

National and Kapodistrian
University of Athens
Department of History and Archaeology



Guide to the Postgraduate Programme

MA IN GREEK AND EASTERN MEDITERRANEAN
ARCHAEOLOGY

Academic year 2025-2026

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SUBJECT, PURPOSE, LEARNING OUTCOMES AND REGULATION OF THE PROGRAM.

The MA in Greek and Eastern Mediterranean Archaeology was established in 2016 (ΦΕΚ 1814/Β/31.6.2016). It started operating during the academic year 2017-2018 and was re-established in 2018 (ΦΕΚ 3698/Β/29.8.2018).

The aim of the MA is to provide high quality postgraduate education in the scientific field of the Department of History and Archaeology of the University of Athens. The MA diploma in Greek and Eastern Mediterranean Archaeology is awarded by the Department of History and Archaeology of the National and Kapodistrian University of Athens to the graduates who successfully complete the program

Upon successfully finishing the program:

- (a) Students will exhibit a proven grasp of the domains and topics that expand upon and enrich the subjects covered in their initial undergraduate studies in the history and archaeology of Greece and the Eastern Mediterranean. Simultaneously, the program offers the foundational knowledge required for graduates to engage in ongoing research activities in the realms of archaeology, ancient history, art history, and classical studies.
- (b) They will have gained a better overview of the three fields of specialization of the MA: prehistoric archaeology of the Greek world, classical archaeology, and Mesopotamian history and archaeology.
- (c) Students will have an in-depth knowledge of the historical and cultural contexts of the periods under consideration, and they will have familiarized themselves with a sufficient number of archaeological sites and finds from the prehistoric Aegean, Classical Greece, Cyprus, and Mesopotamia in order to conduct independent and original research on the theoretical issues related to these topics.
- (d) They will have further developed the critical and research tools required by the methodology of archaeological research, so as to formulate theoretical questions with clarity and precision, and develop positions whose rationale is based on logical assumptions that are understandable to a specialist and non-specialist audience.

- (e) Students will have effectively finalized an adequate quantity of seminar papers that integrate knowledge and demand the analysis of intricate matters, as well as the formulation of judgments, and encompassing considerations related to history, art, and culture at large.
- (f) They will be able to use their knowledge and skills to solve theoretical problems and research questions in the broader context of classical studies, history, and history of art.
- (g) Students will have concluded an extensive dissertation thesis that illustrates their possession of the requisite methodological, research abilities, and profound scientific knowledge. This equips them to continue their studies to a significant degree, either independently or autonomously, in fields encompassing archaeology, history, history of art, as well as classical and cultural studies.
- (h) They will have a proven knowledge and understanding of knowledge areas and subjects that build on and extend notions related to the first cycle of study. At the same time, the programme provides a basis for originality in the development of ideas in the context of research activity.

The MA starts in the winter semester of each academic year. A total of 75 ECTS credits are required for the award of the MA Diploma. Courses are organised in 13-week semesters, they are held on a weekly basis and they are entirely conducted in English. Students are expected to attend three compulsory seminars in the winter semester, and three seminars of their choice in the spring semester. Attendance of all six courses is compulsory.

The MA dissertation thesis (15 ECTS) is submitted in September. Its topic should involve research, and the thesis must be written in English. To gain approval, the student is required to defend their theses in front of three-membered examination committee. Should the examination committee approve the theses, it is obligatory for them to be archived within the University of Athens' Digital Repository "PERGAMOS."

The current regulation has been published in the Government's Gazette (ΦΕΚ 3698/Β/29.8.2018). Detailed information on the structure, courses and application procedure is presented on the program's website <https://meditarch.arch.uoa.gr/>.

STEERING COMMITTEE

Director: Professor K. Kopanias

Members: Prof. Y. Papadatos, Prof. D. Plantzos, Assoc. Prof. St. Katakis, Ass. Prof. V. Petrakis

TEACHING STAFF AND MODULES

COURSE	INSTRUCTOR(S) ¹	SEMESTER	TYPE	HOURS per WEEK	ECTS
The Archaeology of Bronze Age Aegean (II-1010)	G. Vavouranakis & I. Voskos	Winter	Compulsory	2	10
Key Themes in Eastern Mediterranean Archaeology (II-1020)	K. Kopanias	Winter	Compulsory	2	10
Visual Cultures of Classical Greece (II-1030)	D. Plantzos	Winter	Compulsory	2	10
State Formation and the Rise of Power in an Insular World: the Archaeology of Minoan Crete (II-3020)	Y. Papadatos	Spring	Optional	2	10
The Archaeology of Mycenaean Greece (II-1050)	V. Petrakis	Spring	Optional	2	10
Collapse and Transformation: Crisis,	K. Kopanias	Spring	Optional	2	10

¹ For contact details see here: https://www.arch.uoa.gr/tmima/didaktiko_prosopiko/

Resilience, and Reorganization from the late Third to early First Millennium BCE in the Eastern Mediterranean (Π-3030)					
The Archaeology of Death in the Ancient Greek World (Π-3010)	N. Dimakis	Spring	Optional	2	10
Ancient Greek Sculpture (Π1080)	St. Katakis	Spring	Optional	2	10
Attic Pottery of the Archaic and Classical Period (Π-1090)	E. Kefalidou	Spring	Optional	2	10
The Architecture of the Mystery Cults (Π-2090)	Chr. Kanellopoulos	Spring	Optional	2	10
Understanding the Archaeological Record: Prehistoric Cyprus and the East Mediterranean (Π-2080)	E. Mantzourani, G. Vavouranakis & I. Voskos	Spring	Optional	2	10

WINTER SEMESTER (CORE MODULES)

The Archaeology of Bronze Age Aegean (Π-1010)

Instructors: G. Vavouranakis & I. Voskos

SUMMARY

The course is an introduction to both the archaeological remains and the key-debates of Bronze Age Aegean. After short introductions on the Stone Age, emphasis is placed upon the societies of the Cyclades, Crete, and mainland Greece. The course is structured through themes, such as the history of prehistoric research in the Aegean, the main archaeological sites, houses and households, the emergence of power phenomena, subsistence and agropastoral economy, craft production with emphasis on pottery, trade and connections with other areas in the east Mediterranean, funerary customs, cult practices. The course includes short presentations and in-class discussions and also museum visits.

(1) GENERAL

SCHOOL	School of Philosophy		
DEPARTMENT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate studies		
COURSE CODE	Π-1010	SEMESTER	A
COURSE TITLE	The Archaeology of Bronze Age Aegean		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits		WEEKLY TEACHING HOURS	CREDITS
		2	10
COURSE TYPE general background, special background, specialised general knowledge, skills development	Special background		
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		

COURSE WEBSITE (URL)	https://eclass.uoa.gr/courses/ARCH661/ https://meditarch.arch.uoa.gr/modules/the_archaeology_of_bronze_age_aegean
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(2) LEARNING OUTCOMES

LEARNING OUTCOMES	
By the end of the course students should be able to	<ul style="list-style-type: none"> • understand and deal with different problems of archaeological information • exercise a productive critique on various interpretative approaches of the material record • participate in an open dialogue expressing their own views on key-issues of the prehistory of the Aegean • study and work individually and in groups • know the basic information about the main prehistoric sites of the Aegean • know the basic information about different classes of prehistoric material evidence from the Aegean
GENERAL COMPETENCES	
	<ul style="list-style-type: none"> • Analysis and synthesis of data and information, with the use of the necessary technology • Adapting to new situations; decision-making • Working both independently and in groups • Working in an international and interdisciplinary environment; production of new research ideas Criticism and self-criticism • Project planning and management • Developing free, creative and inductive thinking.

(3) SYLLABUS

<ol style="list-style-type: none"> 1. Introduction: Geography and history of archaeology 2. The main archaeological sites 3. The main archaeological sites 4. Houses and households 5. Houses and households 6. The architecture of power 7. Subsistence and agropastoral economy 8. Craft production with emphasis on pottery 9. Craft production with emphasis on pottery 10. Funerary customs 11. Cult practices 12. Museum visit 13. Museum visit
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(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (Use of ICT in teaching, laboratory education, communication with students)	Special educational material is given in PowerPoint form. The course is supported by an e-class website.	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop,	Activity	Student's study hours
	Lectures	16
	Educational visits	4
	Interactive teaching	6
	Study and analysis of bibliography	80

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	Cooperation with the instructor	34
	Tutorials	10
	Independent study (incl. project)	20
	Essay writing	80
	Course total	250
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Essay 70% Oral presentation 20% Written work 10%	

(5) RECOMMENDED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Cline, E.H. (ed.) 2010. <i>Oxford Handbook of the Aegean Bronze Age</i>. Oxford. • Cullen, T. (ed.) 2001. <i>Aegean Prehistory: A Review</i> (AJA Supplement 1). Boston. • Mee, C.B. 2011. <i>Greek Archaeology: A Thematic Approach</i>. Chichester. • Preziosi, D. and L.A. Hitchcock 1999. <i>Aegean Art and Architecture</i>. Oxford. • Shelmerdine C.W. (ed.) 2008. <i>The Cambridge Companion to the Aegean Bronze Age</i>. Cambridge.
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Key Themes in Eastern Mediterranean Archaeology (Π-1020)

Instructor: K. Kopanias

SUMMARY

This course offers an introduction to the archaeology of the Bronze Age and Early Iron Age in the Eastern Mediterranean. It surveys major archaeological sites in Anatolia, Egypt, and the Levant, spanning from the 3rd millennium to the middle of the 1st millennium BCE. Alongside the archaeological record, emphasis is placed on textual evidence and the historical and socioeconomic developments of the period.

(1) GENERAL

SCHOOL	School of Philosophy
DEPARTMENT	History and Archaeology
LEVEL OF STUDIES	Postgraduate studies

COURSE CODE	ΠΙ-1020	SEMESTER	Winter
COURSE TITLE	Key Themes in Eastern Mediterranean Archaeology		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits		WEEKLY TEACHING HOURS	CREDITS
		2	10
COURSE TYPE general background, special background, specialised general knowledge, skills development	Special background		
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uoa.gr/courses/ARCH660/		

(2) LEARNING OUTCOMES

LEARNING OUTCOMES
<p>This course offers an introduction to the archaeology of the Bronze Age and Early Iron Age in the Eastern Mediterranean. It surveys major archaeological sites in Anatolia, Egypt, and the Levant, spanning from the 3rd millennium to the middle of the 1st millennium BCE. Alongside the archaeological record, emphasis is placed on textual evidence and the historical and socioeconomic developments of the period.</p> <p>By the end of the course, students will:</p> <ul style="list-style-type: none"> • Be familiar with the main sites and types of archaeological evidence. • Critically read primary sources and interpret visual materials, assessing their value and potential biases as evidence. • Work with different types of archaeological data. • Compare methods of archaeological analysis. • Critically evaluate contrasting interpretations of the same material evidence. • Understand how arguments about the past are constructed through the archaeological record. • Collaborate effectively in group settings. • Formulate and articulate their own views on the Bronze Age and Early Iron Age in the Eastern Mediterranean, both orally and in writing.
GENERAL COMPETENCES
<p>Skills and Competences Developed:</p> <ul style="list-style-type: none"> • Search for, analysis, and synthesis of data and information using appropriate technologies • Adaptability to new situations • Decision-making skills • Ability to work independently • Effective teamwork • Working in an international and interdisciplinary environment • Generation of new research ideas • Respect for diversity, multiculturalism, and the natural environment

- Social, professional, and ethical responsibility; sensitivity to gender issues
- Critical thinking and self-assessment
- Development of free, creative, and inductive thinking

(3) SYLLABUS

The course examines the following topics:

- Introduction: Geography and Climate of the Ancient Near East (1 week)
- Prehistoric Mesopotamia & Egypt (1 week)
- Mesopotamia: Early Dynastic, Akkadian and Ur III Periods (2 week)
- Egypt: Old Kingdom (1 week)
- Egypt: Middle Kingdom and the 2nd Intermediate Period (1 week)
- Anatolia: Kingdom of Hatti (2 weeks)
- Egypt: The New Kingdom (2 week)
- Early Iron Age: Assyria, Anatolia, Egypt, Levant (1 week)
- Assyrian Empire (2 week)

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (Use of ICT in teaching, laboratory education, communication with students)	Special educational material is given in PowerPoint form. The course is supported by an e-class website.	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Activity	Student's study hours
	Lectures	20
	Educational visits	4
	Interactive teaching	2
	Study and analysis of bibliography	80
	Cooperation with the instructor	24
	Tutorials	10
	Independent study (incl. project)	30
	Essay writing	80
	Course total	250
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given,	The evaluation takes place in English and it is both summative and conclusive. During the semester the students are required to write essays on topics related to the content of the course and to deliver examination-papers which comprise a combination of multiple choice questionnaires, short-answer questions and open-ended questions. The final written examination has a similar structure as well. The evaluation criteria are available on the online page of the course and are also explained during the courses. Essay 70% Oral presentation 20% Written work 10%	

and if and where they are accessible to students.	
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(5) RECOMMENDED BIBLIOGRAPHY

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|---|
| <ul style="list-style-type: none">• Akkermans, P. M. M. G., and G.M. Schwartz. 2003. <i>The Archaeology of Syria. From Complex Hunter-Gatherers to Early Urban Societies (c. 16,000-300 BC)</i>. Cambridge world archaeology: Cambridge University Press, Cambridge - NY.• Bard, K.A. 2007. <i>Introduction to the Archaeology of Ancient Egypt</i>. Malden, MA: Blackwell Pub.• Microop, M. van de. 2016. <i>A History of the Ancient Near East ca. 3000-323 BC. Blackwell history of the ancient world</i>. 3rd ed. Oxford: Wiley Blackwell.• Microop, M. van de.. 2021. <i>A History of Ancient Egypt. Blackwell history of the ancient world</i>. 2nd ed. Malden, MA: Wiley-Blackwell.• Potts, D.T. 2012. <i>A Companion to the Archaeology of the Ancient Near East</i>. Malden, Mass.: Wiley-Blackwell.• Steadman, S.R., and J.G. McMahon. Eds. 2011. <i>The Oxford handbook of ancient Anatolia, 10,000-323 B.C.E</i>. Oxford, New York: Oxford University Press. |
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The Visual Cultures of Classical Greece (Π-1030)

Instructor: D. Plantzos

SUMMARY

This course offers a comprehensive account of ancient Greek art, from c. 1200 to c. 30 BC, with an emphasis on its content, interpretation, and cultural significance. Several key themes will be pursued throughout the course: human figure and its representation; Greek art in its religious and political settings; materials and techniques; pictorial themes; and so on.

Besides the better-known monumental arts of ancient Greece (chiefly: architecture; sculpture; painting), and the ever-popular vase painting, the course will also cover some relatively neglected aspects of Greek art such as decorative or luxury arts and coinage. After a short introduction on the arts of the Late Bronze Age (c. 1600-1100 BC), the course will cover the art and archaeology of the Early Iron Age (c. 1100-700 BC), and that of the Archaic (c. 700-480 BC), Classical (. 480-336 BC) and Hellenistic periods (c. 336-30 BC).

(1) GENERAL

SCHOOL	School of Philosophy
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DEPARTMENT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate studies		
COURSE CODE	Π-1030	SEMESTER	A
COURSE TITLE	The Visual Cultures of Classical Greece		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits		WEEKLY TEACHING HOURS	CREDITS
		2	10
COURSE TYPE general background, special background, specialised general knowledge, skills development	Special background		
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uoa.gr/courses/ARCH667/		

(2) LEARNING OUTCOMES

LEARNING OUTCOMES
<p>By the end of this course students should be familiar with</p> <ul style="list-style-type: none"> • the main principles of Greek art • the main methodologies employed in its study • the main examples of Greek visual arts • the contribution of Greek visual culture to our understanding of ancient Greece <p>They should also be able to</p> <ul style="list-style-type: none"> • assess different types and examples of ancient Greek material culture • discuss some main themes in the study of classical Greek art • critically assess some of the scholarly debates regarding classical Greek art and its development • comprehend the ways in which archaeology affects our understanding of past cultures • express their own scholarly views on the art and culture of ancient Greece
GENERAL COMPETENCES
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Working independently • Production of new research ideas • Working in an international environment • Criticism and self-criticism • Production of free, creative and inductive thinking

(3) SYLLABUS

This course offers a comprehensive account of ancient Greek art, from c. 1200 to c. 30 BC, with an emphasis on its content, interpretation, and cultural significance. Several key themes will be pursued throughout the course: human figure and its representation; Greek art in its religious and political settings; materials and techniques; pictorial themes; and so on. Besides the better-known monumental

arts of ancient Greece (chiefly: architecture; sculpture; painting), and the ever-popular vase painting, the course will also cover some relatively neglected aspects of Greek art such as decorative or luxury arts and coinage. After a short introduction on the arts of the Late Bronze Age (c. 1600-1100 BC), the course will cover the art and archaeology of the Early Iron Age (c. 1100-700 BC), and that of the Archaic (c. 700-480 BC), Classical (. 480-336 BC) and Hellenistic periods (c. 336-30 BC).

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (Use of ICT in teaching, laboratory education, communication with students)	Special educational material is given in PowerPoint form. The course is supported by an e-class website.	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS	Activity	Student's study hours
	Lectures	50
	Educational visits	10
	Interactive teaching	
	Study and analysis of bibliography	50
	Cooperation with the instructor	10
	Tutorials	30
	Independent study (incl. project)	50
	Essay writing	50
	Course total	250
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Essay 70% Oral presentation 10% Written work 20%	

(5) RECOMMENDED BIBLIOGRAPHY

Required text books

- Plantzos, D. *Greek Art and Archaeology, 1200-30 BC*. Athens 2016.
- Smith, T.J. and D. Plantzos (eds). *A Companion to Greek Art*. Malden MA 2012⁸.

Additional literature

- Beard, M. and J. Henderson. *Classical Art. From Greece to Rome*. Oxford 2001.
- Biers, W.R. *The Archaeology of Greece*. Ithaca & London 1996.
- Boardman, J. *Greek Art*. London & New York 2016.

- Hurwit, J.M. *The Art and Culture of Early Greece*. Ithaca & London 1985.
 - Knigge, U. *The Athenian Kerameikos*. Athens 1991.
 - Neer, R.T. *Greek Art and Archaeology: A New History, c. 2500-c. 150 BCE*. London & New York 2011.
 - Osborne, R. *Greece in the Making 1200 – 479 BC*. London 1996.
 - Pomeroy, S.B., S.M. Burnstein, W. Donlan, and J.T. Roberts. *A Brief History of Ancient Greece. Politics, Society and Culture*. Oxford 2004.
 - Plantzos, D. *The Art of Painting in Ancient Greece*. Athens and Atlanta, GA 2018.
 - Robertson, M. *A History of Greek Art*. Cambridge 1975.
- Whitley, J. *The Archaeology of Ancient Greece*. Cambridge 2001.

SPRING SEMESTER (OPTIONAL MODULES)

The Archaeology of Mycenaean Greece (Π-1050)

Instructor: V. Petrakis

SUMMARY

The course focuses on the material culture of the Bronze Age Greek Mainland, with special emphasis placed on the Late Bronze Age (termed the Late Helladic or Mycenaean period, c. 1600-1050 BCE). Following a brief survey of the Early and Middle Bronze Age on the Greek Mainland (c. 3000-1600 BCE), in our meetings we will comprehensively overview key aspects of the Mycenaean material culture: domestic and funerary architecture, topography of key sites, including Mycenae, Tiryns, Pylos and Thebes, mortuary practices, arts and crafts, palatial administration, religion, and evidence for contact with regions beyond the Aegean with special emphasis on the relations with Egypt and Anatolia. Focus will be placed on the significance of textual evidence (in the form of palatial clay records bearing inscriptions in an early form of Greek rendered in the syllabic Linear B script) and its potential integration with the material archaeological record. The material of the aforementioned presentation is used as a basis for reconstructing Mycenaean social organization, economy and politics, focusing on the aspirations and structure of palatial administrations, the possible reasons behind the rise and collapse of the Mycenaean palatial polities and an assessment of the relationship between the Late Bronze Age Aegean world and the world of the heroes as represented in the Homeric epic.

(1) GENERAL

SCHOOL	School of Philosophy		
DEPARTMENT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate studies		
COURSE CODE	II-1050	SEMESTER	B
COURSE TITLE	The Archaeology of Mycenaen Greece		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits	WEEKLY TEACHING HOURS		CREDITS
	2		10
COURSE TYPE general background, special background, specialised general knowledge, skills development	Special background		
PREREQUISITE COURSES	No		

LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uoa.gr/courses/ARCH927/

(2) LEARNING OUTCOMES

LEARNING OUTCOMES
<p>Through attendance of these presentations and participation in discussions, participants should be acquainted with the main features of Mycenaean material culture (including some key sites) and the main debates about how we understand the Mycenaean world, its historical development and its structure.</p> <p>Through working alone or in groups, students will be practiced in the study and interpretation of a rich and diverse archaeological record and in assessments over such key topics as secondary state formation and the emergence of the first literate administrations on the Greek Mainland. Critical analysis and assessments of previous scholarship will be strongly encouraged throughout the course.</p>
GENERAL COMPETENCES
<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

<p>The Course consists of the following sections:</p> <ul style="list-style-type: none"> • Introduction • The Helladic background • The Early Mycenaean world • Death and Burial • Knossos and the formation of the palatial world • Settlement and architecture • A survey of key sites of the palatial period • Craft production • Linear B and Aegean scripts • The operation of the palace system • Mycenaean religion • Palatial collapse and Postpalatial developments
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(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (Use of ICT in teaching, laboratory education, communication with students)	Special educational material is given in PowerPoint form. The course is supported by an e-class website.	
TEACHING METHODS	Activity	Student's study hours
	Lectures	26

<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>	Educational visits	10
	Interactive teaching	-
	Study and analysis of bibliography	40
	Cooperation with the instructor	30
	Tutorials	14
	Independent study (incl. project)	30
	Essay writing	100
	Course total	250
<p>STUDENT PERFORMANCE EVALUATION</p> <p>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.</p>	<p>Essay 70%</p> <p>Oral presentation 20%</p> <p>Written work/ participation in discussions 10%</p>	

(5) RECOMMENDED BIBLIOGRAPHY

<ul style="list-style-type: none"> Chadwick, J. 1976. <i>The Mycenaean World</i>, Cambridge. Cline, E.H. (ed.) 2010. <i>The Oxford Handbook of the Bronze Age Aegean (ca. 3000-1000 BC)</i>. Oxford. [Chapters 7, 10, 15-18, 20-21, 25, 27, 31-33, 35-36. Chapters 50-52 and 54 include good introductions to the sites of Mycenae, Pylos, Thebes and Tiryns respectively] Dickinson, O.T.P.K. 2006. <i>The Aegean from Bronze Age to Iron Age: Continuity and Change Between the Twelfth and Eighth Centuries BC</i>, London [Chapters 2-3] Galaty, M.L. & W.A. Parkinson (eds.) 2007. <i>Rethinking Mycenaean Palaces II. Revised and Expanded Second Edition</i>. The Cotsen Institute of Archaeology Monograph 60. Los Angeles. Rutter, J.B. 1993. "The Prepalatial Bronze Age of the southern and central Greek Mainland", <i>AJA</i> 97:4, 745-797. Shelmerdine, C.W. (ed.) 2008. <i>The Cambridge Companion to the Aegean Bronze Age</i>. Cambridge [Chapters 2, 10-15] Shelmerdine, C.W. 1997. "Review of Aegean Prehistory VI: The Palatial Bronze Age of the southern and central Greek Mainland" <i>AJA</i> 101:3, 537-585. Voutsaki, S. & J.T. Killen (eds.) 2001. <i>Economy and Politics in the Mycenaean Palace States. Proceedings of a Conference Held on 1-3 July 1999 in the Faculty of Classics</i>. Proceedings of the Cambridge Philological Society Supplement 33. Cambridge.
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Ancient Greek Sculpture (Π-1080)

Instructor: St. Katakis

SUMMARY

This course examines an important category of Greek art, the sculpture in the round and in relief, from the Archaic till the end of the Hellenistic period about 30 BC. The students, who will have already attested the core module “Visual Cultures of Classical Greece”, will now study thoroughly specific issues concerning the use of sculptural works as cult images, as votive offerings, as grave monuments and as part of architectural settings, as well as the way in which we can know the lost originals through copies from the Roman times.

(1) GENERAL

SCHOOL	School of Philosophy		
DEPARTMENT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate studies		
COURSE CODE	Π-1080	SEMESTER	B
COURSE TITLE	Ancient Greek Sculpture		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits	WEEKLY TEACHING HOURS		CREDITS
	2		10
COURSE TYPE general background, special background, specialised general knowledge, skills development	Special background		
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uoa.gr/main/login_form.php?next=%2Fcourses%2FARCH726%2F (ARCH726)		

(2) LEARNING OUTCOMES

LEARNING OUTCOMES
<p>At the end of this course students should be familiar with:</p> <ul style="list-style-type: none"> • the basic forms of Greek sculpture, their use and meaning, • the methods of recognizing, dating and interpreting a sculpture or a group of sculptures. • the importance of narrative scenes on architectural settings which contribute to the broader study of Greek literature, archaeology and history. <p>They should also be able to:</p> <ul style="list-style-type: none"> • use and combine data from different sources for a holistic study of sculpture. • create and express their own opinions about sculpture as a means to learn more about ancient Greek society: politics, economics, everyday life, religion and cult.
GENERAL COMPETENCES
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data, testimonia and information, • Working independently, • Production of new research ideas, • Free, creative and inductive thinking, • Criticism and self-criticism, • Project planning and management

(3) SYLLABUS

<p>The course examines the following topics:</p> <ul style="list-style-type: none"> • Introduction, instructions for presenting and writing assignments • Sculpture technics: material (different kinds of marble), sculptor's tools. Visit to the Cast Museum of the Department • Architectural sculpture I – II • Attic Grave Reliefs I – II • Honorific statues • Classical sculpture known through Roman copies • Athens in Late Hellenistic and Roman Periods • Presentations of students' essays – Discussion • Possible visit to selected archaeological Museums and sites
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(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face	
Face-to-face, Distance learning, etc.		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Special educational material is given in PowerPoint form. The course is supported by an e-class website.	
(Use of ICT in teaching, laboratory education, communication with students)		
TEACHING METHODS	Activity	Student's study hours
<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</p>	Lectures	20
	Educational visits	6
	Study and analysis of bibliography	80
	Cooperation with the instructor	24
	Independent study (incl. project)	40
	Essay writing	80
	Course total	250

according to the principles of the ECTS	
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	<p>Assessment is in English and can be formative and summative. During the semester, students are asked to write an essay of approximately 3,500-5,000 words on a topic related to the course content. A list of indicative topics is provided, but students are encouraged to choose and personalize the essay topic with the instructor. Each student must present his/her work to the class and answer questions from the instructor and fellow students during the discussion after the presentation. It is particularly important to submit the final text with all the comments incorporated.</p> <p>Class participation 10% Oral presentation 30% Written work 60%</p> <p>The evaluation criteria are available in the course e-class and are analyzed in the first lesson.</p>

(5) RECOMMENDED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Biard, G. 2017. <i>La représentation honorifique dans les cités grecques aux époques classique et hellénistique</i>, BÉFAR 376. Athènes • Bol, C. ed. 2001-2007. <i>Die Geschichte der antiken Bildhauerkunst I. Archaische Kunst; II. Klassische Kunst; III. Hellenistische Kunst</i>. Mainz • Palagia, O. ed. 2019. <i>Handbook of Greek Sculpture</i>. Berlin • Palagia, O. and J. J. Pollitt, eds. 1996. <i>Personal Styles in Greek Sculpture</i>. Cambridge • Queyrel, F. 2016, 2020. <i>La sculpture hellénistique I. Formes, thèmes et fonctions, II. Royaumes et cités</i>. Paris • Ridgway, B. S. 1970, 1981, 1997. <i>The Archaic Style in Greek Sculpture, The Severe Style ..., Fourth Century Styles ... Fifth Century Styles ...</i> Princeton or Madison/Wis. • Ridgway, B. S. 1990, 2000, 2002. <i>Hellenistic Sculpture. I, II, III</i>. Madison/Wis. • Smith, R. R. R. 1991. <i>Hellenistic Sculpture</i>. London • Spivey, N. 1996. <i>Understanding Greek Sculpture. Ancient Meanings, Modern Readings</i>. London

Attic Pottery of the Archaic and Classical Period (Π-1090)

Instructors: E. Kefalidou & N. Charokopos

SUMMARY

This course examines an important category of Greek art, the fine painted pottery of Athens and Attica. The superior quality of Attic clay, pigment, and decoration, first in the black-figure and later in the red-figure technique, quickly enabled Attic vase painters to overtake those of other local workshops so that Athens increasingly became the dominant centre for Greek figured pottery. Attic vases bear numerous depictions that reflect aspects of everyday life, myth, cult and thought from the 7th to the 4th centuries BCE. Moreover, many of these pots were luxury goods that were being exported in large quantities all over the Mediterranean and the Black Sea, thus making

trade and communication routes visible in the archaeological record. By carefully examining the vases of the most important Attic painters, we will explore the unique perspective that this fascinating visual culture gives us on life in ancient Greece. We will investigate the relationship between shape and decoration as well as the main methods of visual narration in order to approach the ideological and social/political perspectives of the Archaic and Classical period.

(1) GENERAL

SCHOOL	School of Philosophy		
DEPARTMENT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate studies		
COURSE CODE	Π-1090	SEMESTER	B
COURSE TITLE	Attic Pottery of the Archaic and Classical Period		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits		WEEKLY TEACHING HOURS	CREDITS
		2	10
COURSE TYPE general background, special background, specialised general knowledge, skills development	Special background		
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://meditarch.arch.uoa.gr/modules/attic_pottery_of_the_archaic_and_classical_period		

(2) LEARNING OUTCOMES

LEARNING OUTCOMES
By the end of this course students should be familiar with: The basic terminology of Greek pottery (techniques of manufacture and decoration, shapes and uses). The methods of visual narration and the main methodologies employed in their study. The importance and basic interpretative questions of narrative scenes painted on vases and how these

scenes contribute to the broader study of the society that created them, as well as to the study of Greek literature, history and Greek material culture in general.

The students, after the completion of the course, they should also be able to:

Form and express their own opinions about the study of visual arts as a means of learning more about ancient Greek society, politics, economy, as well as religion and cult, everyday life, customs and other topics.

Raise fundamental questions/points about how images function as historical sources, and how they can be used alongside other categories of evidence on ancient Greek culture.

GENERAL COMPETENCES

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

Work both independently and as a member of a team.

Work in an international environment.

Respect for difference and multiculturalism.

Produce free, creative and inductive thinking.

(3) SYLLABUS

The course consists of the following thematic sections:

(a) Introduction to the chronology, shapes, techniques, and uses of fine painted pottery of Athens and Attica: The superior quality of Attic clay, pigments, and decoration enabled Attic potters to overtake those of other workshops, so that Athens increasingly becomes the dominant center for Greek figured pottery.

(b) Introduction to pottery iconography: Discussion of the methodology of visual narration. Attic vases bear numerous depictions that reflect aspects of everyday life, myth, cult and thought from the 7th to the 4th centuries BCE.

(c) Pottery trade in the ancient Mediterranean: Pots were luxury goods that were being exported in large quantities all over the Mediterranean and the Black Sea, thus making trade and communication routes visible in the archaeological record

(d) Summary - Conclusions: Pottery and iconography as a means to approach aspects of life in ancient Greece through its fascinating visual culture.

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (Use of ICT in teaching, laboratory education, communication with students)	Special educational material is given in PowerPoint form. The course is supported by an e-class website.	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non- directed study	Activity	Student's study hours
	Lectures	24
	Educational visits	5
	Interactive teaching	26
	Study and analysis of bibliography	20
	Cooperation with the instructor	15
	Tutorials	10
	Independent study (incl. project)	70
	Essay writing	80
	Course total	250

according to the principles of the ECTS	
STUDENT PERFORMANCE EVALUATION	
Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	<p>Essay 70x%</p> <p>Oral presentation 20x%</p> <p>Overall participation in class 10 x%</p>

(5) RECOMMENDED BIBLIOGRAPHY

- Boardman, J. 2001. *The History of Greek Vases: Potters, Painters and Pictures*. London.
- Clark, A., Elston, M. & Hart, M. L. 2002. *Understanding Greek Vases. A Guide to Terms, Styles, and Techniques*. Los Angeles.
- Mertens, J. R. 2010. *How to Read Greek Vases*. Yale-New Haven-London 2010.
- Rasmussen, T. & Spivey, N. (eds) 1991. *Looking at Greek Vases*. Cambridge.
- Robertson, M. 1992. *The Art of Vase-Painting in Classical Athens*. Cambridge.
- Shapiro, H. A. 1994. *Myth into Art. Poet and Painter in Classical Greece*. London.
- Sparkes, B. A. 1991. *Greek Pottery. An Introduction*. Manchester-New York.
- Sparkes, B. A. 2013. *The Red and the Black: Studies in Greek Pottery* (2nd edition). London-New York.
- Stansbury-O'Donnell, M.D. 1999. *Pictorial Narrative in Ancient Greek Art*. Cambridge.
- Stansbury-O'Donnell, M. D. 2006. *Vase Painting, Gender, and Social Identity in Archaic Athens*. Cambridge.
- Woodford, S. 2015. *An Introduction to Greek Art. Sculpture and Vase Painting in the Archaic and Classical Periods* (2nd edition). London.

Understanding the Archaeological Record: Prehistoric Cyprus and the East Mediterranean (Π-2080)

Instructors: E. Mantzourani, G. Vavouranakis & I. Voskos

SUMMARY

This course focuses on the understanding of important social, economic and cultural phenomena of the past through the study of archaeological finds. It explores alternative related approaches that archaeology has developed during its disciplinary development. How is the passage from foraging to agropastoralism documented and understood? What were the social processes that allowed people to shift from a domestic to an urban way of life? Is it possible to trace events of population or ethnic identity changes?

Prehistoric Cyprus makes an ideal case study for all the above questions. Being at the crossroads between the Aegean and the east Mediterranean, the island saw periods of both insularity and extensive connectivity with its environs, from the earliest Prehistory (11.000 BC) to the end of the Bronze Age (c. 1100 BC). Interestingly, prehistoric Cypriot communities were always able to retain their distinct cultural characteristics and yet stay connected with Epipalaeolithic foragers, to host Early Bronze Anatolian immigrants, to retain Mycenaean, Hittite, Levantine and Egyptian connections or to get through the Sea People's turmoil that swept the east Mediterranean. The course includes in-class discussions and museum visits.

(1) GENERAL

SCHOOL	School of Philosophy		
DEPARTMENT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate studies		
COURSE CODE	Π-2080	SEMESTER	B
COURSE TITLE	Understanding the archaeological record: Prehistoric Cyprus and the East Mediterranean		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits		WEEKLY TEACHING HOURS	CREDITS
		2	10
COURSE TYPE general background, special background, specialised general knowledge, skills development	Special background		
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUSSTUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uoa.gr/courses/ARCH849/		

(2) LEARNING OUTCOMES

LEARNING OUTCOMES
By the end of the course students should be able to <ul style="list-style-type: none"> • understand and deal with different problems of archaeological information • exercise a productive critique on various interpretative approaches of the material record • participate in an open dialogue expressing their own views on key-issues of the prehistory of Cyprus • study and work individually and in groups • know the basic information about the main prehistoric sites of Cyprus • know the basic information about different classes of prehistoric material evidence from Cyprus
GENERAL COMPETENCES
<ul style="list-style-type: none"> • Analysis and synthesis of data and information, with the use of the necessary technology • Adapting to new situations; decision-making

- Working both independently and in groups
- Working in an international and interdisciplinary environment
- Production of new research ideas
- Criticism and self-criticism
- Project planning and management
- Developing free, creative and inductive thinking

(3) SYLLABUS

1. Introduction: Geography and history of archaeology
2. From Epipaleolithic foraging to Neolithic farming
3. Idiosyncratic ways of life in prehistoric Cyprus
4. Domestic life and the emergence of complexity in prehistoric Cyprus
5. Pottery production and consumption in prehistoric Cyprus
6. Copper production and divine protection in prehistoric Cyprus
7. Immigration vs acculturation: The Philia facies and the beginning of the Bronze Age in Cyprus
8. New lifeways and their representation on art: Early and Middle Bronze Age in Cyprus
9. Urbanism and social power in the Late Bronze Age
10. A cosmopolitan way of life: trade connections in the Late Bronze Age
11. Ethnicity matters: The end of the Late Bronze Age in Cyprus
12. Museum visit
13. Concluding lesson

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (Use of ICT in teaching, laboratory education, communication with students)	Special educational material is given in PowerPoint form. The course is supported by an e-class website.	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS	Activity	Student's study hours
	Lectures	16
	Educational visits	2
	Interactive teaching	8
	Study and analysis of bibliography	80
	Cooperation with the instructor	34
	Tutorials	4
	Independent study (incl. project)	26
	Essay writing	80
	Course total	250
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work,	Essay 70% Oral presentation 20% Written work 10%	

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 BIBLIOGRAPHY

- Karageorghis, V. 2002. *Early Cyprus: Crossroads of the Mediterranean*. Los Angeles.
- Karageorghis, V. 2006. *Aspects of Everyday Life in Ancient Cyprus: Iconographic Representations*. Nicosia.
- Kearns, C. and Manning, S. W. (eds.) 2019. *New Directions in Cypriot Archaeology*. Ithaca.
- Knapp, A.B. 2008. *Prehistoric and Protohistoric Cyprus. Identity, Insularity, and Connectivity*. Oxford.
- Knapp, A.B. 2013. *The Archaeology of Cyprus*. Cambridge.
- Mantzourani E., 2001 (2006 2nd edition). *The Archaeology of Prehistoric Cyprus*, Athens. (in Greek)
- Steel, L. 2004. *Cyprus before History*. London.

The Architecture of the Mystery Cults (Π-2090)

Instructor: Chr. Kanellopoulos

SUMMARY

Greek mystery cult architecture (mysteries of Demeter and Persephone, the Orphic and the Dionysian Mysteries, along with the cult of Asclepios) was less about monumental display and more about 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 initiate. The architecture of the mysteries can be identified with spatial progression mimicked the initiate's spiritual journey, darkness, enclosures and balustrades, hidden chambers all reinforced the sense of sacred secrecy. The architecture supported secrecy and exclusivity, ritual drama and transformation and symbolic spatial progression (e.g., from darkness to light, ignorance to knowledge). The same type of architecture involved large, square halls with a forest of interior columns, benches against the walls that accommodated large groups of initiates, ritual theaters hidden from outside the enclosures, grottos or caves and a general introversion.

(1) GENERAL

SCHOOL	School of Philosophy		
DEPARTMENT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate studies		
COURSE CODE	Π-2090	SEMESTER	B
COURSE TITLE	The architecture of the mystery cults		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the	WEEKLY TEACHING HOURS	CREDITS	

credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			
		2	10
COURSE TYPE general background, special background, specialised general knowledge, skills development	Special background		
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uoa.gr/courses/ARCH1174/		

(2) LEARNING OUTCOMES

LEARNING OUTCOMES
<p>After the successful completion of the seminar, the students will be able to:</p> <ul style="list-style-type: none"> • Understand the diversity of types in the architecture of the mysteries • Identify specific issues of movement within mysteries sanctuaries • Critically explore the ancient sources in relationship with the architecture of the mysteries
GENERAL COMPETENCES
<ul style="list-style-type: none"> • Search, analyze and synthesize data and information • Promotion of free, creative and inductive thinking • Work in an interdisciplinary environment • Group work • Criticism of extant studies • Planning and documentation of scientific essays • Oral presentation of scientific works before a specialized audience

(3) SYLLABUS

Το μάθημα αποτελείται από τις εξής ενότητες:

1. Introduction
2. Architectural terminology and introduction to typical Greek architecture A
3. Architectural terminology and introduction to typical Greek architecture A B
4. Lecture on the Greek mysteries by dr. Nikou-Philaretos
5. Issues of methodology and orientation into the literature
6. Analysis of the essays topics
7. Discussion of the essays topics
8. Discussion of the essays topics
9. Excursion to Eleusis
10. Discussion and lecture by dr. David Scahill
11. Discussion of the essays topics
12. Oral presentations of essays- discussion
13. Oral presentations of essays- discussion

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (Use of ICT in teaching, laboratory education, communication with students)	Special educational material is given in PowerPoint form. The course is supported by an e-class website.	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS	Activity	Student's study hours
	Lectures	24
	Educational visits	2
	Interactive teaching	10
	Study and analysis of bibliography	80
	Cooperation with the instructor	10
	Tutorials	14
	Independent study (incl. project)	30
	Essay writing	80
	Course total	250
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Essay 60% Oral presentation 30% Participation in the excursions to archaeological sites 10%	

(5) RECOMMENDED BIBLIOGRAPHY

<ul style="list-style-type: none"> Beschi, L. 2004. «Il telesterio ellenistico del Cabirio di Lemno». <i>ASAtene</i> 82: 225-341. Kahil, L. 1977. «L' Artémis de Brauron: Rites et mystère», <i>Antk</i> 20: 86-98. Cosmopoulos, M.B. (ed.) 2013. <i>Greek Mysteries, Archaeology of Secret Cults</i>, London and New York. Bookidis, N. 2011. «The sanctuary of Demeter and Kore at Corinth: A Review and an Update». In: <i>Ιερά και Λατρείες της Δήμητρας στον Αρχαίο Ελληνικό Κόσμο</i>, επιμ. Ι. Λεβέντη και Χ. Μητσοπούλου, 137-54. Βόλος. Friese, W. and Kristensen, T.M. 2017. <i>Archaeologies of Pilgrimage</i>. London and New York. Κουρουνιώτης, Κ. 1912. «Τὸ ἐν Λυκοσούρα Μέγαρον τῆς Δεσποίνης». <i>ArchEphem</i>:142–61. Mylonas, G.E. 1961. <i>Eleusis and the Eleusinian Mysteries</i>. 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.

The Archaeology of Death in the Ancient Greek World (Π-3010)

Instructor: N. Dimakis

SUMMARY

The transformations introduced by the rise of the polis in the Archaic (7th-6th c BC) and Classical (5th-4th c BC) periods and the gradual urbanization of society in the Hellenistic period (late 4th-1st c BC) resulted in the radical alteration of social life and dramatized an important part in the intensification of social differences. These developments are manifested in the burial topography and tomb architecture such as by the erection, always next to common grave forms, of lavish burial monuments in the Archaic period, communal graves or hoplite burials in the Classical period, Macedonian type tombs in the Hellenistic period. The overall burial expenditure is increased and emphasized by the carefully chosen location for these tombs in the natural or urban landscape, the deposition of non-/elaborate grave offerings, public burial rituals, etc.

Main aim of the course is to explore the archaeology of death in the Archaic, Classical and Hellenistic times from the burial topography and tomb architecture point of view. Grave types, grave/cemetery location, burial offerings rites and rituals from a wide range of case studies (e.g. Aigai, Alexandria, Athens, Corinth, Pella, Pergamon, Rhodes, Sparta) are examined within their sociopolitical context in order to familiarize students with the strategies of dealing with death in the ancient Greek world, and the theoretical and methodological approaches to the archaeology of death and burial.

(1) GENERAL

SCHOOL	School of Philosophy		
DEPARTMENT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate studies		
COURSE CODE	Π-3010	SEMESTER	B
COURSE TITLE	The Archaeology of Death in the Ancient Greek World		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits		WEEKLY TEACHING HOURS	CREDITS
		2	10
COURSE TYPE general background, special background, specialised general	Special background		

knowledge, skills development	
PREREQUISITE COURSES	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.uoa.gr/courses/ARCH937/

(2) LEARNING OUTCOMES

LEARNING OUTCOMES
<p>By the end of this course students should be familiar with:</p> <ul style="list-style-type: none"> • grave typology of the Archaic, Classical and Hellenistic times • the burial context (architecture, topography, tomb architecture, grave goods). • a representative range of the considerable corpus of archaeological evidence for Greek burial customs from the Archaic to the Hellenistic periods. • the contribution of burial evidence to our understanding of the ancient Greek World • the theoretical approaches to the archaeology of death
GENERAL COMPETENCES
<ul style="list-style-type: none"> • Working independently • Team work • Working in an international environment • Working in an interdisciplinary environment • Respect for difference and multiculturalism

(3) SYLLABUS

<p>The course is structured around the following modules:</p> <ul style="list-style-type: none"> • Introduction • Brief Historical Overview • Theoretical Approaches • Technical Guidelines (research methodology, analysis of burial remains, etc.) • Monitoring of Student Assignments • Presentation of Student Projects • Study / Evaluation of Conclusions
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(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (Use of ICT in teaching, laboratory education, communication with students)	Special educational material is given in PowerPoint form. The course is supported by an e-class website.	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of	Activity	Student's study hours
	Lectures	30
	Educational visits	10
	Interactive teaching	10

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	Study and analysis of bibliography	40
	Cooperation with the instructor	20
	Tutorials	10
	Independent study (incl. project)	50
	Essay writing	80
	Course total	250
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Essay 30% Oral presentation 10% Written work 60%	

(5) RECOMMENDED BIBLIOGRAPHY

<ul style="list-style-type: none"> Boardman, J. (1971). Greek Burial Customs. London Fedak, J. (1990). Monumental Tombs of the Hellenistic Age. Toronto Garland, R. (1985). The Greek Way of Death. London. Morris, I. (1987). Burial and Ancient Society: the Rise of the Greek City-State. Cambridge
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State Formation and the Rise of Power in an Insular World: The Archaeology of Minoan Crete (II-3020)

Instructor: Y. Papadatos

SUMMARY

This course is about the archaeology of prehistoric Crete, with special emphasis upon the Minoan palaces of the second millennium BC. The course includes an overview of major types of the Minoan material culture, such as settlements and domestic architecture, the palaces and their surrounding villas, major and minor arts and crafts such as pottery, frescoes, metal artefacts etc. In addition, the course is about the ways in which material remains may be informative of the structure and function of Minoan societies, their relations to the rest of the Aegean and the east Mediterranean, as well as of their beliefs and ritual practices. The course focuses particularly upon the palaces, namely court-centered buildings with ceremonial and administrative functions, suggesting the emergence of a complex society with sociopolitical hierarchies.

(1) GENERAL

SCHOOL	School of Philosophy		
DEPARTMENT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate studies		
COURSE CODE	Π-3020	SEMESTER	B
COURSE TITLE	State formation and the rise of power in an insular world: the archaeology of Minoan Crete		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits		WEEKLY TEACHING HOURS	CREDITS
		2	10
COURSE TYPE general background, special background, specialised general knowledge, skills development	Special background		
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://meditarch.arch.uoa.gr/modules/minoan_civilization/ https://eclass.uoa.gr/courses/ARCH942/		

(2) LEARNING OUTCOMES

LEARNING OUTCOMES
<p>This course is about the archaeology of prehistoric Crete, with special emphasis upon the Minoan palaces of the second millennium BC. The course includes an overview of major types of the Minoan material culture, such as settlements and domestic architecture, the palaces and their surrounding villas, major and minor arts and crafts such as pottery, frescoes, metal artefacts etc. In addition, the course is about the ways in which material remains may be informative of the structure and function of Minoan societies, their relations to the rest of the Aegean and the east Mediterranean, as well as of their beliefs and ritual practices. The course focuses particularly upon the palaces, namely court-centered buildings with ceremonial and administrative functions, suggesting the emergence of a complex society with sociopolitical hierarchies.</p> <p>Through attendance of the lectures and participation in discussions, participants should be acquainted with the main features of Minoan material culture (including some key sites) and the main debates about how we understand the Minoan civilization, its historical development and its structure. By the end of this course students should be familiar with:</p> <ul style="list-style-type: none">• the main Minoan sites and types of artefacts,• the main debates about social structure in Bronze Age Crete• the main debates about the form, function, social significance and evolution of the Minoan palaces
GENERAL COMPETENCES
<p>They should also be able to:</p> <ul style="list-style-type: none">• work with different types of archaeological information• critically review and compare contrasting interpretations about the emergence of the first complex societies in the Aegean• make and express their own opinions about the structure and function of social and political

phenomena, such as the state.

- understand the ways in which the archaeological record facilitates the building of arguments about the past
- work both alone and in groups
- present their work in a comprehensive way in front of their peers, through the use of new, digital technologies

(3) SYLLABUS

The course examines the following topics:

- Introduction and general spatial and temporal framework. History of research
- The Neolithic and the Prepalatial background to the Minoan palatial culture
- The dawn and formation of the Minoan palatial society
- Minoan palatial sites: the main features
- Settlement and non-funerary architecture
- Burial customs, funerary architecture, mortuary behavior
- Minoan palatial period: arts and crafts
- Writing, sealing, administration and the operation of the palace system
- Minoan iconography, religion and ritual
- The relations with the rest of the Aegean, and the issue of Minoanization
- Trade, exchange and political relations with the great powers of East Mediterranean
- Collapse of the palatial administration and post-palatial Crete
- 4-days field-trip in Crete and visit of the following sites: Knossos, Archanes, Phaistos, Ayia Triada, Tyllissos, Malia, Gournia, Petras, Palaikastro, Zakros, Archaeological Museums of Heraklion and Siteia

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (Use of ICT in teaching, laboratory education, communication with students)	Special educational material is given in PowerPoint form. The course is supported by an e-class website.	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS	Activity	Student's study hours
	Lectures	26
	Educational visits	24
	Study and analysis of bibliography	70
	Cooperation with the instructor	20
	Independent study (incl. project)	30
	Essay writing	80
	Course total	250
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions,	Participants are expected to produce one written essay (3,500-5,000 words) in English to be preceded by a mandatory oral presentation (also in English) during our penultimate or final meeting. Advice on the extent, scope and structure of the essay will be provided throughout the course in cooperation with the instructor. A list of indicative topics will be formulated, but students are strongly encouraged to	

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.	<p>discuss, modify or even propose any essay topic in collaboration with the course instructor. Additionally, the quality of participation in discussions during the meetings will also be evaluated. Special presentations or discussions on select publications may also be assigned subject to an arrangement with the course instructor.</p> <p>Essay 70% Oral presentation 30%</p>
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(5) RECOMMENDED BIBLIOGRAPHY

- Andreadaki-Vlazaki, M., G. Rethemiotakis, N. Dimopoulou-Rethemiotaki 2008. *From the Land of the Labyrinth. Minoan Crete, 3000-1100 BC*. New York - Athens: Alexander S. Onassis Public Benefit Foundation (USA).
- Cline, E.H. (ed.) 2010. *Oxford Handbook of the Aegean Bronze Age*. Oxford: Oxford University Press (section and chapters related to Crete).
- Cullen, T. (ed.) 2001. "Aegean Prehistory. A Review", *American Journal of Archaeology Supplement* 1. Boston: Archaeological Institute of America (chapters by Watrous, pp. 157-223 and Rehak and Younger, pp. 383-473).
- Driessen, J., I. Schoep and R. Laffineur (eds.) 2002. *Monuments of Minos: Rethinking the Minoan Palaces (Aegaeum 23)*. Liège and Austin: Université de Liège, University of Texas.
- Shelmerdine C. W. (ed.) 2008. *The Cambridge Companion to the Aegean Bronze Age*. Cambridge: Cambridge University Press (section and chapters related to Crete).

Collapse and Transformation: Crisis, Resilience, and Reorganization from the Late Third To Early First Millennium BCE in the Eastern Mediterranean (II-3030)

Instructor: K. Kopanias

SUMMARY

This course investigates some of the most dramatic moments of crisis and transformation in ancient history, focusing on the Eastern Mediterranean between the late third and early first millennia BCE. Central to the course are two major turning points: the 4.2 ka event (c. 2200-2000 BCE), which marked the decline of the Akkadian Empire and major disruptions across Egypt, Mesopotamia, Anatolia, Levant, Cyprus and the Aegean; and the more widely recognized Late Bronze Age collapse (c. 1200-1000 BCE), when powerful palace-centered states from Mycenaean Greece to the Hittite Empire and Egypt fragmented or vanished.

The course examines how ancient societies adapted (or failed to adapt) to challenges such as environmental change, war, migration, economic disintegration, and internal social unrest.

At the heart of the course lies a critical engagement with the very idea of "collapse." What do we mean when we say a society collapses? Is collapse a sudden catastrophe, a gradual transformation, or a shift in elite structures? Drawing on theoretical frameworks

from scholars such as Joseph Tainter, Guy Middleton, Norman Yoffee, and the broader debates shaped by works like Jared Diamond's *Collapse*, students will explore how the concept of societal failure has been constructed, critiqued, and reimagined.

Beyond the Eastern Mediterranean, the course adopts a comparative approach, examining collapse and resilience in other regions and historical periods, including more recent systemic crises. By exploring these broader patterns, students will consider what makes societies vulnerable or resilient, and how ancient case studies can illuminate long-standing dynamics of complexity, fragility, and regeneration.

Combining archaeological evidence, ancient texts, environmental data, and cutting-edge theoretical approaches, the course offers students a nuanced, interdisciplinary, and often surprising view into how human societies face and survive crisis.

(1) GENERAL

SCHOOL	School of Philosophy		
DEPARTMENT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate studies		
COURSE CODE	Π-3030	SEMESTER	Spring
COURSE TITLE	Collapse and Transformation: Crisis, Resilience, and Reorganization from the Late Third to Early First Millennium BCE in the Eastern Mediterranean		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits		WEEKLY TEACHING HOURS	CREDITS
		2	10
COURSE TYPE general background, special background, specialised general knowledge, skills development	Special background		
PREREQUISITE COURSES	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.uoa.gr/courses/		

(2) LEARNING OUTCOMES

LEARNING OUTCOMES
<p>This course investigates some of the most dramatic moments of crisis and transformation in ancient history, focusing on the Eastern Mediterranean between the late third and early first millennia BCE. Central to the course are two major turning points: the 4.2 ka event (c. 2200-2000 BCE), which marked the decline of the Akkadian Empire and major disruptions across Egypt, Mesopotamia, Anatolia, Levant, Cyprus and the Aegean; and the more widely recognized Late Bronze Age collapse (c. 1200-1000 BCE), when powerful palace-centered states from Mycenaean Greece to the Hittite</p>

Empire and Egypt fragmented or vanished.

The course examines how ancient societies adapted (or failed to adapt) to challenges such as environmental change, war, migration, economic disintegration, and internal social unrest.

At the heart of the course lies a critical engagement with the very idea of "collapse." What do we mean when we say a society collapses? Is collapse a sudden catastrophe, a gradual transformation, or a shift in elite structures? Drawing on theoretical frameworks from scholars such as Joseph Tainter, Guy Middleton, Norman Yoffee, and the broader debates shaped by works like Jared Diamond's *Collapse*, students will explore how the concept of societal failure has been constructed, critiqued, and reimagined.

Beyond the Eastern Mediterranean, the course adopts a comparative approach, examining collapse and resilience in other regions and historical periods, including more recent systemic crises. By exploring these broader patterns, students will consider what makes societies vulnerable or resilient, and how ancient case studies can illuminate long-standing dynamics of complexity, fragility, and regeneration. Combining archaeological evidence, ancient texts, environmental data, and cutting-edge theoretical approaches, the course offers students a nuanced, interdisciplinary, and often surprising view into how human societies face and survive crisis.

By the end of the course, students will:

- Be familiar with the main sites and types of archaeological evidence.
- Critically read primary sources and interpret visual materials, assessing their value and potential biases as evidence.
- Work with different types of archaeological data.
- Compare methods of archaeological analysis.
- Critically evaluate contrasting interpretations of the same material evidence.
- Understand how arguments about the past are constructed through the archaeological record.
- Collaborate effectively in group settings.
- Formulate and articulate their own views on the Bronze Age and Early Iron Age in the Eastern Mediterranean, both orally and in writing.

GENERAL COMPETENCES

Skills and Competences Developed:

- *Search for, analysis, and synthesis of data and information using appropriate technologies*
- *Adaptability to new situations*
- *Decision-making skills*
- *Ability to work independently*
- *Effective teamwork*
- *Working in an international and interdisciplinary environment*
- *Generation of new research ideas*
- *Respect for diversity, multiculturalism, and the natural environment*
- *Social, professional, and ethical responsibility; sensitivity to gender issues*
- *Critical thinking and self-assessment*
- *Development of free, creative, and inductive thinking*

(3) SYLLABUS

The course examines the following topics:

- Introduction: What Is Collapse?
- Theories and Models of Collapse
- The Late 3rd Millennium BCE Crisis: Climate and Collapse
- Reorganization after the "4.2 ka Event"
- The Late Bronze Age World System
- Collapse of the Late Bronze Age
- Environment and Collapse: Drought, Famine, Earthquakes
- Migration, Mobility, and Identity Formation
- Collapse as systemic failure: the consequences of the breakdown of interconnected political, economic, and trade networks
- Collapse as Social Reorganization
- Comparative Case Studies

- Synthesis and Reflection: Rethinking Collapse, Then and Now

(4) TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (Use of ICT in teaching, laboratory education, communication with students)	Special educational material is given in PowerPoint form. The course is supported by an e-class website.	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS	Activity	Student's study hours
	Lectures	20
	Educational visits	4
	Interactive teaching	2
	Study and analysis of bibliography	80
	Cooperation with the instructor	24
	Tutorials	10
	Independent study (incl. project)	30
	Essay writing	80
	Course total	250
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure. Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other. Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	The evaluation takes place in English and it is both summative and conclusive. During the semester the students are required to write essays on topics related to the content of the course and to deliver examination-papers which comprise a combination of multiple choice questionnaires, short-answer questions and open-ended questions. The final written examination has a similar structure as well. The evaluation criteria are available on the online page of the course and are also explained during the courses. Essay 70% Oral presentation 20% Written work 10%	

(5) RECOMMENDED BIBLIOGRAPHY

- Cline, E. H. 2014. *1177 B.C.: The Year Civilization Collapsed*. Princeton: Princeton University Press.
- Faulseit, R. K., ed. 2016. *Beyond Collapse: Archaeological Perspectives on Resilience, Revitalization, and Transformation in Complex Societies*. Carbondale: Southern Illinois University Press.
- Knapp, A. B., and St. W. Manning. 2016. "Crisis in Context: The End of the Late Bronze Age in the Eastern Mediterranean." *American Journal of Archaeology* 120 (1): 99–149.

- McAnany, P. A., and N. Norman. Eds. 2010. *Questioning Collapse: Human Resilience, Ecological Vulnerability, and the Aftermath of Empire*. Cambridge: Cambridge University Press.
- Middleton, G. D. 2017. *Understanding Collapse: Ancient History and Modern Myths*. Cambridge: Cambridge University Press.
- Tainter, J. A. 1988. *The Collapse of Complex Societies*. Cambridge: Cambridge University Press.
- Yoffee, N. Ed. 2010. *Questioning Collapse: Human Resilience, Ecological Vulnerability, and the Aftermath of Empire*. Cambridge: Cambridge University Press.

ACADEMIC ADVISOR

The academic advisor gives guidance and support to the students throughout their studies. The role of the academic advisor is taken over by faculty members, who also belong to the teaching staff of the program. The secretariat of the MA informs the students about the faculty member who has been appointed to act as an advisor at the beginning of their studies.

The academic advisor advises the student accordingly, without their suggestions being mandatory. The work of the academic advisor is to guide and support the foreign students in their program of studies but also in any personal problems related to their studies, as well as to demonstrate the best way to achieve their individual goals at each level of their studies. The academic advisor advises the student accordingly, without their suggestions being mandatory.

STUDENT'S SERVICE

Academic ID

All students of Higher Education Institutions in Greece are entitled to obtain the academic ID upon online application. The online platform for getting an academic ID is provided by the Ministry of Education, Lifelong Learning and Religions with the technical support of the National Research and Technology Network (GRNET) at <https://academicid.minedu.gov.gr/>. The academic ID card is a strong, flexible card with anti-fraud protection. In addition, it is designed to be valid for as long as the student maintains the student status (namely 12 months). Students can collect their ID cards at designated delivery points; each student can select the delivery point which is more convenient to him/her during the submission of his/her application, without any financial burden. The academic ID card is also distributed as a digital copy by downloading a PKPASS file for Android and Apple.

Academic ID card holders are entitled to discount fare products provided by the public transport organization OASA SA. To use their entitlement, students must issue a personalized ATH.ENA CARD by applying online through OASA's platform at <https://www.oasa.gr/en/tickets/products/ath-ena-card/>.

Academic email

In order to access the infrastructure and services of the University of Athens, you must have a user account. In order to become a user you must apply for the creation of your Electronic Institutional Account. The secretariat will guide you through the process.

E-Class

E-class (<https://eclass.uoa.gr/>) is an integrated electronic course management system and supports the asynchronous distance learning service at the University of Athens. The service is accessed using the academic credentials that the student activates upon registration for an academic email. The integration of supportive e-learning methods in the learning process at the University of Athens supports and enhances teaching and access to knowledge, providing combinations of new methods to complement traditional teaching. In this way, learners choose their own time frame for communication and access to educational content. Furthermore, it supports the digital organization and distribution of the courses' educational material, as well as a multitude of means of communication between the teacher and the students, ensuring the smooth and uninterrupted conduct of the course.

Library of the School of Philosophy

Following the decision of the Rector's Council in 2005, the Library of the School of Philosophy was created under the coordination of which until recently (30/9/2018) 16 libraries operated. The brand-new building of the Library of the School of Philosophy was put into use in October 2018. 16 smaller libraries were relocated into a modern space of 7.500 m² next to the School of Philosophy, with a joined-up catalog of their material, and in January 2019 was opened to the public.

Modern Greek Language Teaching Center

The Modern Greek Language Teaching Center of the National and Kapodistrian University of Athens has been functioning since the 1950s and nowadays it is the largest of its kind in the world. It constitutes an independent academic unit of the National and Kapodistrian University of Athens with the aim of teaching, promoting, strengthening, and disseminating the new Greek language as a second / foreign language, certifying

its level of knowledge and Greek culture, the development of all kinds of actions and collaborations in the context of achieving its goals and the internship of the students of the study programs of NKUA, related to the subject module of Center's actions. For achieving its goals, it is in direct and continuous collaboration with the School of Philosophy of the National and Kapodistrian University of Athens.

For more information: <https://en.greekcourses.uoa.gr/>

E-Mail: info@greekcourses.uoa.gr

Restaurant of the School of Philosophy

The restaurant at the School of Philosophy serves students attending classes on campus. Foreign MA students may enjoy discount meals (3,00 euros per day). The opening hours of the restaurants are: daily from 12:00 to 16:00 and from 18:00 to 21:00. The opening hours of the restaurants during weekends are from 13:00 to 20:00. The menu includes the appetizer and two options for the main course. The meal plan (lunch-dinner) is posted in the restaurants at the beginning of each week. The company that undertakes the operation of the restaurants complies with both the European standards and the operating conditions set by the University. The University appoints regular or extraordinary audit committees, at regular intervals, to determine the cleanliness, quantity and quality of the portions, etc. The audits carried out by the University are independent of the audits carried out by the competent state services (Market Law, Health Service, etc.). In order to further ensure the quality of the services provided, there is also specialized staff that performs similar checks on a daily basis.

Accessibility Unit for Students with Special Needs

The mission of the Accessibility Unit for Students with Disabilities is to actively provide coequal access to academic studies for students with different abilities and needs, through environmental modifications, Assistive Technologies and access services. The basic requirements of the students with special needs include: access to interpersonal communication with the members of the academic community, access to the built environment of the university, access to the printed or electronic educational material, access to the board and the presentations in the classrooms, access to the exams/tests, and access to the information and online content.

The accessibility unit for students with special needs provides:

- Recording Service for the needs of the disabled.
- Department of Electronic Accessibility.
- Department of Accessibility in Structured Space.
- Delivery Service.

The main service of the Unit is the daily transfer of students from their homes to the study areas and vice versa. It has a specially designed vehicle that can transport five students at the same time, two of whom are provided with a wheelchair. The service operates continuously on working days from 07:00 to 22:00 with two shifts of drivers.

For more information: <https://access.uoa.gr/en/home-2/>

ACADEMIC CALENDAR

WINTER SEMESTER: 29/09/2025 – 16/01/2026

- Cut-off date for winter semester final essays supervision: **11/01/2026**
- Deadline for winter semester final essays submission: **08/02/2026**

SPRING SEMESTER: 23/02/2026 – 05/06/2026

- Cut-off date for spring semester final essays supervision: **30/06/2026**
- Deadline for spring semester final essays submission: **14/06/2026**

MA THESIS

- Deadline for the appointment of dissertation supervisors: **01/05/2026**
- Deadline for deciding upon the subject of the MA thesis: **29/05/2026**
- Research, writing-up and submission of dissertations: **15/06/2026 – 13/09/2026**
- Oral defense: **21/09/2026– 02/10/2026**
- Deadline for the submission of the MA thesis to Pergamos Online Depository System: **end of October 2026**

GRADUATION CEREMONY is normally scheduled for the 2nd half (3rd or 4th week) of November.

HOLIDAYS

- **28/10/2025** (National Holiday)

- **17/11/2025** (Educational Holiday -note that additional days off may be appended before or after)
- **25/12/2025-07/01/2026** (Christmas Vacations)
- **23/02/2026** (Religious Holiday)
- **25/03/2026** (National Holiday)
- **06/04/2026 – 19/04/2026** (Greek Orthodox Easter Vacations)
- **01/06/2026** (Religious Holiday)