NATIONAL AND KAPODISTRIAN
UNIVERSITY OF ATHENS
DEPARTMENT OF HISTORY AND ARCHAEOLOGY

STUDY GUIDE

OF THE POSTGRADUATE STUDY PROGRAMME:

ARCHAEOLOGY AND HISTORY OF THE ANCIENT WORLD: FROM EARLY PREHISTORY TO LATE ANTIQUITY

ACADEMIC YEAR: 2026–2027

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ATHENS 2026

Course Outline Editor

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OUTLINES OF SEMINARS IN PREHISTORIC ARCHAEOLOGY

Relational and post-humanist approaches to archaeology

1. GENERAL

SCHOOL: School of Philosophy

DEPARTMENT: History and Archaeology

LEVEL OF STUDIES: Postgraduate

COURSE CODE: ΠΡ21

SEMESTER: Winter

INDEPENDENT TEACHING ACTIVITIES
WEEKLY TEACHING HOURS: 3
ECTS CREDITS: 15

COURSE TYPE: Postgraduate specialization seminar

PREREQUISITE COURSES: No

LANGUAGE OF INSTRUCTION AND EXAMINATION: Greek

COURSE OFFERED TO ERASMUS STUDENTS: No

COURSE WEBSITE: ARCH950

2. LEARNING OUTCOMES

The seminar aims to examine several ideas of modern and contemporary philosophy that have influenced archaeological thought, since they refer to the relation of people to material culture. Emphasis is placed upon recent relational and post-humanist approaches. Students select representatives of philosophy or the more broadly defined social theory (e.g. Mauss, Ingold, Foucault, Gell, Latour, DeLanda, etc.), as well as archaeological theory itself (e.g. Barrett, Hodder, Knappett, Malafouris), discuss the ideas themselves, and identify a relevant archaeological example through which to understand the prehistoric Aegean.

UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL BE ABLE TO:

- know the work of major philosophers of the modern and contemporary periods
- know fundamental philosophical concepts that have influenced archaeological theory
- know the work of the principal recent archaeologists specializing in theory
- compare different theoretical approaches to the same key concepts for understanding the human condition and the organization and functioning of

society
- develop a deeper understanding of the role of theory in the formation of archaeological thought, and especially of the ways in which interpretations of archaeological data are constructed.

GENERAL COMPETENCES

- Search, analysis and synthesis of data and information
- Promotion of free, creative and inductive thinking
- Working in an interdisciplinary environment
- Independent work
- Teamwork
- Working in an interdisciplinary environment
- Generation of new research ideas
- Critical and self-critical thinking

3. COURSE CONTENT

The course consists of the following units:

1. Introduction – guidelines for writing academic papers
2. Mauss and the concept of the gift
3. Ingold and the agency of landscape
4. Gell and the agency of material culture
5. Knappett and materiality in archaeology
6. Malafouris and material culture as an extracorporeal extension of the human being
7. Hodder's theory of entanglement
8. Latour's Actor-Network Theory
9. Symmetrical archaeology according to Olsen, Shanks, Webmoor and Witmore
10. DeLanda's assemblage theory
11. The anthropocentric approach of Barrett and Boyd
12. Oral presentation of papers
13. Oral presentation of papers

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD: FACE-TO-FACE

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES

Specialized educational material in PDF format. Support of the learning process through the eClass electronic platform.

TEACHING ORGANISATION: Seminars: 40 hours; consultation with the instructor: 30 hours; study and analysis of bibliography: 80 hours; independent study: 115 hours; paper writing: 110 hours. Total: 375 hours.

STUDENT ASSESSMENT: Language of assessment: Greek.
Participation in the seminar: YES. Public presentation: 20%. Written paper: 80%.

Incorporation of corrections and comments.

5. RECOMMENDED BIBLIOGRAPHY

DeLanda, M. 2016. *Assemblage theory*. Edinburgh.

Gell, A. 1998. *Art and Agency: An Anthropological Theory*. Oxford.

Harris, O. and C. Cipolla. 2017. *Archaeological theory in the new millennium. Introducing current perspectives*. London - New York.

Hodder, I. 2012. *Συνύφανση. Μια αρχαιολογία των σχέσεων μεταξύ ανθρώπων and πραγμάτων* (trans. N. Κούρκουλος). Αθήνα.

Ingold, T. 2011. *Being alive. Essays on movement, knowledge and description*. London - New York.

Knappett, C. 2005. *Thinking through material culture. An interdisciplinary perspective*. Philadelphia.

Latour, B. 2005. *Reassembling the Social – An Introduction to Actor-Network-Theory*. Oxford.

Malafouris, L. 2013. *How things shape the mind. A theory of material engagement*. Cambridge MA.

Mauss, M. 1999. *Το δώρο: Μορφές and λειτουργίες της ανταλλαγής στις αρχαϊκές κοινωνίες* (transl. Ά. Σταματοπούλου-Παραδέλλη). Αθήνα.

Olsen, B., M. Shanks, T. Webmoor, C. Witmore 2012. *Archaeology. The discipline of things*. Berkeley - Los Angeles.

Sir Arthur Evans and his "Minoan civilization" under the probe of modern critical thought

1. GENERAL

SCHOOL: School of Philosophy

DEPARTMENT: History and Archaeology

LEVEL OF STUDIES: Postgraduate

COURSE CODE: ΠΡ27

SEMESTER: Winter

INDEPENDENT TEACHING ACTIVITIES

WEEKLY TEACHING HOURS: 3
ECTS CREDITS: 15

COURSE TYPE: Seminar

PREREQUISITE COURSES: No

LANGUAGE OF INSTRUCTION AND EXAMINATION: Greek

COURSE OFFERED TO ERASMUS STUDENTS: Yes

COURSE WEBSITE: http://opencourses.uoa.gr/courses/ARCH622/

2. LEARNING OUTCOMES

The aim of the seminar is to restudy some of the ideas and interpretations of Minoan civilization proposed by Sir Arthur Evans in the light of modern archaeological discoveries and theories. Among other issues, the seminar will discuss the dating of the various periods of Cretan Protohistory, the problem of the Mycenaean presence in Crete, the so-called "pax minoica", and Minoan dominance in the Aegean and the Eastern Mediterranean, which scholars have described as "Minoan thalassocracy".

UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL BE ABLE TO:

GENERAL COMPETENCES

- Search, analysis and synthesis of data and information
- Promotion of free, creative and inductive thinking
- Working in an interdisciplinary environment
- Independent work
- Teamwork
- Planning and documenting academic essays
- Oral presentation of academic work before a specialist audience.

3. COURSE CONTENT

The seminar provides methodological tools for interpreting cultural phenomena that emerge from the study of the material remains of Bronze Age Crete. It also trains students in critical thinking and in evaluating approaches that begin from different interpretative premises.

More specifically, the course content may be summarized as follows:

1. Introduction to Arthur Evans and his period.
2. The principal axes on which Evans constructed his interpretation of Minoan civilization.
3. Interpretative issues and methodological approaches, past and present.
4. Contemporary critical thought: "critiquing" the critique.
5. The value of excavation data and the relationship between material remains and theoretical models.

6–10. Case studies.

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD: FACE-TO-FACE

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES:
Specialized educational material in PPTX format; support of the learning process through the e-class electronic platform.

TEACHING ORGANISATION: Lectures / seminar meetings: 30 hours. Oral presentations: 45 hours. Study and analysis of bibliography: 150 hours. Total course workload: 375 hours

STUDENT ASSESSMENT:

1. Oral presentation
2. Submission of a written paper

The assessment criteria for these are:

1. Structure of the paper
2. Search for bibliographic sources
3. Bibliographic presentation and referencing
4. Language and expression
5. Depth of analysis, development of argument and critical thinking

The assessment criteria are described in detail during the classes, attendance at which is compulsory for participants.

5. RECOMMENDED BIBLIOGRAPHY

Αλεξίου, Στ. 1980. "Προανακτορικές ακροπόλεις της Κρήτης." *Πεπραγμένα Δ΄ Διεθνούς Κρητολογικού Συνεδρίου,1976*, Α1, 9-22. Αθήνα.

Bintliff, J. L. 1983. Structuralism and Myth in Minoan Studies, *Antiquity* 58:33-8.

Driessen, J. I. Schoep and R. Laffineur, eds. 2002. *Monuments of Minos. Rethinking the Minoan Palaces*, Aegaeum 23. Liège.

Evans, A. 1921-35. *The Palace of Minos at Knossos*, I-IV. London.

Klynne, A. 1998. Reconstruction of Knossos: artist's impressions, archaeological evidence and wishful thinking, *JMA* 11:206-29.

MacGillivray, J. A. 2002. *Μινώταυρος* (*Minotaur*: transl. in Greek by "Ωκεανίδα» editions). Αθήνα.

Marinatos, N. 2015. *Sir Arthur Evans and Minoan Crete. Creating the Vision of Knossos*. London.

Momigliano, N. 1996. "Evans, Mackenzie and the History of the Palace at Knossos," *JHS* 116:166-9.

Starr, C. G. 1984. "Minoan Flower Lovers." In *Minoan Thalassocracy: Myth or Reality?*, edited by R. Hägg and N. Marinatos, 9-12. Stockholm.

Ζώης, Α. 1996. *Κνωσός-Το εκστατικό όραμα*. Ηράκλειο.

Mycenaean palatial economy and politics

SCHOOL: School of Philosophy

DEPARTMENT: History and Archaeology

LEVEL OF STUDIES: Postgraduate

COURSE CODE: ΠΡ25

SEMESTER: Winter

INDEPENDENT TEACHING ACTIVITIES
WEEKLY TEACHING HOURS: 3
ECTS CREDITS: 15

COURSE TYPE: general-knowledge specialization, Seminar

PREREQUISITE COURSES: None

LANGUAGE OF INSTRUCTION AND EXAMINATION: Greek / English for Erasmus+ students

COURSE OFFERED TO ERASMUS STUDENTS: Yes

COURSE WEBSITE: https://eclass.uoa.gr/courses/ARCH970/

2. LEARNING OUTCOMES

This seminar aims to familiarize participants with the study of Mycenaean palatial economies and their political systems. Our main primary source is the documentation in the so-called Linear B script, used between the 14th and 12th centuries BC to render a Greek dialect and to meet the record-keeping needs of palatial bureaucracies in central and southern mainland Greece and Crete. The presentation of basic principles of methodology and interpretation will focus on specific topics represented in the texts as well as on individual documents or groups of documents. Participants will be trained in the basic working methods of Mycenaean epigraphy and in the ways textual evidence can be integrated into archaeological discussion. Particular emphasis will be placed on the active integration of archaeological and iconographic evidence in the study and interpretation of textual evidence, with the aim of highlighting the different perspectives, priorities and interests of palatial elites as reflected in the various categories of evidence.

UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL BE ABLE TO:

- be familiar with the principal lines of enquiry in the study of Mycenaean palatial political economies
- be trained in methodology, research protocols, contemporary trends and current debates in the study and interpretation of Aegean inscriptions
- identify and critically evaluate the structure and background of scholarly debates concerning Mycenaean palatial economies and the political organization of the

Mycenaean palatial world
- be familiar with the relevant bibliography and with the major interpretative trends that have shaped it
- be equipped as well as encouraged to undertake independent, original research and to formulate new research questions, methodological proposals and approaches capable of generating productive discussion of the available material or illuminating new aspects of it.

3. COURSE CONTENT

- The course consists of the following units:
- Introduction to the palatial political economies of the Mycenaean world
- Overview of Mycenaean epigraphy as a principal source for the study of the Mycenaean economy
- Brief overview of the content of Linear B documents and of the palatial 'perspective' and interests/priorities of ruling groups through an integrated study of texts and archaeological evidence
- Methodology for the study and interpretation of Linear B documents through focused thematic approaches
- Selection of paper topics and supervision of their progress / discussion of topics in private meetings with students and in class
- Paper presentations / discussion and feedback on presentations
- Research and preparation of papers – submission within a reasonable deadline
- Assessment

The above structure is indicative only and may be adjusted quantitatively according to participation or the specific academic interests of the participants.

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD: FACE-TO-FACE

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES:

Specialized educational material in PPTX format; support of the learning process through the eClass electronic platform; distribution of specialist bibliography and notes.

TEACHING ORGANISATION: Lectures / seminar meetings: 40 hours; visits to museums and archaeological sites: 10 hours; consultation with the instructor: 30 hours; bibliographic search and research: 75 hours; independent, unguided study / synthesis: 120 hours; paper writing: 100 hours. Total course workload: 375 hours (15 ECTS)

STUDENT ASSESSMENT: Participation in the seminar: 10%; presentation and public discussion of the paper within the seminar: 10%; submitted seminar paper: 80%.

5. RECOMMENDED BIBLIOGRAPHY

Bennet, J. 2007. “The Aegean Bronze Age.” In *The Cambridge Economic History of the Greco-Roman World*, edited by W. Scheidel, I. Morris and R. Saller, 175-210. Cambridge.

Bennet, J. 2008. “Palace^{TM}: speculations on palatial production in Mycenaean Greece with (some) reference to glass.” In *Vitreous Materials in the Late Bronze Age Aegean,* edited by C. M. Jackson and E. C. Wager. Sheffield Studies in Aegean Archaeology, 151-72. Oxford.

Bennet, J. 2017. “On comparison in Linear B: genetic, historical or analogical?” In *Aegean Scripts: Proceedings of the 14th International Colloquium on Mycenaean Studies, Copenhagen, 2-5 September 2015*, edited by M. L. Nosch and H. Landenius Enegren. Incunabula Graeca 105.1, 461-473. Roma.

Duhoux, Y. and A. Morpurgo-Davies, eds. 2008-2014. *A Companion to Linear B: Mycenaean Greek Texts and their World*, vol. 1-3, Louvain-La-Neuve - Walpole MA.

Killen, J. T., ed. 2024. *The New Documents in Mycenaean Greek*, vol. 1-2. Cambridge.

Palaima, T. G. and J. C. Wright. 1985. “Ins and outs of the Archives Rooms at Pylos: form and function in a Mycenaean palace.” *AJA* 89:2, 251-62.

Palaima, T. G. 1995. “The nature of the Mycenaean *wanax*: non-Indo-European origins and priestly functions”. In *The Role of the Ruler in the Prehistoric Aegean. Proceedings of a Panel Discussion presented at the Annual Meeting of the Archaeological Institute of America, New Orleans, Louisiana, 28 December 1992, with Additions*, edited by. P. Rehak, 119-42. Aegaeum 11, Liège - Austin.

Petrakis, V. 2017. “Reconstructing the matrix of the ‘Mycenaean’ literate administrations». In *Understanding Relations Between Scripts: The Aegean Writing Systems*, edited by P. M. Steele, 69-92, 202-221. Oxford – Philadelphia.

Weilhartner, J. and F. Ruppenstein, eds. 2015 *Tradition and Innovation in the Mycenaean Palatial Polities*, Österreichische Akademie der Wissenschaften Philosophisch-historische Klasse Denkschriften 487 = Mykenische Studien 34. Wien.

Voutsaki, S. and J. T. Killen, eds. 2001. *Economy and Politics in the Mycenaean Palace States.Proceedings of a Conference Held on 1-3 July 1999 in the Faculty of Classics*. Proceedings of the Cambridge Philological Society Supplement 33. Cambridge.

Prehistoric Aegean:
A geoarchaeological and bioarchaeological approach

1. GENERAL

SCHOOL: School of Philosophy

DEPARTMENT: History and Archaeology

LEVEL OF STUDIES: Postgraduate

COURSE CODE: ΠΡ19

SEMESTER: Winter

INDEPENDENT TEACHING ACTIVITIES:

WEEKLY TEACHING HOURS: 3
ECTS CREDITS: 15

COURSE TYPE: Seminar

PREREQUISITE COURSE: Prehistoric Archaeology

LANGUAGE OF INSTRUCTION AND EXAMINATION: Greek

COURSE OFFERED TO ERASMUS STUDENTS: Yes

COURSE WEBSITE: …

2. LEARNING OUTCOMES

The learning outcomes concern the acquisition of specific knowledge, skills and competences related to reading excavation studies and to the management and direction of archaeological excavation. Emphasis is placed on the significance and value of all remains, evidence and finds from an excavation in relation to the immediate landscape, its biotic communities, the palaeoenvironment, ways of life and cultural level. Especially in Greece, which has undergone and continues to undergo major environmental changes, interdisciplinary research is essential for a more accurate understanding of prehistoric sites. Prehistoric sites lack written sources, and in many cases the modern landscape bears little relation to the ancient one.

UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL BE ABLE TO:

- read and assess excavation studies
- understand the significance of all remains, evidence and finds from an excavation
- understand the geological background
- understand the landscape and its changes (environmental / anthropogenic)
- understand the biotic communities of the palaeoenvironment
- understand the relationship of artefacts to all of the above
- understand the contribution of all these factors to the formation of ways of life and cultural development.

GENERAL COMPETENCES:

- Respect for the natural environment
- Working in an interdisciplinary environment
- Search, analysis and synthesis of data and information, using the necessary technologies

- Decision-making
- Teamwork
- Working in an international environment
- Generation of new research ideas
- Project planning and management
- Critical thinking
- Promotion of free, creative and inductive thinking

3. COURSE CONTENT

The course lasts 13 weeks (including oral presentations) and consists of the following units:

- Main methods for the study of geoarchaeological remains (4)
- Main methods for the study of bioarchaeological remains (5)
- Methods aimed at the more reliable identification of landforms, raw materials, plant and animal species, and human skeletal remains, and at assessing their contribution to a fuller understanding of archaeological assemblages (1)
- The choice of prehistoric periods is especially important for demonstrating the significance of new interdisciplinary methods for studying all types of remains, since written evidence is absent (1).
- Changes in the natural environment, with particular emphasis on prehistoric periods, contribute to our understanding of ways of life, economy and ideology, and, among other issues, the reasons for the development or abandonment of settlements; methods for reconstructing the palaeoenvironment (1).
- Oral presentation of the final paper using PowerPoint (1)

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD: Face-to-face and distance education (if required)

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES:
Communication via eClass

TEACHING ORGANISATION: Teaching: 40 hours; consultation with the instructor: 30 hours; study and analysis of bibliography: 80 hours; independent study: 115 hours; paper writing: 110 hours. Total: 375 hours.

STUDENT ASSESSMENT: Language of assessment: Greek / English. Assessment methods: oral presentation of the paper using PowerPoint (20%) and written paper (80%); incorporation of corrections and comments.

5. RECOMMENDED BIBLIOGRAPHY

Allen, K.M.S., S.W. Green and E.B.W. Zubrow. 1990. *Interpreting space: GIS and archaeology*. London.

Bocquet, A. 1984. *Archéologie des lacs et des rivières*. Annecy.

Brown, A. G. 1997. *Alluvial geoarchaeology*. Cambridge.
Chambers, F. M. 1993. *Climate change and human impact on the landscape*. London
Courty, M.A., P. Goldberg and R. Macphail. 1989. *Soils and micromorphology in archaeology, Cambridge Manuals in Archaeology*. Cambridge.
Higgins, M.D. and R. Higgins. 1996. *A geological companion to Greece and the Aegean*. New York – London.
Καραλή, Λ. 2005. *Περιβαλλοντική Αρχαιολογία*. Αθήνα.
Καραλή, Λ. and Γ. Φερεντίνος, eds. 2015. *Τετράδια Γεωαρχαιολογίας*. Αθήνα.
Kraft, J. C. et al. 1977. "Palaeogeographic reconstructions of coastal Aegean archaeological sites." *Science* 195: 941-7.
Raikes, R. L. 1984. Water, weather and prehistory, 2nd ed. N. Jersey.

Technological developments and innovations in the Prehistoric Aegean

1. GENERAL

SCHOOL: School of Philosophy

DEPARTMENT: History and Archaeology

LEVEL OF STUDIES: Postgraduate

COURSE CODE: ΠΡ26

SEMESTER: Spring

INDEPENDENT TEACHING ACTIVITIES:
WEEKLY TEACHING HOURS: 3
ECTS CREDITS: 15

COURSE TYPE: seminar

PREREQUISITE COURSES: No

LANGUAGE OF INSTRUCTION AND EXAMINATION: Greek

COURSE OFFERED TO ERASMUS STUDENTS: Yes (with the presentation and submission of the paper in English)

COURSE WEBSITE: https://eclass.uoa.gr/courses/ARCH376/

2. LEARNING OUTCOMES

The course deals with archaeological evidence for technological development and innovation in the Early Bronze Age Aegean, including pottery technology, metallurgy, chipped-stone industries, stone-vessel production, and glyptic. Issues addressed include the distribution of raw-material sources, the technical procedures by which raw materials were transformed into finished objects, the types of products, their contexts

and distribution. Existing theoretical approaches are discussed, with particular emphasis on the bidirectional relationships between technology and its social, economic, political and cultural contexts. Further themes include craft specialization, the non-material dimension of technology, and the cultural parameters that affect the appearance and adoption of technological innovations.

UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL BE ABLE TO:

- undertake independent and, to some extent, original research in the field of Prehistoric Archaeology
- approach published primary archaeological data critically through specific theoretical and interpretative frameworks
- prepare synthetic studies in a form suitable for publication in scholarly archaeological journals
- develop in-depth knowledge of issues concerning the political, social and non-material significance of technology.

The course also aims to develop the following general competences:

- Search, analysis and synthesis of data and information
- Promotion of free, creative and inductive thinking
- Working in an interdisciplinary environment
- Independent work
- Teamwork
- Critical and self-critical thinking

3. COURSE CONTENT

The course consists of the following units:

- Technical guidelines for preparing academic papers
- Introduction: Technological developments and innovations in the Prehistoric Aegean
- Basic theories and interpretations of technological change and innovation
- The social and non-material dimension of technology
- Supervision of papers
- Paper presentations

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD: FACE-TO-FACE

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES:

1) Specialized educational material in PPTX format
2) Support of the learning process through the eClass electronic platform

TEACHING ORGANISATION:

Lectures / seminar meetings: 39 hours. Visits to museums and archaeological sites: 11

hours. Consultation with the instructor: 30 hours. Bibliographic search and research: 75 hours. Independent, unguided study / synthesis: 120 hours. Paper writing: 100 hours. Total course workload: 375 hours.

STUDENT ASSESSMENT:

1) Participation in the seminar; 2) presentation and public discussion of the paper; 3) seminar paper.

5. RECOMMENDED BIBLIOGRAPHY

Bevan, A. 2007. *Stone Vessels and Values in the Bronze Age Mediterranean*. Cambridge: Cambridge University Press.

Carter, T. 1994. "Southern Aegean Fashion Victims: An Overlooked Aspect of Early Bronze Age Burial Practices." In *Stories in Stone*, edited by N. Ashton and A. David, 127-144. London.

Costin, C. L. 1991. "Craft Specialization: Issues in defining, documenting, and explaining the organization of production." *Archaeological Method and Theory* 3: 1-56.

Dobres, M.-A. and C. R. Hoffman. 1994. "Social Agency and the dynamics of Prehistoric Technology." *Journal of Archaeological Method and Theory* 1.3:211-58.

Dobres, M.-A. and C. R. Hoffman 1999. *The Social Dynamics of Technology. Practice, Politics and World Views*. Washington - London.

Lemonnier, P. 1993. "Introduction." In *Technological choices, Transformation in material cultures since the Neolithic*, edited by P. Lemonnier, 1-35. London – New York.

Λυριτζής, I. and N. Ζαχαριάς, eds. 2011. *Αρχαιο-υλικά. Αρχαιολογικές, αρχαιομετρικές and πολιτισμικές προσεγγίσεις*. Αθήνα.

Nakou, G. 1995. "The cutting edge: a new look at early Aegean metallurgy." *Journal of Mediterranean Archaeology* 8.2: 1-32.

Van Der Leeuw, S.E. 1989. "Risk, perception, innovation." In *What's new: a closer look at the process of innovation*, edited by S.E. van der Leeuw and R. Torrence, 300-29. London.

Sacred spaces and cult practices in Eastern Mediterranean during the Bronze Age and the Early Iron Age

1. GENERAL

SCHOOL: School of Philosophy

DEPARTMENT: History and Archaeology

LEVEL OF STUDIES: Postgraduate

COURSE CODE: ΠΡ08

SEMESTER: Spring

INDEPENDENT TEACHING ACTIVITIES

WEEKLY TEACHING HOURS: 3
ECTS CREDITS: 15

COURSE TYPE: seminar

PREREQUISITE COURSES: No

LANGUAGE OF INSTRUCTION AND EXAMINATION: Greek

COURSE OFFERED TO ERASMUS STUDENTS: Yes (with the written paper and oral presentation in English)

COURSE WEBSITE: https://eclass.uoa.gr/courses/ARCH1172/

2. LEARNING OUTCOMES

This seminar will examine sacred spaces and cult practices in the Eastern Mediterranean during the Bronze Age and the Early Iron Age. Particular attention will be paid to the archaeological evidence for the construction, use, and function of sanctuaries and cultic areas, as well as to their relationship with social organization, political authority, and economic structures. Emphasis will be placed on Anatolia, the Levant, Mesopotamia, Egypt, and Cyprus, with the aim of developing a comparative understanding of religious expression and ritual practice in the Eastern Mediterranean during the 3rd and early 1st millennia BC.

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

- know the principal methodological tools and research skills required for the study of the archaeology of the Eastern Mediterranean and Cyprus
- work in an interdisciplinary environment, applying methods from other academic disciplines
- handle complex theoretical concepts from the broader field of the Humanities
- apply theoretical analysis to specific examples from the archaeology of the Eastern Mediterranean

The course also aims to develop the following general competences:

• Search, analysis and synthesis of data and information
• Promotion of free, creative and inductive thinking
• Working in an interdisciplinary environment
• Independent work

3. COURSE CONTENT

The course consists of the following units:

- Mesopotamia
- Anatolia
- Egypt
- Cyprus

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD: FACE-TO-FACE

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES:

1) Specialized educational material in PPTX format; 2) support of the learning process through the eClass electronic platform.

TEACHING ORGANISATION:

Lectures / seminar meetings: 39 hours; consultation with the instructor: 20 hours; bibliographic search and research: 116 hours; independent, unguided study / synthesis: 80 hours; paper writing: 120 hours.
Total course workload: 375 hours.

STUDENT ASSESSMENT:

- Participation in the seminar
- Oral presentation of papers
- Final written paper

5. RECOMMENDED BIBLIOGRAPHY

Black, J. and A. Green. 1992. *Gods, Demons and Symbols of Ancient Mesopotamia: An Illustrated Dictionary*. London.

Bottéro, J. 2001. *Religion in Ancient Mesopotamia*. Chicago.

Bryce, T. 2002. *Life and Society in the Hittite World*. Oxford.

Cornelius, I. 2004. *The Many Faces of the Goddess: The Iconography of the Syro-Palestinian Goddesses Anat, Astarte, Qedeshet, and Asherah c. 1500–1000 BCE*. Fribourg.

Hundley, M.B. 2013. *Gods in Dwellings: Temples and Divine Presence in the Ancient Near East*. Atlanta.

Kemp, B. J. 2006. Ancient Egypt: Anatomy of a Civilization. 2η έκδ. London.

Metcalf, C. 2025. *Three Myths of Kingship in Early Greece and the Ancient Near East: The Servant, the Lover, and the Fool*. Cambridge.

Ornan, T. 2005. *The Triumph of the Symbol: Pictorial Representation of Deities in Mesopotamia and the Biblical Image Ban*. Fribourg.

Wyatt, N. 2001. *Space and Time in the Religious Life of the Near East*. Sheffield.

OUTLINES
OF SEMINARS IN CLASSICAL ARCHAEOLOGY

The architecture of the mystery cults

1. GENERAL

SCHOOL: School of Philosophy

DEPARTMENT: History and Archaeology

LEVEL OF STUDIES: Postgraduate

COURSE CODE: ΚΛ11

SEMESTER: Winter

INDEPENDENT TEACHING ACTIVITIES:
WEEKLY TEACHING HOURS: 3
ECTS CREDITS: 15

COURSE TYPE: specialized background, seminar

PREREQUISITE COURSES: No

LANGUAGE OF INSTRUCTION AND EXAMINATION: Greek

COURSE OFFERED TO ERASMUS STUDENTS: Yes

COURSE WEBSITE: https://eclass.uoa.gr/courses/ARCH1174

2. LEARNING OUTCOMES

Greek mystery-cult architecture (the mysteries of Demeter and Persephone, the Orphic and Dionysian Mysteries, together with the cult of Asclepius) was less concerned with monumental display than with creating sacred space for transformative experience. It was designed to support secret rites, initiate personal revelation, and mark the boundary between the mundane and the world of the initiate. The architecture of the mysteries can be understood through a spatial progression that mirrored the initiate's spiritual journey: darkness, enclosures and balustrades, and hidden chambers reinforced the sense of sacred secrecy. Architecture supported secrecy and exclusivity, ritual drama and transformation, and symbolic spatial progression (for example, from darkness to light and from ignorance to knowledge). Such architecture included large square halls with dense internal colonnades, benches along the walls accommodating groups of initiates, ritual theatres concealed within enclosures, caves or grottoes, and a general sense of introversion.

UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL BE ABLE TO:

- understand the variety of architectural types associated with mystery cults
- recognize specific aspects of movement within mystery sanctuaries
- distinguish elements of formal and informal Greek architecture
- critically examine ancient sources in relation to the architecture of mystery cults
- promote free, creative and inductive thinking
- present an academic paper orally before a specialist audience

3. COURSE CONTENT

The course consists of the following units:

1. Introduction
2. Terminological issues and introduction to formal Greek architecture A
3. Introduction to formal Greek architecture B
4. Lecture on the mysteries and discussion with Dr Nikou-Philaretos A
5. Methodological issues and orientation to the bibliography for seminar papers
6. Analysis of paper topics
7. Lecture on the mysteries and discussion with Dr Nikou-Philaretos B
8. Discussion of paper topics
9. Discussion of paper topics
10. Class at Eleusis
11. Discussion of paper topics
12. Paper presentations – discussion
13. Paper presentations – discussion

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD: FACE-TO-FACE

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES:

1. Specialized educational material in PPTX format; support of the learning process through the eClass electronic platform.

TEACHING ORGANISATION:

Lectures / seminar meetings: 40 hours; visits to museums and archaeological sites: 10 hours; consultation with the instructor: 30 hours; bibliographic search and research: 75 hours; independent, unguided study / synthesis: 120 hours; paper writing: 100 hours. Total course workload: 375 hours.

STUDENT ASSESSMENT

I. Critical engagement with publications, visits and lectures. II. Written exercises
III. Oral presentation of the paper. IV. Final written paper

5. RECOMMENDED BIBLIOGRAPHY

Beschi, L. 2004. “Il telesterio ellenistico del Cabirio di Lemno.” *ASAtene* 82:225-341.

Kahil, L. 1977. "L' Artémis de Brauron: rites et mystère", *AntK* 20:86-98.
Cosmopoulos, M. B., επιμ. 2013. *Greek Mysteries, Archaeology of Secret Cults.* London - New York.
Bookidis, N. 2011. "The sanctuary of Demeter and Kore at Corinth: A Review and an Update." In: *Ιερά and Λατρείες της Δήμητρας στον Αρχαίο Ελληνικό Κόσμο*, edited by I. Leventi and Chr. Mitsopoulou, 137-54. Βόλος.
Friese, W. and T. M. Kristensen, 2017. *Archaeologies of Pilgrimage.* London - New York.
Κουρουνιώτης, Κ. 1912. "Τὸ ἐν Λυκοσούρᾳ Μέγαρον τῆς Δεσποίνης." *AEphem*: 142-61.
Mylonas, G. E. 1961. *Eleusis and the Eleusinian Mysteries*. Princeton.
Nielsen, I. 2014. *Housing the Chosen: The Architectural Context of Mystery Groups and Religious Associations in the Ancient World.* Turnhout.
Noack, F. 1927. *Eleusis, die baugeschichtliche Entwicklung des Heiligtums; Aufnahmen und Untersuchungen*. Berlin.
Wescoat, B. D. and R. G. Ousterhout, eds. 2012. *Architecture of the Sacred: Space, Ritual, and Experience from Classical Greece to Byzantium.* Cambridge.

Pausanias and Old Greece: periegesis, theoria, cultural memory

1. GENERAL

SCHOOL: School of Philosophy

DEPARTMENT: History and Archaeology

LEVEL OF STUDIES: Postgraduate

COURSE CODE: ΚΛ26

SEMESTER: Winter

INDEPENDENT TEACHING ACTIVITIES
WEEKLY TEACHING HOURS: 3,
ECTS CREDITS: 15

COURSE TYPE: Specialization seminar

PREREQUISITE COURSES: No

LANGUAGE OF INSTRUCTION AND EXAMINATION: Greek

COURSE OFFERED TO ERASMUS STUDENTS: Yes

COURSE WEBSITE: https://eclass.uoa.gr/courses/ARCH744/

2. LEARNING OUTCOMES

The seminar focuses on the study of Pausanias and his oeuvre. Through the text itself, as well as the study of contemporary scholarship, the seminar assesses the Graeco-Roman concepts of periegesis, theoria, and cultural memory. Matters of classical topography, the history of ancient art, and cultural criticism are also addressed.

UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL BE ABLE TO:

- undertake independent, original research on the work of the traveller Pausanias
- develop in-depth knowledge of the relevant text and the monuments to which it refers
- identify and study the relevant bibliography

GENERAL COMPETENCES

- Search, analysis and synthesis of data and information
- Promotion of free, creative and inductive thinking
- Working in an interdisciplinary environment
- Independent work

3. COURSE CONTENT

The course consists of the following units:

- Introduction
- Brief historical overview
- Theoretical approaches
- Technical guidelines
- Supervision of papers
- Paper presentations

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD: FACE-TO-FACE

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES:

Use of ICT in teaching, the research process and communication with students.

TEACHING ORGANISATION:

Seminar meetings: 40 hours. Consultation with the instructor: 40 hours. Bibliographic search and research: 75 hours. Independent, unguided study / synthesis: 120 hours. Paper writing (after the end of the teaching semester): 100 hours. Total course workload: 375 hours.

STUDENT ASSESSMENT:

1) Participation in the seminar: 10% 2) Presentation and public discussion of the paper: 20% 3) Seminar paper: 70%

5. RECOMMENDED BIBLIOGRAPHY

Alcock, S.E. 1996. *Graecia Capta. The Landscapes of Roman Greece*. Cambridge.

Alcock, S.E. 2002. *Archaeologies of the Greek Past. Landscape, Monuments and Memories (W.B. Stanford Lectures).* Cambridge.

Alcock, S. E., J. F. Cherry and J. Elsner, eds. 2001. *Pausanias. Travel and Memory in Roman Greece*. Oxford.

Arafat, K. W. 1996. *Pausanias' Greece. Ancient Artists and Roman Rulers*. Cambridge.

Elsner, J. 1992. "Pausanias: A Greek pilgrim in the Roman world." *PastPres* 135.1:3-29.

Elsner, J. 1995. *Art and the Roman Viewer. The Transformation of Art from the Pagan World to Christianity.* Cambridge.

Elsner, J. 2007. *Roman Eyes. Visuality and Subjectivity in Art and Text.* Princeton.

Habicht, C. 2010. *Ο περιηγητής Παυσανίας. Ο άνθρωπος and το έργο του*. Αθήνα.

Hutton, W. 2005. *Describing Greece. Landscape and Literature in the Periegesis of Pausanias.* Cambridge.

Pretzler, M. 2007. *Pausanias. Travel Writing in Ancient Greece.* London.

Pottery in the Archaeological Record: The life cycle of ancient Greek vases

1. GENERAL

SCHOOL: School of Philosophy

DEPARTMENT: History and Archaeology

LEVEL OF STUDIES: Postgraduate

COURSE CODE: ΚΛ28

SEMESTER: Spring

INDEPENDENT TEACHING ACTIVITIES:
WEEKLY TEACHING HOURS: 3
ECTS CREDITS: 15

COURSE TYPE: Seminar

PREREQUISITE COURSES: No

LANGUAGE OF INSTRUCTION AND EXAMINATION: Greek

COURSE OFFERED TO ERASMUS STUDENTS: Yes

COURSE WEBSITE: https://eclass.uoa.gr/courses/ARCH872/

2. LEARNING OUTCOMES

The seminar focuses mainly on two central themes within this broad subject: (1) the social and economic aspect, namely the production of and trade in pottery as evidence for understanding ancient technology and economy; and (2) the ideological and iconographic aspect, namely vase-painting and other iconographic evidence as sources for understanding the life and thought of the ancient Greeks. The course seeks to deepen knowledge of both themes and, where possible, to develop new approaches by combining established research with newer perspectives, including insights from ethnoarchaeology and anthropology. Practical exercises and workshops are held in the Department's Museum.

UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL BE ABLE TO:

A) extract information and draw conclusions concerning the production, trade / distribution and iconography of ancient pottery.
B) organize information thematically and prepare academic papers on specialized topics.
C) present their work orally before a specialist audience using digital media.

3. COURSE CONTENT

Weeks 1–2: Lectures: Introduction – basic terminology – basic concepts
Weeks 4–7: Lectures: Case studies
Weeks 8–9: Educational visits
Weeks 10–13: Presentations and discussion of papers

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD: FACE-TO-FACE.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES:

Yes, both in teaching and in communication with students: (a) specialized educational material in PPTX format and (b) support of the learning process through the eClass electronic platform.

TEACHING ORGANISATION:

Seminar meetings: 34 hours; consultation with the instructor: 25 hours; educational visits: 6 hours; bibliographic search and research: 110 hours; independent, unguided study: 80 hours; paper writing: 120 hours. Total course workload: 375 hours.

STUDENT ASSESSMENT

1. Participation in the course 2. Oral presentation 3. Submission of a written paper. For items 2 and 3, the assessment criteria are: (a) structure of the paper; (b) search for

bibliographic sources and correct referencing; (c) language and expression; and (d) depth of analysis, development of argument and critical thinking.

5. RECOMMENDED BIBLIOGRAPHY

Allison, P. ed. 1999. *The Archaeology of Household Activities*. London - New York.

Arthur, J. W. 2003. "Ethnoarchaeology, Pottery, and Technology: Bridging Ethnographic and Archaeological Approaches." *Reviews in Anthropology* 32: 359-78.

Atalay, S. 2012. *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. Berkeley - Los Angeles - London.

Driessen, J., ed. 2013. *Destruction: Archaeological, Philological and Historical Perspectives*, Louvain.

Kopytoff, I. 2001. "The cultural biography of things: commoditization as process." In *The Social Life of Things*, edited by A. Appadurai, 64-91. Cambridge.

Lawall, M. and J. Lund, επιμ. 2011. *Pottery in the Archaeological Record*: *Greece and Beyond*. Aarhus.

Lawall, M. L. 2000. "Graffiti, Wine Selling, and the Reuse of Amphoras in the Athenian Agora, ca. 430 to 400 B.C." *Hesperia* 69:3-9.

Peña, J. T. 2007. *Roman Pottery in the Archaeological Record.* Cambridge.

Skibo, J.M. and M. B. Schiffer, 2008. *People and Things: A Behavioral Approach to Material Culture*. New York.

Sosna, D. and L. Brunclíková, επιμ. 2016. *Archaeologies of Waste: Encounters with the Unwanted.* Oxford.

Crete in the Hellenistic and Roman periods

1. GENERAL

SCHOOL: School of Philosophy

DEPARTMENT: History and Archaeology

LEVEL OF STUDIES: Postgraduate

COURSE CODE: ΚΛ10

SEMESTER: Spring

INDEPENDENT TEACHING ACTIVITIES

WEEKLY TEACHING HOURS: 3
ECTS CREDITS: 15

COURSE TYPE: Seminar

PREREQUISITE COURSES: NO

LANGUAGE OF INSTRUCTION AND EXAMINATION: Greek

COURSE OFFERED TO ERASMUS STUDENTS: YES (Erasmus students may present and submit their paper in English)

COURSE WEBSITE: https://eclass.uoa.gr/courses/ARCH1254

2. LEARNING OUTCOMES

The seminar explores the archaeology of Crete from the 3rd century BC to the Late Roman period, with particular emphasis on the transformations brought about by the island's integration into the broader political, economic, and cultural networks of the Eastern Mediterranean. Through the combined analysis of archaeological, epigraphic, and material evidence, the course investigates issues relating to urban organization, settlement patterns, sanctuaries and cult practices, funerary landscapes, production and exchange systems, as well as processes of cultural interaction and transformation during the Hellenistic and Roman periods. Emphasis is placed on the comparative study of different regions of the island and on situating local phenomena within wider inter-regional dynamics. The seminar may be complemented by an educational field trip to Crete, aiming to familiarize students with major archaeological sites and to encourage discussion of methodological issues related to archaeological fieldwork.

UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL BE ABLE TO:

- understand the socio-political changes in the Greek world, with particular emphasis on Crete between 323 BC and AD 365
- recognize regional differences in architecture / urban planning and in the production of sculpture, pottery, etc., among different areas and local workshops, as well as issues related to their commercial distribution and economy
- understand distinctive cultic and funerary practices
- undertake independent, original research in the field
- develop in-depth knowledge of the surviving monuments and relevant texts
- identify and study the relevant bibliography

GENERAL COMPETENCES

- Search, analysis and synthesis of data and information
- Promotion of free, creative and inductive thinking
- Working in an interdisciplinary environment
- Independent work
- Critical and self-critical thinking

3. COURSE CONTENT

The course consists of the following units:

- Introduction – guidelines for writing academic papers; basic terminology – basic concepts
- Brief historical overview

- Theoretical approaches
- Lectures: case studies
- Possible field trip to archaeological sites and museums in Crete
- Supervision of papers in progress
- Presentations and discussion of papers
- Study / evaluation of conclusions

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD: FACE-TO-FACE

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES:

a) Specialized educational material in PPTX format, and
b) support of the learning process through the eClass electronic platform

TEACHING ORGANISATION:

Lectures / seminar meetings: 40 hours. Consultation with the instructor: 20 hours. Educational visits: 20 hours. Bibliographic search and research: 75 hours. Independent, unguided study: 120 hours. Paper writing: 100 hours. Total course workload: 375 hours.

STUDENT ASSESSMENT

1. Participation in the course: 10%
2. Oral presentation and public discussion of the paper: 10%
3. Written paper: 70%
4. Incorporation of corrections and comments: 10%

For items 2–3, the assessment criteria are: (a) structure of the paper; (b) search for bibliographic sources and correct references; (c) language and expression; and (d) depth of analysis, development of argument and critical thinking.

5. RECOMMENDED BIBLIOGRAPHY

Bechert T. 2001. *Kreta in römischer Zeit*. Zaberns Bildbände zur Archäologie. Darmstadt – Mainz.

Cadogan, G., F. Hatzaki and A. Vasilakis, eds. 2004. *Knossos: Palace, City, State. BSA, Studies* 12. London.

Chaniotis, A. 2008. "What Difference Did Rome Make? The Cretans and the Roman Empire." In *The Province Strikes Back. Imperial Dynamics in the Eastern Mediterranean*, edited by B. Forsén and G. Salmeri, 83-105. Helsinki.

Chaniotis, A., ed. 1999. *From Minoan Farmers to Roman Traders. Sidelights on the Economy of Ancient Crete*, Stuttgart.

di Vita, A. 2010. *Gortina di Creta. Quidici secoli di vita urbana*, Roma.

Francis, J. E. and A. Kouremenos, eds. 2016. *Roman Crete. New Perspectives*. Oxford.

Francis, J. E. and M. J. Curtis, eds. 2023. *Change and transition on Crete: interpreting the evidence from the Hellenistic through to the Early Byzantine Period*. Oxford.

Livadioti, M. and I. Symiakaki, eds. 2004. *Creta romana e protobizantina. Atti del Congresso internationale, Iraklion 2000.* Padova.
Μαρκουλάκη Σ., «Αριστοκρατικές επαύλεις στην ελληνορωμαϊκή Κίσαμο.» In: *Ubi dubium ibi libertas. Τιμητικός τόμος για τον Καθηγητή Ν. Φαράκλα, edited by.* Χ. Λούκος et al. 337-80, Ρέθυμνο.
Sporn, K. 2002. *Heilgtümer und Kulte Kretas in klassischer und hellenistischer Zeit.* Heidelberg.

OUTLINE OF THE JOINT PREHISTORIC AND CLASSICAL ARCHAEOLOGY SEMINAR

THE ART AND CRAFT OF ANCIENT GREEK PAINTING: INTERDISCIPLINARY APPROACHES AND MODERN READINGS (BRONZE AGE – HELLENISTIC PERIOD)

SCHOOL: School of Philosophy

DEPARTMENT: History and Archaeology

LEVEL OF STUDIES: Postgraduate

COURSE CODE: APXK02

SEMESTER: Spring

INDEPENDENT TEACHING ACTIVITIES
WEEKLY TEACHING HOURS: 3
ECTS CREDITS: 15

COURSE TYPE: general-knowledge specialization, Seminar

PREREQUISITE COURSES: None

LANGUAGE OF INSTRUCTION AND EXAMINATION: Greek / English

COURSE OFFERED TO ERASMUS STUDENTS: Yes (English recommended)

COURSE WEBSITE: https://eclass.uoa.gr/courses/ARCH1183/

2. LEARNING OUTCOMES

The seminar examines the art and craft of ancient painting in the Aegean through an interdisciplinary lens, from its first flourishing in palatial contexts during the 2nd millennium BCE (Middle and, especially, Late Bronze Age) until its uses in Late

Classical and Hellenistic Macedonia. Special emphasis is placed on the technology of painting, the composition and application of ancient materials (pigments and binding media) and techniques, studied through innovative scientific methods of identification, as well as on the interaction between technique, style and aesthetic perception.
Painting is examined as visual representation, a form of artistic expression and creativity, as well as an aspect of material culture produced in, and reflective of, the social and cultural values of a specific setting. The course aims to offer a comprehensive and in-depth understanding of the various facets of ancient painting in different chronological and geographic contexts, combining information from archaeology and art history with the new potential offered by cutting-edge technologies and AI tools. Through such means, one may attempt the reconstruction of images and approach their iconographic and visual perception.

UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL BE ABLE TO:

- undertake independent, original research informed by recent developments in the study of ancient Greek painting.
- understand the possibilities offered by collaboration among several scientific disciplines and their interaction with the research questions that guide archaeological investigation.
- become familiar with the study of the relevant bibliography.

GENERAL COMPETENCES

- Search, analysis and synthesis of data and information
- Promotion of free, creative and inductive thinking
- Working in an interdisciplinary environment
- Independent work

3. COURSE CONTENT

The course consists of the following units:

- Introduction
- The art of wall painting in the prehistoric Aegean
- The relationship of wall painting to other arts during the 2nd millennium BC
- The wall paintings of the Palace of Nestor as a case study
- Post-palatial developments
- The ‘renaissance’ of Greek painting
- Archaic painting
- Painters and painting of the Classical period
- Hellenistic painting
- Painting in Macedonian tombs: the broader context of a case study
- Technical guidelines for writing papers
- Supervision of papers
- Paper presentations

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD: FACE-TO-FACE

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES:

Specialized educational material in PPTX format; support of the learning process through the eClass electronic platform; distribution of specialist bibliography and notes.

TEACHING ORGANISATION:

Lectures / seminar meetings: 40 hours; visits to museums and archaeological sites: 10 hours; consultation with the instructor: 30 hours; bibliographic search and research: 75 hours; independent, unguided study / synthesis: 120 hours; paper writing: 100 hours. Total course workload: 375 hours = 15 ECTS.

STUDENT ASSESSMENT:

1) Participation in the seminar: 10%
2) Presentation and public discussion of the paper: 10%
3) Seminar paper: 80%

5. RECOMMENDED BIBLIOGRAPHY

Becker, J., J. Jungfleisch and C. von Rüden, eds. 2018. *Tracing Technoscapes: The Production of Bronze Age Wall Paintings in the Eastern Mediterranean*, Leiden.

Vlachopoulos, A. G. ed. 2018. *Χρωστήρες. Paintbrushes. Wall-painting and vase-painting of the second millennium BC in dialogue: Proceedings of the International Conference on Aegean Iconography held at Akrotiri, Thera, 24-26 May 2013*. Athens.

Πλάντζος, Δ. 2018. *Η τέχνη της ζωγραφικής στον αρχαιοελληνικό κόσμο*. Αθήνα.

Brecoulaki H., G. Verri, B. Bourgeois, F. P. Romano, A. G. Karydas, C. Caliri, E. Matin-Gonzalez and G. Kavvadias, 2019. "The lost art of Archaic Greek painting: revealing new evidence on the Pitsa pinakes through MA-XRF and imaging techniques." *Techné* 48:35-54.

Brecoulaki, H., ed. 2023, *Archaeology of Colour: Technical Art History Studies in Greek and Roman Painting and Polychromy, MELETEMATA* 87. Athens.

Brecoulaki, H. 2026. *La Peinture Funéraire de Macédoine. Emplois et Fonctions de la Couleur, IVe-IIe s. av. J.-C.*, *MELETEMATA* 48. Athens.

Brecoulaki, H. A. Karydas, V. Perdikatis and M. P. Colombini, 2021. "Re-presenting in colours at the 'Palace of Nestor': Original polychromy and painting materials." In *Representations. Material and Immaterial Modes of Communication in the Bronze Age Aegean*, *Sheffield Studies in Aegean Archaeology*, edited by J. Bennet, 53-106. Oxford - Philadelphia.

Kakoulli, I. 2009. *Greek Painting Techniques and Materials from the Fourth to the First Century BC*. London.

Brysbaert, A., ed. 2008. *The Power of Technology in the Bronze Age Eastern Mediterranean: The Case of Painted Plaster*, *Monographs in Mediterranean Archaeology* 12. London - Oakville.

Morgan, L. επιμ. 2005. *Aegean Wall Painting: A Tribute to Mark Cameron. BSA Studies* 13. London.

OUTLINES
OF SEMINARS IN ANCIENT HISTORY

Slaves and slavery in Greek and Roman Antiquity

1. GENERAL

SCHOOL: School of Philosophy

DEPARTMENT: History and Archaeology

LEVEL OF STUDIES: Postgraduate

COURSE CODE: API03

SEMESTER: Winter

INDEPENDENT TEACHING ACTIVITIES
WEEKLY TEACHING HOURS: 3
ECTS CREDITS: 15

COURSE TYPE: specialization, seminar

PREREQUISITE COURSES: Certain undergraduate-level courses (Epigraphy, Numismatics and seminars relating to historical sources)

LANGUAGE OF INSTRUCTION AND EXAMINATION: Greek

COURSE OFFERED TO ERASMUS STUDENTS: Yes (with the presentation, preparation and submission of the paper in English)

COURSE WEBSITE: https://eclass.uoa.gr/courses/ARCH1243/

2. LEARNING OUTCOMES

The seminar focuses on the phenomenon of slavery in ancient Greece and Rome, starting with Homer. It examines the methods of enslavement and acquisition, dependent populations, the 'legal' status of slaves, their living conditions and different categories, their relations with free persons -citizens and non-citizens- the obligations of masters and cities, their employment in the army, their role in the economy, slave revolts, the ways and reasons for manumission, and their representation in comedy. Finally, the seminar also considers systems of slavery in the East (the Assyrian kingdom, the Persian Empire, the Old Testament, Egypt, etc.).

UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL BE ABLE TO:

prepare relevant studies; understand what slavery consisted of and how it developed as a phenomenon; identify differences between Greek, Roman and Eastern Mediterranean systems; understand procedures of manumission, slaves' participation in religious life and military affairs, and their contribution to the economy of the household and the city. Each student prepares an independent paper, follows and discusses the topics of fellow students' papers, attends lectures by specialists, combines literary evidence with epigraphic and numismatic studies, and undertakes systematic bibliographic research on institutions, law, historical events, and aspects of the economic and social life of Antiquity.

3. COURSE CONTENT

The course consists of the following units:

1. Introduction: the complexity of the phenomenon
2. The Homeric epics and Hesiod
3. The legal framework: Greece and Rome
4. Dependent populations: helots and penestai
5. The economy
6. The army
7. Religion
8. Manumission

Weeks 9–13: Paper presentations

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD: FACE-TO-FACE

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES

Use of presentations and the electronic classroom. All presentations used in the course are uploaded to the electronic classroom.

TEACHING ORGANISATION:

Lectures / seminar meetings: 40 hours. Consultation with the instructor: 40 hours. Bibliographic search and research: 75 hours. Independent, unguided study / synthesis: 120 hours. Paper writing: 100 hours. Total: 375 hours.

STUDENT ASSESSMENT:

Oral presentation of papers, discussion, and preparation of written papers incorporating the comments and discussion arising during the presentation.

5. RECOMMENDED BIBLIOGRAPHY

Bielman, A. 1994. *Retour à la liberté: libération et sauvetage des prisonniers en Grèce ancienne: recueil d'inscriptions honorant des sauveteurs et analyse critique*, Athènes – Lausanne.

Ducat, J. 2024. *Οἱ εἵλωτες*, transl. Φ. Τριανταφύλλου, Ρέθυμνο.

Harris, E. M. 2002. "Did Solon Abolish Debt-Bondage?" *Classical Quarterly* 52.2: 415-30

Hodkinson, St. 2008. "Spartiates, helots and the direction of the agrarian economy: Toward an understanding of helotage in comparative perspective." In *Slave Systems, Ancient and Modern,* edited by E. Dal Lago and C. Katsari, 285–320. Cambridge.

Hodkinson, S., M. Kleijwegt and K. Vlassopoulos, eds. 2019. *The Oxford Handbook of Greek and Roman Slaveries*. Oxford.

Lewis, D. M. 2018. *Greek Slave Systems in their Eastern Mediterranean Context, c. 800-146 BC.* Oxford.

Psoma, S. 2024. "The Spartan Krypteia Revisited." *REA* 126.1:125-53.

Welwei, K.-W. 1974-1988. *Unfreie im antiken Kriegsdient.* Wiesbaden.

Zanovello, S. 2021. *From Slave to free: a legal perspective on Greek manumission*, Alexandria.

Zelnick Abramovitz, R. 2005. *Nor Wholly Free*, 'Mnemosyne' Suppl. 166. Leiden.

Local communities in the Greek-speaking East during the Roman period

1. GENERAL

SCHOOL: School of Philosophy

DEPARTMENT: History and Archaeology

LEVEL OF STUDIES: Postgraduate

COURSE CODE: API05

SEMESTER: Winter

INDEPENDENT TEACHING ACTIVITIES:
WEEKLY TEACHING HOURS: 3
ECTS CREDITS: 15

COURSE TYPE: Specialization seminar

PREREQUISITE COURSES: Certain undergraduate-level courses (Epigraphy, Numismatics and seminars relating to historical sources)

LANGUAGE OF INSTRUCTION AND EXAMINATION: Greek

COURSE OFFERED TO ERASMUS STUDENTS: YES (with the written paper and oral presentation in English)

COURSE WEBSITE: https://eclass.uoa.gr/courses/ARCH1255/

2. LEARNING OUTCOMES

The seminar explores multiple dimensions of local community life in the Greco-Roman East, with particular focus on Macedonia, Thrace, and Asia Minor. Among the themes addressed are the establishment and organization of Roman provinces, the extension of Roman citizenship, the imperial cult, the relationship between local elites and Roman administrative structures, processes of urbanization, euergetism as a vehicle of social policy, the construction of collective identities, and the spread of Christianity. Taken together, these topics illuminate how local communities navigated their relationship with Roman authority assimilating Roman influence while simultaneously maintaining the contours of their own cultural and institutional distinctiveness.

UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL BE ABLE TO:

- understand issues concerning the establishment and organization of Roman provinces, the extension of Roman citizenship, the imperial cult, relations between local elites and Roman administration, urbanization, benefactions and bequests as instruments of social policy, the construction of collective identities, and the spread of Christianity.
- identify and study the primary sources and secondary bibliography relating to these topics.
- place the sources under examination, and the political and social phenomena mentioned in them, within their historical, economic and social contexts.
- undertake independent, original research in the field.

GENERAL COMPETENCES

- Search, analysis and synthesis of data and information.
- Promotion of free, creative and inductive thinking.
- Working in an interdisciplinary environment.
- Independent work.
  Critical and self-critical thinking.

3. COURSE CONTENT

The course consists of the following units:

- Introduction to the Roman provinces, their establishment and organization.
- Presentations on the extension of Roman citizenship and the imperial cult in the Greek East.
- Study of local elites and their relations with Rome.
- Analysis of the identities and organization of local communities.

- Supervision of papers
- Paper presentations
- Assessment of papers

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD: FACE-TO-FACE

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES:

1) Specialized educational material in PDF format; 2) support of the learning process through the eClass electronic platform.

TEACHING ORGANISATION:

Lectures / seminar meetings: 40 hours. Consultation with the instructor: 40 hours. Bibliographic search and research: 75 hours. Independent, unguided study / synthesis: 120 hours. Paper writing: 100 hours. Total course workload: 375 hours.

STUDENT ASSESSMENT:

1) Participation in the seminar; 2) presentation and public discussion of the paper; 3) seminar paper; 4) incorporation of corrections and comments.

5. RECOMMENDED BIBLIOGRAPHY

Ando, C. 2000. *Imperial Ideology and Provincial Loyalty in the Roman Empire*. Berkeley.

Di Napoli, V. et al. 2018. *What's New in Roman Greece? Recent Work on the Greek Mainland and the Islands in the Roman Period: Proceedings of a Conference Held in Athens, 8–10 October 2015.* Athens.

Dmitriev, S. 2005. *City Government in Hellenistic and Roman Asia Minor*. Oxford.

Fournier, J. and M.-G. Parissaki 2018. *Les communautés du nord égéen au temps de l'hégémonie romaine: Entre ruptures et continuités.* Athènes.

Kokkinia, C. 2025. *Cities and Governors: The Rhetoric of Inscribed Letters and Edicts in the Greek East (1st c. BCE – 3rd c. CE)*. Athens.

Sartre, M. 1991. *L'Orient romain: provinces et sociétés provinciales en Méditerranée orientale d'Auguste aux Sévères*. Paris.

Woolf, G. 1994. «Becoming Roman, Staying Greek: Culture, Identity and the Civilizing Process in the Roman East». *PCPhS* 40:116–43.

Institutions, Politics and Society in the Greek cities under Roman Rule

1. GENERAL

SCHOOL: School of Philosophy

DEPARTMENT: History and Archaeology

LEVEL OF STUDIES: Postgraduate

COURSE CODE: API24

SEMESTER: Spring

INDEPENDENT TEACHING ACTIVITIES

WEEKLY TEACHING HOURS: 3
ECTS CREDITS: 15

COURSE TYPE: Seminar

PREREQUISITE COURSES: No

LANGUAGE OF INSTRUCTION AND EXAMINATION: Greek

COURSE OFFERED TO ERASMUS STUDENTS: Yes, with the written paper in English or French

COURSE WEBSITE:

https://eclass.uoa.gr/courses/ARCH711/

2. LEARNING OUTCOMES

The seminar focuses on various aspects of civic life in the Greek cities under Roman rule. Based on the study of primary historical sources—mainly epigraphic, but also literary and legal—students will examine a range of issues, such as euergetism and the award of honours, the role of civic institutions and their interaction with provincial administration and the Roman emperor, the grant of Roman citizenship, and related questions. The precise themes of each session will be co-defined according to the participants' interests.

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

understand the importance of public and private institutions for the political and social formation, development and functioning of the Greek polis under Roman rule.
recognize the characteristic features of the historical sources under examination and the differences among their various categories.
place the texts under examination, and the political and social phenomena mentioned in them, within their historical, economic and social contexts.
undertake independent, original research in the field.
develop in-depth knowledge of the relevant texts.
identify and study the relevant bibliography.

3. COURSE CONTENT

The course consists of the following units:

- Introduction
- Guidelines for writing academic papers
- Institutions, political organization and social stratification in Greek cities under Roman rule
- Sources for the Greek city under Roman rule: their analysis and use
- Supervision of papers
- Paper presentations
- Study / evaluation of conclusions

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD: FACE-TO-FACE

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES

1) Specialized educational material in PDF and PPT formats
2) Support of the learning process through the e-class electronic platform

TEACHING ORGANISATION

Lectures / seminar meetings: 40 hours. Consultation with the instructor: 40 hours. Bibliographic search and research: 75 hours. Independent, unguided study / synthesis: 120 hours. Paper writing: 100 hours. Total: 375 hours.

STUDENT ASSESSMENT

Assessment is based on the following:

1) Participation in the seminar
2) Presentation and public discussion of the paper
3) Seminar paper
4) Incorporation of corrections and comments.

5. RECOMMENDED BIBLIOGRAPHY

Alföldy, G 1992. *Ιστορία της Ρωμαϊκής κοινωνίας* (transl. Αγγ. Χανιώτης). Αθήνα.

Dmitriev, S. 2005. *City government in Hellenistic and Roman Asia Minor*. New York.

Fernoux, H. 2011. *Le Demos et la Cité. Communautés et assemblées populaires en Asie Mineure à l'époque impériale*. Rennes.

Garnsey, P. and R. Saller, 1995. *Η Ρωμαϊκή Αυτοκρατορία. Οικονομία, κοινωνία, πολιτισμός*. Ηράκλειο.

Jones, A.H.M. 1940. *The Greek City from Alexander to Justinian*. Oxford.

Magie, D. 1950. *Roman Rule in Asia Minor*. Princeton.

Lintott, A. 1993. *Imperium Romanum. Politics and Administration*. London.
Quaß, F. 1993. *Die Honoratiorenschicht in den Städten des griechischen Ostens.* Stuttgart.
van Nijf, O. and A. Heller, επιμ. 2017. *The Politics of Honour in the Greek Cities of the Roman Empire.* Leiden.
Zuiderhoek, A. 2009. *The Politics of Munificence in the Roman Empire. Citizens, Elites and Benefactors in Asia Minor*. Cambridge.
Welles, C. B. 1934. *Royal Correspondence in the Hellenistic Period: A Study in Greek Epigraphy*. New Haven-Prague.
Will, E. 1982. *Histoire politique du monde hellénistique*, Nancy.