduction to Quality of Service issues (scalability, reliability, security, speed). Multimedia Networks vs. Culture. Fast processing and distribution of cultural content in a network environment. Reliability in cultural service delivery across heterogeneous and dynamic network environments. Introduction in the design and evaluation of network environments provisioning cultural services: methodologies and examples. Threats, secure and trustworthy provision of digital cultural services in network environment. Entrepreneurship concepts and digital cultural services: pricing network services, cultural products auction services in the Web. Development of management and dissemination network cultural services in various cultural environments: collaborative environments for the creation and dissemination of artworks, guiding services for museums and sites of cultural interest with smartphones, archaeological excavations,

platforms for outdoor cultural events management, platforms for collective memory management, augmented reality services in libraries, virtual-augmented-mixed reality art exhibitions. Smart urban environments and culture. Survey of current research papers.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p><i>Face-to-face</i></p>																	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p><i>Use of ICT in teaching. Use of dedicated platform provisioning cultural services in network environment for the development of usage scenarios in specific case studies. Support of learning procedure via the electronic platform e-class.</i></p>																	
<p>TEACHING METHODS <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>	<table border="1"> <thead> <tr> <th data-bbox="699 701 1031 730">Activity</th> <th data-bbox="1038 701 1361 730">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 734 1031 763"><i>Lectures</i></td> <td data-bbox="1038 734 1361 763">39</td> </tr> <tr> <td data-bbox="699 768 1031 797"><i>Written work</i></td> <td data-bbox="1038 768 1361 797">45</td> </tr> <tr> <td data-bbox="699 801 1031 831"><i>Independent study</i></td> <td data-bbox="1038 801 1361 831">41</td> </tr> <tr> <td data-bbox="699 835 1031 864"></td> <td data-bbox="1038 835 1361 864"></td> </tr> <tr> <td data-bbox="699 869 1031 898"></td> <td data-bbox="1038 869 1361 898"></td> </tr> <tr> <td data-bbox="699 902 1031 931"></td> <td data-bbox="1038 902 1361 931"></td> </tr> <tr> <td data-bbox="699 936 1031 994">Course total (25 hours of workload per credit)</td> <td data-bbox="1038 936 1361 994">125</td> </tr> </tbody> </table>		Activity	Semester workload	<i>Lectures</i>	39	<i>Written work</i>	45	<i>Independent study</i>	41							Course total (25 hours of workload per credit)	125
Activity	Semester workload																	
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<p>STUDENT PERFORMANCE EVALUATION <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><i>Language of evaluation greek - english</i></p> <p><i>Assessment - Grading Process is explained to students at the beginning of the first course lecture. Additionally, it is announced on the course website before the beginning of the semester and remains available throughout the semester.</i></p> <p>Evaluation Criteria:</p> <p><i>I. Oral final examination (50%) which consists of short-answer questions</i></p> <p><i>II. Written work and public presentation (50%)</i></p>																	

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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography

1. Γ. Ξυλωμένος, Γ. Πολύζος, "Τεχνολογία πολυμέσων και πολυμεσικές επικοινωνίες", Κλειδάριθμος, 2009.
2. W. Stallings, Επικοινωνίες Υπολογιστών και Δεδομένων, Τζιόλας, 2011
3. A. Tanenbaum, D. J. Wetherall, Δίκτυα Υπολογιστών, Παπασωτηρίου, 2011.
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22. Z. Koukopoulos, D. Koukopoulos, and J. J. Jung, "Sustainability Services for Public Libraries within a Smart City Environment," *Proc. of the 9th International Conference on Web Intelligence, Mining and Semantics (WIMS'19)*, pp. 24:1-24:12, ACM, 2019.
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25. Z. Koukopoulos, and D. Koukopoulos, "Usage Scenarios and Evaluation of Augmented Reality and Social Services for Libraries," Proc. of the 7th International Conference on Digital Heritage. Progress in Cultural Heritage: Documentation, Preservation, and Protection (EuroMed 2018), M. Ioannides et al. (eds.), pp. 134-141, LNCS 11197, Springer, 2018.
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- Related academic journals:

1. IEEE/ACM Transactions on Networking. <http://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=90>
2. ACM Journal on Computing and Cultural Heritage, <http://jocch.acm.org/>
3. Multimedia Tools and Applications. <http://www.springer.com/computer/information+systems+and+applications/journal/11042>
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5. Journal of Ambient Intelligence and Smart Environments. <https://www.iospress.nl/journal/journal-of-ambient-intelligence-and-smart-environments/>
6. Theory of Computing Systems. <https://link.springer.com/journal/224>
7. Journal of Cultural Heritage. <https://www.journals.elsevier.com/journal-of-cultural-heritage>
8. ACM Journal on Computing and Cultural Heritage. <https://jocch.acm.org/>
9. ACM Transactions on Information and System Security. <https://tissec.acm.org/>
10. Journal of Parallel and Distributed Computing. <https://www.journals.elsevier.com/journal-of-parallel-and-distributed-computing>
11. Computer Communications. <https://www.journals.elsevier.com/computer-communications>

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_D804	SEMESTER	6th / 8th
COURSE TITLE	Geographic Information Systems in History and Archaeology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	2	3	
Laboratory exercises	1	2	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>	3	5	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background - Skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course explores the theoretical and methodological backgrounds related to the use of Geographic Information Systems (GIS) in History and Archeology and attempts to provide an introduction to the techniques used to acquire, manage and visualize spatial information in historical and archaeological applications. In the course, the students will learn basic procedures for the integration, processing, analysis and presentation of spatial data and become familiar with the use of popular GIS software packages through application examples using existing research data at the levels of excavation, landscape and/or the urban environment.</p> <p>Upon successful completion of the course the students are able:</p> <ul style="list-style-type: none"> • to assess the importance of studying the spatial imprint of historical and archaeological information • to understand the theoretical background of the use of GIS in History and Archaeology • to have hands-on experience with widespread software packages (QGIS, ArcGIS) • to navigate in a GIS environment and create a GIS project • to build effective spatial and thematic queries

<ul style="list-style-type: none"> • to understand the concept of cartographic scale and generalization • to digitize data sets, georeference images and perform basic analyzes on raster data (e.g. DEM) • to compose effective maps
<p>General Competences</p> <p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Teamwork</p> <p>Working in an interdisciplinary environment</p> <p>Project planning and management</p> <p>Respect for the natural environment</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p>

(3) SYLLABUS

<p>The course attempts to familiarize students with Geographical Information Systems (GIS) and their application in the context of historical study and archaeological research. Relevant application examples at the level of excavation, landscape and the urban settings are presented, and effort is directed towards getting students to understand both the theoretical background and the practical processes involved in the employment of GIS software in historical and archaeological studies. Using real archaeological datasets, the participants identify the thematic levels of information that compose a GIS study, train in basic spatial data and spatial analysis methodologies and learn to produce cartographic layouts. Individual work in the form of practical exercises allows the understanding of basic GIS tools and procedure.</p> <p>The structure of the course comprises of:</p> <ul style="list-style-type: none"> • Introduction to Geographic Information Systems: Archaeological and historical research uses • Spatial data structures and geodesy • Thematic levels and cartography • Spatial databases, data integration and processing • Georeferencing and digitization • Data management: thematic and spatial queries • Spatial transformations in vector and raster data • Spatial data exploration • 3D display in GIS • Time and GIS • Map production: Graphic symbols and cartographic layouts

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face, Distance learning. The course combines theoretical lecturing and weekly training and therefore the presence and participation of students is essential.</p>
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching/laboratory education</p> <p>Use of asynchronous e-learning platform for study materials and communication with students</p>

<p>TEACHING METHODS</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>	Activity	Semester Workload
	Lectures	26
	Laboratory practice	13
	Overview of online examples	10
	Independent study	50
	Study and analysis of bibliography	26
	Course total (25 hours per credit)	125
<p>STUDENT PERFORMANCE EVALUATION</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>Assessment - Grading Process</p> <p>The final grade within the course is a combination of laboratory work and tutorials (50%) and a written assessment (50%) that includes concept definition questions, multiple choice questions, short answer questions, combination-critical understanding questions</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>Conolly, J. & Lake, M. 2006. <i>Geographical Information Systems in Archaeology</i>. Cambridge University Press: Cambridge.</p> <p>Gillings, M. & Wise, A. 2011. <i>GIS Guide to Good Practice</i> (Revised by T. Evans, P. Halls & K. Niven). In Archaeology Data Service / Digital Antiquity Guides to Good Practice. Archaeology Data Service, University of York, UK. (http://guides.archaeologydataservice.ac.uk/g2gp/Gis_Toc#section-Gis_Toc-EditedByMarkGillingsAndAliciaWise)</p> <p>Wheatley, D. & Gillings, M., 2003. <i>Spatial Technology and Archaeology: The Archaeological Applications of GIS</i>, Taylor & Francis</p> <p>Χαλκιάς, Χ. 2008. Γεωγραφικά Πληροφοριακά Συστήματα και Αρχαιολογία. Στο Λυριτζής, Ι. (επιμ.). <i>Νέες τεχνολογίες στις αρχαιογνωστικές επιστήμες</i>. Δαρδανος: Αθήνα. 337-358</p> <p>- <i>Available online handbooks:</i></p> <p>Ευελπίδου, Ν. Ν. & Αντωνίου, Β. 2015. <i>Γεωγραφικά συστήματα πληροφοριών</i>, Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα - Αποθετήριο "Κάλλιπος" [Κωδ. Στον Εύδοξο: 320066]</p>
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Κωνσταντινίδη, Θ. 2005. *Γεωγραφικά συστήματα πληροφοριών και αρχαιολογική έρευνα: νέες πειραματικές εφαρμογές* (Διδακτορική διατριβή: ΕΚΠΑ)
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Καϊμάρης, Ε. Δ. & Καρανικόλας, Ν. 2014. *Συστήματα Γεωγραφικών Πληροφοριών: Θεωρητική προσέγγιση και εργαστηριακές ασκήσεις*. Θεσσαλονίκη: Ζητή [Κωδ. στον Εύδοξο: 41963447]

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_PH803	SEMESTER	6 th /8 th
COURSE TITLE	LATIN PHILOLOGY II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	2	3	
Practice exercises focusing on the application of methodologies	1	2	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>	3	5	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>specialised general knowledge</i>		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (language of instruction: modern Greek)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>Upon completion of this course the students:</p> <ul style="list-style-type: none"> i. Will have achieved solid comprehension of complex grammatical phenomena and syntactical structures of the Latin language. ii. Will have command of basic Latin vocabulary. iii. Will be able to describe theoretical rules of Latin grammar and syntax in a methodical fashion and implement them in the context of translating and interpreting original Latin texts of different periods, authors and literary genres. iv. Will have developed a broad overview of the historical and cultural context in which the Latin literary tradition was developed towards interpreting Latin texts in a nuanced fashion. v. Will have gained systematic practice in producing their own translations of original Latin texts in an eloquent and philologically accurate fashion.

vi. Will be able to issue critical evaluations of works of Latin literature in terms of their style, concepts and content.

vii. Will be able to conduct autonomous research into available printed and electronic scholarship (e.g. monographs, handbooks, collective volumes, articles, webpages, digital databases) on the Latin language and literature

General Competences

Competencies promoted through this course:

- i. Research, analysis and synthesis of data and information, using new technologies
- ii. Promotion of free, creative and inductive reasoning
- iii. Issuing criticism and self-criticism
- iv. Adapting to new situations
- v. Working in an international and/or interdisciplinary environment
- vi. Decision-making
- vii. Showing social, professional and ethical responsibility and sensitivity to gender issues

(3) SYLLABUS

Course content:

- i. Translation theory and praxis in the context of reading and comprehending original Latin texts. The students practice in translation from Latin into modern Greek through a selection of prose Latin texts of different historical periods and authors.
- ii. Systematic revision of Latin grammar and comparative study of Latin and ancient Greek syntactical phenomena.
- iii. Latin syntax teaching (including theory and exercises), towards the consolidation of complex syntactical phenomena of the Latin language (esp. participles, gerunds and gerundives, subordinate clauses, indirect speech).
- iv. Inverse translation exercises from modern Greek into Latin, towards activating the students' basic Latin vocabulary and promoting the implementation of theoretical rules of Latin grammar and syntax in the context of producing a translation.
- v. Autonomous practice in translation through set Latin passages (not taught in the classroom).
- vi. Introduction into key Latin literary genres (such as historiography, epistolography, philosophical treatise).
- vii. Topics of Roman history and culture.
- viii. Active engagement with digital resources/databases useful for the study of Latin language and literature (e.g. Perseus Digital Library, PHI Latin Corpus, online Lewis and Short dictionary).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ol style="list-style-type: none"> i. Support and enhancement of the learning process through the electronic platform e-class (with use of its electronic tool 'Exercises'). ii. Use of open-access digital libraries of Latin texts (e.g. Perseus Digital Library, PHI Latin Corpus). iii. Use of electronic Latin dictionaries in the classroom (e.g. Lewis and Short Latin dictionary). iv. Flexible electronic contact with the students throughout the course of the semester 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester Workload
	Lectures	26
	Practice exercises focusing on the	13

<p>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.</p> <p>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</p>	application of methodologies	
	Study and critical valuation of bibliography and electronic resources	26
	Autonomous study of untaught Latin texts	26
	Exams preparation	34
	Course total (25 hours per credit)	125
<p>STUDENT PERFORMANCE EVALUATION</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>	<p>Mid-semester test in the classroom [30% weight] during week 8, which will include:</p> <p>i. Translation exercises on select passages of taught and untaught Latin texts.</p> <p>ii. Grammar, syntax and vocabulary exercises on the passages set for translation.</p> <p>Final written examination [70% weight], which will include:</p> <p>iii. Translation exercises on select passages of taught and untaught Latin texts.</p> <p>iv. Grammar, syntax and vocabulary exercises on the passages set for translation.</p> <p>v. Inverse translation exercises (from modern Greek into Latin).</p> <p>vi. Questions testing the students' knowledge of key topics of Roman literature and history</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>(Select bibliography)</p> <p>Δ. Νικήτας, Λ. Μ. Τρομάρας (2019), Σύγχρονο Λατινοελληνικό Λεξικό, Θεσσαλονίκη.</p> <p>F.M. Wheelock (2020), Τα Λατινικά του Wheelock, μετάφρ. Α.Μ. Μιχαλόπουλος, Σ. Παπαϊωάννου, Αθήνα.</p> <p>A. Ernout, F. Thomas (2014), Συντακτικό της Λατινικής, μετάφρ. Θ. Πίκουλας, επιμ. Α. Ν. Μιχαλόπουλος, Αθήνα.</p> <p>B. Φυντίκογλου, Χ. Τσίτσιου-Χελιδόνη (2015), Lingua Latina: Θέματα Λατινικής Γλώσσας και Ρωμαϊκού Πολιτισμού. Ανθολόγιο Κειμένων για την Ύστερη Respublica, Αθήνα [ηλεκτρονικό εγχειρίδιο, διαθέσιμο από τον 'Κάλλιπο': www.kallipos.gr]</p> <p>Θ.Α. Κακριδής (1993), Γραμματική της Λατινικής Γλώσσας, Αθήνα.</p> <p>Ε.Δ. Τσακαλώτος (1921), Λεξικόν Λατινοελληνικόν (Lexicon Latino-graecum), Αθήνα.</p> <p>M. von Albrecht (2012), Ιστορία της Λατινικής Λογοτεχνίας (σε έναν τόμο). Από τον Ανδρόνικο ως τον Βοήθιο και η σημασία της για τα νεότερα χρόνια. Μετάφρ. Δ.Ζ. Νικήτας, Ηράκλειο.</p> <p>M. Rostovtzeff (1984), Ρωμαϊκή Ιστορία, Αθήνα.</p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	HIA_PH804	SEMESTER	6 th /8 th
COURSE TITLE	Modern Greek Philology II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/LIT2107/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of this course the students will acquire new knowledge and specific skills on the following subjects:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of poetic traditions prior to Solomos and their principal representatives. 2. Knowledge of principal elements of the scholarly discussion of term "School of the Ionian Islands."

3. Will discern different groups of the “School of the Ionian Islands”.
4. Will refer to basic facts of Solomos’ biography and his status as a national poet.
5. Will understand of his opinion about language.
6. Will discern basic stages in the development of Solomos’ poetry and analyse its themes.
7. Will describe the specificity of his poetic method and be able to discuss editorial problems.
8. Will recognize the influences from the European literary tradition and German Romantic Philosophy, as well as the dialogue of his poetry with this tradition.
9. Knowledge of poetic work of other poets of “School of Ionian Islands” (Kalvos, Valaoritis, Markoras, Typaldos, Polylas)

General Competences

1. Ability to demonstrate knowledge and understanding of the poetic tradition prior to Solomos and of Solomos’ poetics.
2. Ability to compare the Ionian with the Athenian School of Romanticism.
3. Ability to discern main features of Classicism and Romanticism.
4. Ability to analyse and interpret poetic texts.
5. Ability to critically discuss editorial problems.
6. Ability to interact with others in interpreting literary texts

(3) SYLLABUS

1. Early poetry of the Ionian Islands written in the 18th and early 19th centuries (e.g. Xanthopoulos, Martelaos, Danelakis, Koutouzis et al).
2. Solomos’ poems and prose fiction.
3. Poetry of “School of the Ionian Islands” (Polylas, Markoras, Matesis).
4. Critical approaches to Solomos’ oeuvre.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload
	Interactive teaching	39
	Autonomous Study	85

<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>	Course total	125
<p>STUDENT PERFORMANCE EVALUATION</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>1. Written final examination containing essay questions to evaluate close-reading ability and text interpretation (100%)</p> <p>2. Optional oral presentation (+ 10%)</p>	

(5) ATTACHED BIBLIOGRAPHY

1. Δημήτρης Αγγελάτος, Το αφανές ποίημα του Διονυσίου Σολωμού. Η Γυναίκα της Ζάκυθος, Αθήνα, Βιβλιόραμα, 1999.
2. Δημήτρης Αγγελάτος, «Ήχος λεπτός ... [...] γλυκύτατο[ς], ανεκδιήγητο[ς]...». Η «τύχη» του σολωμικού έργου και η εξακολουθητική αμηχανία της κριτικής (1859-1929), Αθήνα, Πατάκης, 2000.
3. Δημήτρης Αγγελάτος, Το έργο του Διονυσίου Σολωμού και ο κόσμος των λογοτεχνικών ειδών. Αθήνα: Gutenberg, 2009.
4. Γιώργος Βελουδής, Διονύσιος Σολωμός. Ρομαντική ποίηση και ποιητική. Οι γερμανικές πηγές, Αθήνα, Γνώση, 1989.
5. Louis Coutelle, Για την ποιητική διαμόρφωση του Διονυσίου Σολωμού (1815-1833). Μετάφραση Σ. Καψάσκη, Α. Χάχλα & Α.Αθανασοπούλου. Αθήνα: Βιβλιοθήκη του Μουσείου Μπενάκη, 2009. [Formation poétique de Solomos (1815-1833), Αθήνα, Ερμής, 1977.
6. Μαρία Δεληβοριά, Διονυσίου Σολωμού «Η γυναίκα της Ζάκυθος», έχθρισα θανάσιμη του έθνους. Ερμηνευτική δοκιμή, Αθήνα, Άγρα, 2012.
7. Εισαγωγή στην ποίηση του Σολωμού, επιμ. Γιώργος Κεχαγιόγλου, Ηράκλειο, Π.Ε.Κ. 1999.
8. Ερατοσθένης Καψωμένος, «Καλή 'ναι η μαύρη πέτρα σου». Ερμηνευτικά κλειδιά στο Σολωμό, Αθήνα, Εστία, 1992.

9. Πήτερ Μάκριτζ, Διονύσιος Σολωμός, μετ. Κατερίνα Αγγελάκη-Ρουκ, Αθήνα, Καστανιώτης, 1995.
10. Peri Massimo, Η Φεγγαροντυμένη του Σολωμού. Ένας άγνωστος χ που πρέπει να παραμείνει άγνωστος, (μετάφρ.: Κ. Παύλου, επιμ.: Μαρία Σπυριδοπούλου), Αθήνα, Gutenberg, 2016.
11. Λίνος Πολίτης, Γύρω στον Σολωμό. Μελέτες και άρθρα (1938-1982), Αθήνα, Μορφωτικό Ίδρυμα Εθνικής Τραπέζης, 1985.
12. Διονύσιος Σολωμός, Η γυναίκα της Ζάκυθος, επιμ. Ελένη Τσαντσάνογλου, επιλεγ. Κατερίνα Τικτοπούλου, Αθήνα, ΜΙΕΤ, 2017.
13. Ελένη Τσαντσάνογλου, Μία λανθάνουσα ποιητική σύνθεση του Σολωμού. Το αυτόγραφο τετράδιο Ζακύνθου αρ. 11. Εκδοτική δοκιμή, Αθήνα, Ερμής, 1982.

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of History and Archaeology		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	HIA_PH805	SEMESTER	6 th /8 th
COURSE TITLE	Modern Greek Philology III		
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
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English and French)		
COURSE WEBSITE (URL)	http://philology.upatras.gr/courses/neoelliniki-pezografia-1830-1914/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>At the end of this course the student should be able to:</p> <ol style="list-style-type: none"> 1. Present the evolution of prose writing in Greece from the 1830s to the 1914s. 2. Discern the cultural and historical contexts which shape the literary prose production. 3. Have acquired knowledge about the literary schools and tendencies of the Modern Greek literature (1830-1914), especially in prose. 4. Present the main features of the Athenian School's prose fiction and its main representatives.

5. Present the main features of Generation of the 1880s's prose fiction and its main representatives.
 6. Distinguish between prose fiction genres: novel, short story, novella.
 7. Comprehend the terms picaresque, epistolary, historical, mystery novel, narrative, ethnography etc. and be able to classify texts accordingly.
 8. Proceed to the critical reading of texts of Modern Greek prose (1830-1914) and discuss them by issuing a scientific style of argumentation through the appropriate bibliography.
 9. Construct convincing arguments to support his/her ideas.
- Conduct searches of printed and electronic bibliographic sources

General Competences

This course aims to help students:

1. To apply knowledge in practice.
2. To demonstrate knowledge and understanding of essential characteristics related with the literary production in prose from 1830 to 1914.
3. To trace the literary genres (novel, short story, novella).
4. To recognize the main formal characteristics of the aesthetic trends: Romanticism, Realism, Naturalism.
5. To examine critically and interpret prose texts.
6. To search, analyze and synthesize data, using, when appropriate, digital technologies.
7. To work autonomously.
8. To interact with others.
9. To be critical and self-critical.
10. To advance free, creative and causative thinking

(3) SYLLABUS

1. Introduction: The historical context in Greece from the establishment of the Greek state until the First World War.
2. The language issue (katharevousa, archaic, demotiki).
3. The literary field: editions and the book market, literary magazines and newspapers.
4. The concise outline of Modern Greek prose development: a. the prose fiction production 1830-1880, b. the 1880s Generation's prose fiction.
5. The literary and esthetic movements and trends: Romanticism, Realism, Naturalism, ethnography.
6. The prose fiction genres: sentimental/epistolary/ historical/picaresque novel, ethnographical/urban short story, serial narrative, etc.
7. The War of Independence: a. Memoirs, b. biographies of 1821 warriors, c. the novelistic discourse.
8. Close-reading and interpretation of prose fiction texts from representative writers (Gr. Paleologos, A.-R. Rangavis, P.Kalligas, Emm. Roidis, D. Vikelas., Al. Papadiamantis, G. M. Vizyinos, M. Mitsakis, A. Karkavitsas, G. Xenopoulos, et als).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ol style="list-style-type: none"> 1. Learning process support and enhancement through the electronic platform e-class. 2. Flexible electronic communication with students throughout the academic term.

	3. Usage of selected sites of the network. 4. Power point presentations.														
<p style="text-align: center;">TEACHING METHODS</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>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Readings and discussions on literary texts in class</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Autonomous study</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Pre-examination review of the entire matter covered in term. Final written exam.</td> <td style="text-align: center;">47</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	26	Readings and discussions on literary texts in class	13	Autonomous study	39	Pre-examination review of the entire matter covered in term. Final written exam.	47	Course total	125		
	<i>Activity</i>	<i>Semester workload</i>													
	Lectures	26													
	Readings and discussions on literary texts in class	13													
	Autonomous study	39													
	Pre-examination review of the entire matter covered in term. Final written exam.	47													
Course total	125														
STUDENT PERFORMANCE EVALUATION	1. Written final examination containing short answer questions testing knowledge, as well as essay questions evaluating close-reading ability and text interpretation (85%).														
<i>Description of the evaluation procedure</i>	2. Participation in class discussion (0,5%).														
<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>	3. Student presentations (10%).														
<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>															

(5) ATTACHED BIBLIOGRAPHY

<p>1. Πέρσα Αποστολή, Το πικαρικό μυθιστόρημα και η παρουσία του στον ελληνικό 19ο αιώνα. Από τον «Ερμήλο» (1817) ως την «Πάπισσα Ιωάννα» (1866), Αθήνα, Άρτεμις, 2018.</p> <p>2. Νάσος Βαγενάς (επιμ.), Από τον «Λέανδρο» στον «Λουκή Λάρα». Μελέτες για την πεζογραφία της περιόδου 1830-1880, Ηράκλειο Ίδρυμα Τεχνολογίας και Έρευνας – Πανεπιστημιακές Εκδόσεις Κρήτης, 2009.</p> <p>3. Γεωργία Γκότση, Η ζωή εν τη πρωτεύουση. Θέματα αστικής πεζογραφίας από το τέλος του 19ου αιώνα, Αθήνα, Νεφέλη, 2004</p> <p>4. Η παλαιότερη πεζογραφία μας. Από τις αρχές της ως τον Πρώτο Παγκόσμιο Πόλεμο:1830-1880, τόμοι Α΄, Γ΄-ΙΑ΄, Αθήνα, Σοκόλης, 1996-1998.</p>
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5. Σοφία Ντενίση, Το ελληνικό ιστορικό μυθιστόρημα και ο Sir Walter Scott (1830-1880), Αθήνα, Καστανιώτης, 1994
6. Αλέξης Πολίτης, Η Ρομαντική λογοτεχνία στο εθνικό κράτος 1830-1880, Ηράκλειο, Πανεπιστημιακές εκδόσεις Κρήτης, 2017.
7. Ελένη Πολίτου-Μαρμαρινού–Βίκυ Πάτσιου (επιμ.), Ο Νατουραλισμός στην Ελλάδα. Διαστάσεις-Μετασχηματισμοί-Όρια, Αθήνα, Μεταίχμιο, 2007.
8. Πρακτικά Συνεδρίου, 1821 και Απομνημονεύματα, Αθήνα, Βουλή των Ελλήνων, 1920.
9. Γεωργία Φαρίνου-Μαλαματάρη (επιμ.), Εισαγωγή στην πεζογραφία του Παπαδιαμάντη, Ηράκλειο, Πανεπιστημιακές Εκδόσεις Κρήτης, 2005.
10. Γεωργία Φαρίνου-Μαλαματάρη, Το σχοίνισμα της γραφής. Παπαδιαμαντ(ολογ)ικές μελέτες, Αθήνα, Gutenberg 2014.
11. Mario Vitti, Η Ιδεολογική λειτουργία της ελληνικής ηθογραφίας, Αθήνα, Κέδρος 1991

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	HIA_ED802	SEMESTER OF STUDIES	6th / 8th
COURSE TITLE	TEACHERS' EDUCATION AND TRAINING POLICIES		
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>		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background/pedagogy		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>The personal and professional development of the individual are a key point of reference for the policies of international organizations, as it is now apparent that there is a lack of appropriate knowledge, skills and competences not only in the developing countries but in the developed ones as well. At the same time the circle of occupationally vulnerable groups is expanding. The evolution of organizations and the modern demanding working conditions have led to the establishment of systematic training and staff training programs.</p> <ul style="list-style-type: none"> • The course seeks to teach students to: • Describe the definition of education, training and training. • Distinguish the terms of effectiveness and efficiency. • Examine the role of international organizations in shaping national education and training policies. • Familiarize themselves with education and training programs • Explore good education and training practices.
General Abilities
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Decision making • Autonomous work

- Teamwork
- Respect for diversity and multiculturalism
- Demonstrating social, professional and ethical responsibility and sensitivity to gender issues
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking

3. COURSE CONTENT

- Identification of the modern work environment
- Conceptual clarifications and demarcations: social exclusion, education, training, effectiveness and efficiency
- Establishment and operation of international organizations: OECD, European Union institutions, UN, UNESCO
- Policies, strategies and actions of international organizations in matters of education and training
- Education and training models
- Forms, incentives and productivity growth
- Training & evaluation of executives
- ICT and training
- Certification of training programs

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Use of technology in Teaching and Communication with students. • Post slides and course material on the e-class platform. 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Literature study & analysis	12
	Individual essay	36
	Autonomous study	38
	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125
STUDENT ASSESSEMENT <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,</i>	<ul style="list-style-type: none"> • Written essay (30%) • Written exam or oral exam in special cases (70%) 	

clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

5. RECOMMENDED LITERATURE

-Suggested bibliography :

- Ανδρεαδάκης, Ν., Καρανικόλα, Ζ., Κόνσολας, Μ., & Παναγιωτόπουλος, Γ. (2019). Επιμόρφωση και διεθνείς πολιτικές. Αθήνα: Γρηγόρης.
- Ζμας, Α. (2007). Παγκοσμιοποίηση και εκπαιδευτική πολιτική. Αθήνα: Μεταίχμιο.
- Κουρούς, Ι. (2022). Εξ αποστάσεως εκπαίδευση και κατάρτιση. Χρήση και αξιοποίηση λογισμικών για την υλοποίησή της. Αθήνα: Σταμούλης.
- Κουλαουζίδης, Γ. (2019). Ένας διάλογος για την εκπαίδευση ενηλίκων. Συμβουλές και κατευθύνσεις για νέους εκπαιδευτές. Αθήνα: Μεταίχμιο.
- Merriam, S.B., & Bierema, L. (2014). Adult Learning. Linking Theory and Practice. USA: Jossey - Bass.
- Παναγιωτόπουλος, Γ. (2022). 4η Βιομηχανική Επανάσταση: Η πρόκληση διαχείρισης των νέων συνθηκών από τους εκπαιδευτικούς. Αθήνα: Κοινωνικό Πολύκεντρο.
- Παναγιωτόπουλος, Γ., Καρανικόλα, Ζ., & Ζωγόπουλος, Κ. (2023). Δεξιότητες στο σύγχρονο συγκείμενο. Ένας ερευνητικός διάλογος. Αθήνα: Γρηγόρης.
- Τσαούσης, Δ. (2007). Η εκπαιδευτική πολιτική των διεθνών οργανισμών. Παγκόσμιες και ευρωπαϊκές διαστάσεις. Αθήνα: Gutenberg.

-Relative scientific journals:

- Education & Training
- Journal of Occupational and Organizational Psychology
- Journal of Vocational Behavior

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	HIA_ED803	SEMESTER OF STUDIES	6th / 8th
COURSE TITLE	DESIGNING EDUCATIONAL PROGRAMS IN FORMAL AND NON-FORMAL LEARNING ENVIRONMENTS		
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>	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background/pedagogy		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>The purpose of this course is to highlight the importance of designing educational programs in formal and non-formal learning environments. An effective educational program presupposes the existence and application of certain theoretical principles and practices in terms of the implementation of the teaching process, the means and techniques used, while its evaluation is an important element as well.</p> <p>This course seeks to teach students to:</p> <ul style="list-style-type: none"> • Clarify the concepts of formal education, non-formal education and informal learning. • Understand the institution of adult education. • Explore basic theorists of formal and non-formal education. • Understand the characteristics of the minor and the adult learner. • Practice the application of active educational techniques. • Understand the concepts of syllabi and training programs. • Articulate the purpose and individual objectives of an educational program. • Choose the cognitive content and individual modules of a program. • Familiarize themselves with the application of assessment methods.
General Abilities
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies

- Decision making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstrating social, professional and ethical responsibility and sensitivity to gender issues
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking

3. COURSE CONTENT

- Learning – education- lifelong learning and training, formal, non-formal and informal education.
- Historical review of adult education in Greece.
- Founders of non-formal education: Freire, Dewey, Knowles, Rogers
- Kolb's Circle & Mezirow's transformative learning
- Adult education and principles of adult education
- Characteristics of an adult learner
- Adult trainer features
- Educational techniques
- Detailed programs and curricula
- Researching the needs of trainees
- Formulating program objectives and defining content
- Selection of educational techniques and educational media
- Methods of evaluating educational programs

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Use of technology in Teaching and Communication with students. • Post slides and course material on the e-class platform. 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Literature study & analysis	12
	Individual essay	36
	Autonomous study	38
	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125
STUDENT ASSESSEMNT <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-</i>	<ul style="list-style-type: none"> • Written essay (30%) • Written exam or oral exam in special cases (70%) 	

answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

5. RECOMMENDED LITERATURE

-Suggested bibliography:

- Illeris, K. (2009). Σύγχρονες θεωρίες μάθησης. Αθήνα: Μεταίχμιο.
- Jarvis, P. (2022). Εκπαίδευση ενηλίκων και δια βίου μάθηση. Μεταίχμιο.
- Κεδράκα, Κ., & Φίλιπς, Ν. (2017). Σχεδιασμός εκπαιδευτικών προγραμμάτων. Πρακτικός οδηγός για νέους εκπαιδευτές ενηλίκων. Εκδόσεις Κυριακίδη.
- Παυλή – Κορρέ, Μ., & Λευθεριώτου, Π. (2020). Σχεδιασμός προγραμμάτων μη τυπικής εκπαίδευσης ενηλίκων δια ζώσης εκπαίδευσης και ηλεκτρονικής μάθησης. Εκδόσεις Ύψιλον.
- Mezirow, J. (2022). Θεωρία Μετασχηματισμού. Επιστημονική Ένωση Εκπαίδευσης Ενηλίκων.
- Shor, I., & Freire, P. (2011). Απελευθερωτική παιδαγωγική. Διάλογοι για τη μετασχηματιστική εκπαίδευση. Αθήνα: Μεταίχμιο.

-Relative scientific journals:

- Education & Training
- International Journal of Education and Learning
- International Journal of Learning
- International Journal of Educational Research
- International Journal of Lifelong Education
- Journal of Adult and Continuing Education

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF HISTORY - ARCHAEOLOGY		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	HIA_ED804	SEMESTER OF STUDIES	6th / 8th
COURSE TITLE	PEDAGOGY-INTERCULTURAL EDUCATION		
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>		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background/pedagogy, scientific field, skills development		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>This module aims to provide students with knowledge, experiences and skills in the field of intercultural education. Specific issues are examined such as: policies of homogenization and preservation of diversity, principles and values of intercultural education, intercultural dialogue, intercultural communication, intercultural competence, identity, cultural and global competences. This course seeks to teach students to:</p> <ul style="list-style-type: none"> • Reflect on the reasons why people choose or are forced to move. • Understand the relationship between globalization and interculturalism. • Distinguish the differences between multicultural and cross-cultural education. • Familiarize themselves with the role of international organizations in issues related to interculturalism. • Reflect on any stereotypes and prejudices they may carry. • Familiarize themselves with forms of education that encourage the development of intercultural competence. • Present and implement good educational practices in the field of intercultural pedagogy.
General Abilities
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Decision making • Autonomous work • Teamwork

- Respect for diversity and multiculturalism
- Demonstrating social, professional and ethical responsibility and sensitivity to gender issues
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking.

3. COURSE CONTENT

- Contemporary economic, social, technological context and immigration.
- Conceptual clarifications: immigrant, refugee, multiculturalism, interculturalism, diversity, super-diversity/hyper-diversity.
- Policies of homogenization and preservation of diversity.
- Principles and dimensions of intercultural education.
- Racism, stereotypes, prejudices and discriminations.
- Intercultural dialogue and communication.
- Educational models and diversity.
- Educational practices and interculturalism.
- Models for the intercultural competence development.
- Globalization and global competence.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Use of technology in Teaching and Communication with students. • Post slides and course material on the e-class platform. 	
<p style="text-align: center;">TEACHING METHODS</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>	Activity	Semester Workload
	Lectures	39
	Literature study & analysis	12
	Individual essay	36
	Autonomous study	38
	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125
<p style="text-align: center;">STUDENT ASSESSEMENT</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>	<ul style="list-style-type: none"> • Written essay (30%) • Written exam or oral exam in special cases (70%) 	

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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5. RECOMMENDED LITERATURE

-Suggested bibliography:

- Ζάχος, Δ. (2014). Επίκαιρα θέματα διαπολιτισμικής εκπαίδευσης. Σταμούλη.
- Gogonas, N. (2010). Bilingualism and Multiculturalism in Greek Education: Investigating Ethnic Language Maintenance among Pupils of Albanian and Egyptian Origin in Athens. Cambridge Scholars Publishing.
- Kubota, R. (2004). Critical multiculturalism and second language education. In B. Norton & K. Toohey (Eds.), *Critical pedagogies and language learning* (pp. 30-52). Cambridge University Press.
- Παλαιολόγου, Ν. Ευαγγέλου, Ο. (2011). Διαπολιτισμική Παιδαγωγική. Πεδίο.
- Παπακώστα, Αι. (2021). Πολυπολιτισμικότητα και διαπολιτισμική εκπαίδευση. Σταμούλη.
- Χατζησωτηρίου, Χ., Αγγελίδης, Π. (2019). Ευρωπαϊσμός και διαπολιτισμική εκπαίδευση. Από το υπερεθνικό στο σχολικό επίπεδο. Διάδραση.

-Relative scientific journals:

- Ethnic and racial studies
- African Studies Review
- Citizenship Studies
- International Journal of Bilingual Education and Bilingualism
- Intercultural Education
- International Migration Review
- The American Political Science Review
- Language, Culture and Curriculum

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_ED805	SEMESTER	6 th /8 th
COURSE TITLE	PRACTICAL TEACHING OF PHILOLOGICAL DISCIPLINES		
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	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	general background, special background, skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
Upon successful completion the students: <ul style="list-style-type: none"> • will be familiarized with the Study Programs of the philological disciplines of Secondary Education • will be able to draw up lesson plans for the philological disciplines of Secondary Education • will have experience in teaching philological disciplines in Secondary Education • will be able to carry out sample teaching for Secondary Education students
General Competences

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
 Project planning and management
 Showing social, professional and ethical responsibility
 Criticism and self-criticism
 Production of free, creative and inductive thinking

(3) SYLLABUS

Presentation of the Study Programs – creation of a lesson plan – attendance of teaching of philological disciplines in Secondary Education schools of Patras - exemplary teaching to Secondary Education students in Patras in collaboration with the teachers at the schools.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students Support by the e-class platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload
	Lectures	39
	Essay writing	25
	Practice	61
	Course total (25 hours per credit)	125
STUDENT PERFORMANCE EVALUATION <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>	Language of evaluation: Greek Methods of evaluation: Written work Essay/report Written final examination including: - short-answer questions - open-ended questions	

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

- Suggested webliography:

<http://iep.edu.gr/el/nea-programmata-spoudon-arxiki-selida>

<http://iep.edu.gr/el/nea-ps-provoli>

<https://www.youtube.com/watch?v=-LQT6-2Sr6Q>

COURSE OUTLINE

1. GENERAL

SCHOOL	Humanities and Social Sciences		
DEPARTMENT	History and Archaeology		
LEVEL OF COURSE	Undergraduate		
COURSE CODE	HIA_ED806	SEMESTER OF STUDIES	6 th /8 th
COURSE TITLE	Methodology of educational research		
INDEPENDENT TEACHING ACTIVITIES σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures	3	5	
<i>Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.</i>			
COURSE TYPE <i>Υποβάθρου, Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων</i>	Optional/ knowledge and skills development		
PREREQUISITE COURSES:			
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

Lerning outcomes
<p>Research in any scientific field is distinguished from others not only by the type of human behavior it examines but by the emphasis it places on particular behaviors and the methods it uses to study them. The purpose of this course is to highlight important aspects of qualitative and quantitative methodology in order for students to familiarize themselves with the various types of research. The course seeks to teach students:</p> <ul style="list-style-type: none"> • To familiarize themselves with the academic way of writing. • To define the concepts: method and methodology. • To analyze scientific examples. • To explore the reasons for conducting an investigation. • To become familiar with the principles of ethics and ethics of a research. • To study the advantages and disadvantages of qualitative methodology. • To study the advantages and disadvantages of quantitative methodology. • To discover the tools of qualitative and quantitative methodology. • To describe different types of sampling techniques.
General Abilities
<ul style="list-style-type: none"> • Retrieve, analyse and synthesise data and information, with the use of necessary technologies • Make decisions

- Work autonomously
- Work in teams
- Generate new research ideas
- Appreciate diversity and multiculturalism
- Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- Be critical and self-critical
- Advance free, creative and causative thinking

3. COURSE CONTENT

- Academic style of writing
- Methods, methodology and scientific examples.
- Research questions
- Principles of ethics and morality
- Types of qualitative research methods: advantages and disadvantages
- Interviews
- Participatory observation
- Archive search
- Quantitative methodology: advantages and disadvantages
- Questionnaire design - types of questions - scales
- Sampling techniques
- SPSS and n-vivo.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p>TEACHING METHOD <i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i></p>	ce-to-face													
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</i></p>	Support of the learning process through the digital platform e-class. Selective use of ICT.													
<p>TEACHING ORGANIZATION <i>οιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. λέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ. οιγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="646 1227 1058 1261"><i>Activity</i></th> <th data-bbox="1061 1227 1326 1261"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="646 1265 1058 1294">lectures</td> <td data-bbox="1061 1265 1326 1294"></td> </tr> <tr> <td data-bbox="646 1299 1058 1328">study & analysis of literature</td> <td data-bbox="1061 1299 1326 1328"></td> </tr> <tr> <td data-bbox="646 1332 1058 1361">individual /team work</td> <td data-bbox="1061 1332 1326 1361"></td> </tr> <tr> <td data-bbox="646 1366 1058 1395">Autonomous study</td> <td data-bbox="1061 1366 1326 1395"></td> </tr> <tr> <td data-bbox="646 1400 1058 1536">Total number of hours for the Course 5 hours of work-load per ECTS credit)</td> <td data-bbox="1061 1400 1326 1536">5</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	lectures		study & analysis of literature		individual /team work		Autonomous study		Total number of hours for the Course 5 hours of work-load per ECTS credit)	5	
<i>Activity</i>	<i>Semester Workload</i>													
lectures														
study & analysis of literature														
individual /team work														
Autonomous study														
Total number of hours for the Course 5 hours of work-load per ECTS credit)	5													
<p>STUDENT ASSESSEMENT <i>οιγραφή της διαδικασίας αξιολόγησης ύσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία,</i></p>	<ul style="list-style-type: none"> • Written work (30%) • Written examination or oral examination in special cases (70%). 													

Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες αφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;	
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5. RECOMMENDED LITERATURE

- Adler, E., & Clark, R. (2018). Κοινωνική Έρευνα. Μια ξενάγηση στις μεθόδους και στις τεχνικές. Εκδόσεις Τζιόλα.
- Babbie, E. (2018). Εισαγωγή στην κοινωνική έρευνα. Εκδόσεις Κριτική.
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). Educational Research. Competencies for Analysis and Applications (10th edition). Pearson.
- Dwyer, R., & Emerald, E. (2017). Narrative Research in Practice: Navigating the Terrain. In R. Dwyer, I. Davis, & E. Emerald (Eds.), Narrative Research in Practice (pp. 1-25). Singapore: Springer. https://doi-org.proxy.eap.gr/10.1007/978-981-10-1579-3_1
- Gudkova, S. (2018). Interviewing in Qualitative Research. In M. Ciesielska, & D. Jemielniak (Eds.), Qualitative Methodologies in Organization Studies (pp. 75-96). Palgrave Macmillan, Cham. https://doi-org.proxy.eap.gr/10.1007/978-3-319-65442-3_4
- Mills, A. & Mills, J. (2018). Archival Research. In C. Cassell, A. Cunliffe, & G. Grandy (Eds.), The Sage Handbook of Qualitative Research Methods in Business and Management (pp. 431-449). London: Sage.
- Παρασκευόπουλος, Ι. (2022). Μεθοδολογία επιστημονικής έρευνας. Εκδόσεις Αθηνά Τεστ.

Relative scientific journals:

- Applied Sciences
- International Journal of Qualitative Methods, International Journal of Education and Learning
- The American Statistician
- The Qualitative Report

Internship
HIA_EPA600

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_EPA600	SEMESTER	6 th / 8 th
COURSE TITLE	Internship		
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	
Internship		5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Optional - Skill development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
This course aims to provide undergraduate students with work experience in areas related to the subjects treated by the Department.
General Competences

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

Working independently

Team work

Decision-making

Adapting to new situations

Working in an interdisciplinary environment

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

(3) SYLLABUS

The Internship is optional and receives (5) ECTS. ECTS will not be taken into account in the total number of ECTS required to obtain a degree, but will be listed in the Diploma Supplement. It lasts for two months and is implemented in the summer months (July-August). The subject of the Internship must be relevant to the subject of study.

The Internship forms part of the educational process (non-compulsory) and targets: a) the practical application of the knowledge acquired in the courses, b) the direct experience of working conditions in real workplaces where graduates of the Department can work, c) the development of skills and expertise related to the background knowledge students received during their studies, and d) the facilitation of access to the labor market.

The Internship takes place in selected public and private institutions (historical archives, research centers, museums, galleries, ephorates of antiquities, companies, etc.). Faculty members supervise students during their Internship period.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Collaborating private and public sector institutions	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT technologies Use of asynchronous e-learning platform for administrative material and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload
	Internship	125
	Course total (25 hours per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Report from the institution and the Internship Supervisor of the Department. The course receives a "pass/no pass" ranking.	

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

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- *Handbooks:*

Undergraduate thesis (7th and 8th semester)

HIA_PE700 & HIA_PE800

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	HIA_PE700 & HIA_PE800	SEMESTER	7 th and 8 th
COURSE TITLE	Undergraduate thesis		
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
	PE700	3	5
	PE800	3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		6	10
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>specialised general knowledge</i>		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of the thesis, the student:</p> <ul style="list-style-type: none"> - has studied in depth a specific subject of the scientific areas that the department deals with, - has used relevant knowledge gained during the undergraduate studies for synthetic work, - has learned to look for appropriate scientific information from the relevant scientific literature, - has acquired skills in writing a scientific text and - has acquired skills in the organization and oral presentation of the topic of the thesis
General Competences

Search for, analysis and synthesis of data and information, with the use of the necessary technology
 Working independently
 Working in an interdisciplinary environment
 Production of free, creative and inductive thinking
 Preparation and oral presentation of work

(3) SYLLABUS

1. Literature search
2. Literature study
3. Data processing
4. Writing a thesis
5. Oral Presentation of thesis

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Meetings between the supervising professor and the student.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload
	Writing	70
	Preparation of oral presentation	30
	Independent study	120
	Guided study	30
	Course total (25 hours per credit)	250
STUDENT PERFORMANCE EVALUATION <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>	The student presents his/her work in a Public Presentation and submits a written text of the thesis to the three-member examination committee. The final evaluation is given by the examining committee.	

(5) ATTACHED BIBLIOGRAPHY

Study and writing guidelines are determined by the respective supervising professor.