

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 2024-2025

## CONTENTS

Subject, Purpose, Learning Outcomes and Regulation of the Program.....	5
Steering Committee .....	7
Teaching Staff and Modules .....	7
Winter Semester 2024-2025: List of Compulsory Courses .....	8
The Archaeology of Bronze Age Aegean.....	8
General outline and learning outcomes.....	8
Evaluation .....	9
Recommended bibliography .....	9
Key Themes in Eastern Mediterranean.....	10
General outline and learning outcomes.....	10
Evaluation .....	11
Recommended bibliography .....	11
The Visual Cultures of Classical Greece.....	11
General outline and learning outcomes.....	11
Evaluation .....	12
Recommended bibliography .....	13
Spring Semester 2024-2025: List of Optional Courses .....	13
The Minoan Civilization.....	13
General outline and learning outcomes.....	13
Evaluation .....	15
Recommended bibliography .....	15
The Archaeology of Mycenaean Greece.....	15
General outline and learning outcomes.....	15
Evaluation .....	16
Recommended bibliography .....	17

The Great Kingdoms in the Eastern Mediterranean .....	17
General outline and learning outcomes.....	17
Evaluation .....	19
Recommended bibliography .....	19
The Archaeology of Death and Burial in the Ancient Greek World .....	19
General outline and learning outcomes.....	19
Evaluation .....	20
Recommended bibliography .....	20
Ancient Greek Sculpture.....	20
General outline and learning outcomes.....	20
Evaluation .....	21
Recommended bibliography .....	22
Attic Pottery of the Archaic and Classical Period.....	22
General outline and learning outcomes.....	22
Evaluation .....	23
Recommended bibliography .....	24
Greek temple architecture of the archaic period (600-480 B.C.).....	24
General outline and learning outcomes.....	24
Evaluation .....	25
Recommended bibliography .....	25
Prehistoric Cyprus: An Idiosyncratic Civilization between East and West .....	27
General outline and learning outcomes.....	27
Evaluation .....	28
Recommended bibliography .....	28
Academic Advisor.....	29
Student's Service.....	29
Academic ID .....	29

Academic email .....	30
E-Class .....	30
Library of the School of Philosophy .....	30
Modern Greek Language Teaching Center .....	31
Restaurant of the School of Philosophy .....	31
Accessibility Unit for Students with Special Needs .....	32
Academic Calendar .....	32
Winter semester: 30/09/2024 – 19/01/2025 .....	32
MA thesis .....	33
Holidays .....	33

## 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/B/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

Title of Course	Teacher <sup>1</sup>	Semester	Type of Course	Hours per Week	ECTS
The Archaeology of Bronze Age Aegean	G. Vavouranakis	Winter	Compulsory	2	10
Key Themes in Eastern Mediterranean	K. Kopanias	Winter	Compulsory	2	10
Visual Cultures of Classical Greece	D. Plantzos	Winter	Compulsory	2	10
The Minoan Civilisation	Y. Papadatos	Spring	Optional	2	10
The Archaeology of Mycenaean Greece	V. Petrakis	Spring	Optional	2	10
The Great Kingdoms in the Eastern Mediterranean	K. Kopanias	Spring	Optional	2	10

<sup>1</sup> For contact details see here: [https://www.arch.uoa.gr/tmima/didaktiko\\_prosopiko/](https://www.arch.uoa.gr/tmima/didaktiko_prosopiko/)

The Archaeology of Death and Burial in the Ancient Greek World	N. Dimakis	Spring	Optional	2	10
Ancient Greek Sculpture	St. Katakis	Spring	Optional	2	10
Attic Pottery of the Archaic and Classical Period	E. Kefalidou	Spring	Optional	2	10
Greek Temple Architecture of The Archaic Period (600-480 B.C.)	Ch. Kanellopoulos	Spring	Optional	2	10
Prehistoric Cyprus: An Idiosyncratic Civilization between East and West	E. Mantzourani, with the assistance of I. Voskos	Spring	Optional	2	10

## Winter Semester 2024-2025: List of Compulsory Courses

### The Archaeology of Bronze Age Aegean

by G. Vavouranakis<sup>2</sup>

#### General outline and learning outcomes

This course is an introduction to both the archaeological remains and the main debates on the Aegean Bronze Age. Emphasis is mainly placed the palatial societies of Minoan Crete and Mycenaean Greece, but other, mostly thematic, topics are also examined, such as the history of Prehistoric research in the Aegean, houses and households, subsistence and agropastoral economy, trade and relations between the Aegean and other areas in the Eastern Mediterranean, the iconography of dress and gender, funerary and other types of ritual activity, the modern perception of Prehistoric Greece and the place of Prehistoric monuments as heritage, today. By the end of this course students should be familiar with

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<sup>2</sup> Prof. Vavouranakis will be on sabbatical leave for the 2024-2025 academic year, and Dr. I. Voskos will teach the course.



- (a) the main sites and types of the archaeological record,
- (b) the main methodologies employed in its study
- (c) the main debates about the structure, function and evolution of Bronze Age societies in the Aegean
- (d) work with different types of archaeological information
- (e) compare different methods of archaeological data analysis
- (f) critically compare contrasting interpretations of the same material evidence
- (g) understand the ways in which the archaeological record facilitates the building of arguments about the past
- (h) work in groups
- (i) make and express their own opinions about the Aegean Bronze Age both orally and in writing.

The course consists of the following thematic sections:

- (a) Introduction
- (b) Sites and settlement patterns
- (c) Architecture and power
- (d) House and households
- (e) The countryside
- (f) Trade and contact
- (g) Arts and crafts
- (h) Religion and cult
- (i) Funerary customs
- (j) Visit to the National Archaeological Museum

#### Evaluation

- (a) Final essay: 70%
- (b) Oral presentation 20%
- (c) Other written work 10%

#### Recommended bibliography

- Cline, E.H. (ed.) 2010. *Oxford Handbook of the Aegean Bronze Age*. Oxford: Oxford University Press.
- Cullen, T. (ed.) 2001. *Aegean Prehistory: A Review (AJA Supplement 1)*. Boston: American Institute of Archaeology.

- Mee, C.B. 2011. *Greek Archaeology: A Thematic Approach*. Chichester: Wiley.
- Preziosi, D. and L.A. Hitchcock 1999. *Aegean Art and Architecture*. Oxford: Oxford University Press.
- Shelmerdine C.W. (ed.) 2008. *The Cambridge Companion to the Aegean Bronze Age*. Cambridge: Cambridge University Press.

## Key Themes in Eastern Mediterranean

by K. Kopanias

### General outline and learning outcomes

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

By the end of this course students should be familiar with the main sites and types of the archaeological record.

They should also be able to

- read primary sources critically and interpret visual images, assessing how well they function as evidence, and which kinds of sources seem biased or more straightforward work with different types of archaeological information,
- compare different methods of archaeological data analysis,
- critically compare contrasting interpretations of the same material evidence,
- understand the ways in which the archaeological record facilitates the building of arguments about the past,
- work in groups,
- make and express their own opinions about the Bronze Age and Early Iron Age in the Eastern Mediterranean both orally and in writing.

The course examines the following topics:

- Introduction: Geography and Climate of the Ancient Near East
- Prehistoric Mesopotamia & Egypt

- (c) Mesopotamia: Early Dynastic, Akkadian and Ur III Periods
- (d) Egypt: Old Kingdom
- (e) Egypt: Middle Kingdom and the 2nd Intermediate Period
- (f) Anatolia: Kingdom of Hatti
- (g) Egypt: The New Kingdom
- (h) Early Iron Age: Assyria, Anatolia, Egypt, Levant
- (i) Assyrian Empire

#### Evaluation

- (a) Final essay: 70%
- (b) Oral presentation 20%
- (c) Other written work 10%

#### Recommended bibliography

- Akkermans, P. M. M. G., and G.M. Schwartz. 2003. *The Archaeology of Syria. From Complex Hunter-Gatherers to Early Urban Societies (c. 16,000-300 BC)*. Cambridge world archaeology: Cambridge University Press, Cambridge - NY.
- Bard, K.A. 2007. *Introduction to the Archaeology of Ancient Egypt*. Malden, MA: Blackwell Pub.
- Mieroop, M. van de. 2016. *A History of the Ancient Near East ca. 3000-323 BC. Blackwell history of the ancient world*. 3rd ed. Oxford: Wiley Blackwell.
- Mieroop, M. van de. 2021. *A History of Ancient Egypt. Blackwell history of the ancient world*. 2nd ed. Malden, MA: Wiley-Blackwell.
- Potts, D.T. 2012. *A Companion to the Archaeology of the Ancient Near East*. Malden, Mass.: Wiley-Blackwell.
- Steadman, S.R., and J.G. McMahon. Eds. 2011. *The Oxford handbook of ancient Anatolia, 10,000-323 B.C.E.* Oxford, New York: Oxford University Press.

#### The Visual Cultures of Classical Greece

by D. Plantzos

#### General outline and learning outcomes

By the end of this course students should be familiar with

- (a) the main principles of Greek art
- (b) the main methodologies employed in its study
- (c) the main examples of Greek visual arts
- (d) the contribution of Greek visual culture to our understanding of ancient Greece

They should also be able to

- (a) assess different types and examples of ancient Greek material culture
- (b) discuss some main themes in the study of classical Greek art
- (c) critically assess some of the scholarly debates regarding classical Greek art and its development
- (d) comprehend the ways in which archaeology affects our understanding of past cultures
- (e) express their own scholarly views on the art and culture of ancient Greece.

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:

- (a) Greek art in its religious and political settings
- (b) materials and techniques
- (c) pictorial themes.

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).

#### Evaluation

- (a) Final essay: 70%
- (b) Oral presentation 20%
- (c) Other written work 10%

## Recommended bibliography

- Neer, R.T. 2011. *Greek Art and Archaeology. A New History, c. 2500-c. 150 BCE*. London and New York: Thames and Hudson.
- Plantzos, D. 2016. *Greek Art and Archaeology, c. 1200-30 BC*. Atlanta, GA: Lockwood Press.
- Pomeroy, S., S.M. Burstein, W. Donlan, J.T. Roberts, D. Tandy, 1999. *Ancient Greece: A Political, Social, and Cultural History*. Oxford: Oxford University Press.
- Smith T.J. and D. Plantzos (eds) 2012. *A Companion to Greek Art*. Oxford and Malden, MA: Wiley-Blackwell.

## Spring Semester 2024-2025: List of Optional Courses

### The Minoan Civilization

by Y. Papadatos

#### General outline and learning outcomes

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.

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:

- (a) the main Minoan sites and types of artefacts,
- (b) the main debates about social structure in Bronze Age Crete
- (c) the main debates about the form, function, social significance and evolution of the Minoan palaces

They should also be able to:

- (a) work with different types of archaeological information
- (b) critically review and compare contrasting interpretations about the emergence of the first complex societies in the Aegean
- (c) make and express their own opinions about the structure and function of social and political phenomena, such as the state.
- (d) understand the ways in which the archaeological record facilitates the building of arguments about the past
- (e) work both alone and in groups
- (f) present their work in a comprehensive way in front of their peers, through the use of new, digital technologies.

The course examines the following topics:

- (a) Introduction and general spatial and temporal framework. History of research
- (b) The Neolithic and the Prepalatial background to the Minoan palatial culture
- (c) The dawn and formation of the Minoan palatial society
- (d) Minoan palatial sites: the main features
- (e) Settlement and non-funerary architecture
- (f) Burial customs, funerary architecture, mortuary behavior
- (g) Minoan palatial period: arts and crafts
- (h) Writing, sealing, administration and the operation of the palace system
- (i) Minoan iconography, religion and ritual
- (j) The relations with the rest of the Aegean, and the issue of Minoanization
- (k) Trade, exchange and political relations with the great powers of East Mediterranean
- (l) Collapse of the palatial administration and post-palatial Crete.

Finally, the course includes 4-days field-trip on the islands of Crete and Thera (Santorini) and visit of the following sites: Knossos, Archanes, Phaistos, Ayia Triada,

Tylissos, Malia, Gournia, Petras, Palaikastro, Zakros, Archaeological Museums of Heraklion and Siteia on Crete, and Akrotiri on Thera.

#### Evaluation

- (a) Final essay: 70%
- (b) Oral presentation 20%
- (c) Other written work 10%

#### 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).

### The Archaeology of Mycenaean Greece

by V. Petrakis

#### General outline and learning outcomes

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.

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.

The course examines the following topics:

- (a) Introduction and general geographic/ temporal framework/ history of early research
- (b) The Helladic background to the Mycenaean culture
- (c) The dawn of the Mycenaean culture
- (d) Burial customs/ mortuary behavior
- (e) Formation of the Mycenaean palatial world
- (f) Settlement and non-funerary architecture
- (g) Mycenaean palatial sites: the main features (relevant field-trip in the winter semester)
- (h) Mycenaean palatial period: arts and crafts
- (i) Writing and administration
- (j) The operation of the palace system
- (k) Mycenaean religion
- (l) Collapse of the palace administrations and the post-palatial world

Evaluation

- (a) Final essay: 70%



- (b) Oral presentation 20%
- (c) Other written work 10%

#### Recommended bibliography

- Chadwick, J. 1976. *The Mycenaean World*, Cambridge: Cambridge University Press.
- Cline, E.H. (ed.) 2010. *The Oxford Handbook of the Bronze Age Aegean (ca. 3000-1000 BC)*. Oxford: Oxford University Press. 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. *The Aegean from Bronze Age to Iron Age: Continuity and Change Between the Twelfth and Eighth Centuries BC*, London: Routledge, Chapters 2-3.
- Galaty, M.L. & W.A. Parkinson (eds.) 2007. *Rethinking Mycenaean Palaces II. Revised and Expanded Second Edition*. The Cotsen Institute of Archaeology Monograph 60. Los Angeles: Cotsen Institute of Archaeology, UCLA.
- Rutter, J.B. 1993. "The Prepalatial Bronze Age of the Southern and Central Greek Mainland", *AJA* 97:4, 745-797.
- Shelmerdine, C.W. (ed.) 2008. *The Cambridge Companion to the Aegean Bronze Age*. Cambridge: Cambridge University Press. Chapters 2, 10-15.
- Shelmerdine, C.W. 1997. "Review of Aegean Prehistory VI: The Palatial Bronze Age of the southern and central Greek Mainland" *AJA* 101:3, 537-585.
- Voutsaki, S. & 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: The Cambridge Philological Society.

## The Great Kingdoms in the Eastern Mediterranean

by K. Kopanias

#### General outline and learning outcomes

This course surveys the great kingdoms and empires that developed in the Eastern Mediterranean during the Bronze and Early Iron Age. We are going to discuss the developments that led to the creation of the first territorial states in the Near East, i.e.

the Akkadian and Ur III states, and then focus on the Great Kingdoms of the Hittites, the Mitanni, and the Egyptians during the Late Bronze Age, as well as the Assyrian and Persian empires.

By the end of this course students should be familiar with the main sites and types of the archaeological record.

They should also be able to

- (a) read primary sources critically and interpret visual images, assessing how well they function as evidence, and which kinds of sources seem biased or more straightforward work with different types of archaeological information
- (b) compare different methods of archaeological data analysis
- (c) critically compare contrasting interpretations of the same material evidence
- (d) understand the ways in which the archaeological record facilitates the building of arguments about the past
- (e) work in groups
- (f) make and express their own opinions about the Bronze Age and Early Iron Age in the Eastern Mediterranean both orally and in writing.

The course examines the following topics:

- (a) Introduction: Course outline, Great Kingdoms and the concepts of 'state' and 'empire'
- (b) The Image of the Netherworld and the Royal Burials
- (c) Hittite kingdom: the Dance of the Wolf-Men of Ankuwa
- (d) Being a 'Foreigner' in the Ancient World: The Concept of Ethnicity
- (e) Art and Iconography in the Service of the State
- (f) Kingship in the Ancient Near East
- (g) A 'Club of Great Powers' or a 'Band of Brothers'? Royal Marriage and Gift-Exchange
- (h) Military and Conflict during the LBA
- (i) Trade Networks: the case of Ugarit
- (j) Ahhiyawa: was there ever a 'Mycenaean Empire'?
- (k) Years of Crisis (12th-10th c. BC). The end of the Territorial States?
- (l) How to Build an Empire: The Assyrian Administration
- (m) The Rise of the Persian Empire

## Evaluation

- (a) Final essay: 70%
- (b) Oral presentation 20%
- (c) Other written work 10%

## Recommended bibliography

- Bryce, T. R. 2012. *The world of the Neo-Hittite kingdoms: a political and military history*. Oxford.
- Cline, E. H. 2014. 1177 B.C. *The year civilization collapsed*. Princeton.
- Iacovou, M. 2013. "Historically elusive and internally fragile island polities: the intricacies of Cyprus' political geography in the Iron Age." *BASOR* 370, 15-47.
- Killebrew, A. E. and G. Lehmann. Eds. 2013. *The Philistines and other "sea peoples" in text and archaeology*. *Archaeology and biblical studies* 15. Atlanta.
- Killebrew, A. E. and M. Steiner. Eds. 2013. *The Oxford Handbook of the Archaeology of the Levant*. Oxford.
- Knapp, A.B. 2013. *The Archaeology of Cyprus: from Earliest Prehistory through the Bronze Age*, Cambridge.
- McInerney, J. Ε π ι μ . 2014. *A companion to ethnicity in the ancient Mediterranean*. Chichester, West Sussex.
- Steadman, S. R. and J. G. McMahon. Eds. 2011. *The Oxford handbook of ancient Anatolia, 10,000-323 B.C.E.* Oxford κ α ι New York.
- Yasur-Landau, A. 2010. *The Philistines and Aegean migration at the end of the Late Bronze Age*. Cambridge.

## The Archaeology of Death and Burial in the Ancient Greek World

by N. Dimakis

### General outline and learning outcomes

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.

The course consists of the following thematic sections:

- (a) grave typology of the Archaic, Classical and Hellenistic times
- (b) burial context (architecture, topography, tomb architecture, grave goods).
- (c) corpus of archaeological evidence for Greek burial customs from the Archaic to the Hellenistic periods.
- (d) the contribution of burial evidence to our understanding of the ancient Greek World
- (e) theoretical approaches to the archaeology of death.

#### Evaluation

- (a) Final essay: 70%
- (b) Oral presentation 20%
- (c) Other written work 10%

#### Recommended bibliography

- 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.
- Palagia, O. 1996. "Commemorating the Dead: Grave Markers, Tombs, and Tomb Paintings, 400–30 BCE". In M. M. Miles (ed.), *A Companion to Greek Architecture*. Oxford, 374-389
- Sourvinou-Inwood, C. 1996. "Reading" *Greek Death: To the End of the Classical Period*. Oxford.

#### Ancient Greek Sculpture

by St. Katakis

#### General outline and learning outcomes

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. Emphasis will be given to the original sculpture kept in the Athenian museums with the most rich and valuable collections around the world; a great advantage that we are going to exploit.

By the end of this course students should be familiar with:

- (a) the basic forms of Greek sculpture, their use and meaning,
- (b) the methods of recognize, date and interpret a sculpture or a group of sculptures.
- (c) The importance of narrative scenes on architectural settings which contribute to the broader study of Greek literature, archaeology and history.

They should also be able to:

- (a) use and combine data from different sources for a holistic study of sculpture.
- (b) 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.

The course examines the following topics:

- (a) Introduction
- (b) Sculpture technics (Material [different kinds of marble], sculptor’s tools) Visit of the Cast Museum of the Department
- (c) Architectural sculpture I – II
- (d) Attic Grave Reliefs I – II
- (e) Honorific statues
- (f) Classical sculpture known through Roman copies
- (g) Athens in Late Hellenistic and Roman Periods
- (h) Presentations of students’ essays – Discussion

The course also includes visits to Archaeological Museums in Athens, as well as the archeological sites of Corinth and Epidauros.

Evaluation

- (a) Final essay: 70%

- (b) Oral presentation 20%
- (c) Other written work 10%

#### Recommended bibliography

- Biard, G. 2017. *La représentation honorifique dans les cités grecques aux époques classique et hellénistique*, BÉFAR 376. Athènes
- Bol, C. ed. 2001-2007. *Die Geschichte der antiken Bildhauerkunst I. Archaische Kunst; II. Klassische Kunst; III. Hellenistische Kunst*. Mainz
- Palagia, O. ed. 2019. *Handbook of Greek Sculpture*. Berlin
- Palagia, O. and J. J. Pollitt, eds. 1996. *Personal Styles in Greek Sculpture*. Cambridge
- Pollitt, J. J. 1986. *Art in the Hellenistic Age*. Cambridge
- Queyrel, F. 2016. *La sculpture hellénistique. Formes, thèmes et fonctions I*. Paris
- Ridgway, B. S. 1970, 1981, 1997. *The Archaic Style in Greek Sculpture; The Severe Style ...; Fourth Century Styles ...; Fifth Century Styles ...*. Princeton or Madison/Wis.
- Ridgway, B. S. 1990, 2000, 2002. *Hellenistic Sculpture*. I, II, III. Madison/Wis.
- Smith, R. R. R. 1991. *Hellenistic Sculpture*. London
- Spivey, N. 1996. *Understanding Greek Sculpture. Ancient Meanings, Modern Readings*. London

#### Attic Pottery of the Archaic and Classical Period

by E. Kefalidou<sup>3</sup>

##### General outline and learning outcomes

By the end of this course students should be familiar with:

- (a) The basic terminology of Greek pottery (techniques of manufacture and decoration, shapes and uses).
- (b) The methods of visual narration and the main methodologies employed in its study.

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<sup>3</sup> Assoc. Prof. Kefalidou will be on sabbatical leave for the 2024-2025 academic year, and Dr. N. Charokopos will teach the course.

- (c) The importance of narrative scenes painted on vases which contribute to the broader study of Greek literature, archaeology and history.

They should also be able to:

- (a) Create and express their own opinions about the study of visual arts as a means to learn more about ancient Greek politics, economics, everyday life, men, women and children, sexuality, religion, cult and customs and other issues.
- (b) Raise fundamental questions/points about how images work as historical sources, and how they can be used alongside other sorts of evidence on ancient Greece culture.
- (c) Search for, analysis and synthesis of data and information, with the use of the necessary technology.
- (d) Work both independently and as a member of a team.
- (e) Work in an international environment.
- (f) Respect for difference and multiculturalism.
- (g) Produce free, creative and inductive thinking.

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, pigment, and decoration enabled Attic potters to overtake those of other workshops so that Athens increasingly becomes the dominant centre 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 century BC.
- (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.

Evaluation

- (a) Final essay: 70%
- (b) Oral presentation 20%

(c) Other written work 10%

### Recommended bibliography

- Clark, A., Elston, M. & Hart, M. L. 2002. *Understanding Greek Vases. A Guide to Terms, Styles, and Techniques*. Los Angeles.
- Boardman, J. 2001. *The History of Greek Vases: Potters, Painters and Pictures*. London.
- 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.

### Greek temple architecture of the archaic period (600-480 B.C.)

by Ch. Kanellopoulos

#### General outline and learning outcomes

The seminar explores the archaic temple architecture of Greece and the phenomena of standardization of orders, experimentation and – in around year 500 B.C.- the ‘enthusiasm’ of the temple builders. The evolution of proportions, types of plans and morphology is documented in both the key monuments and less known temples that were published lately. The archaic temples are approached less as parts of a uniform system and are instead examined as independent expressions of local schools that are not always headed for regularity.



By the end of this course students should be familiar with:

- (a) the basic architectural schools and trends of the period between 600 and 480 B.C.,
- (b) the emergence and standardization of the Doric and Ionic orders.

They should also be able to:

- (a) Read and understand ground plans and spatial qualities,
- (b) create and express their own opinions about design and technical solutions, and
- (c) correlate the architectural innovations with contemporaneous technological advances

#### Evaluation

- (a) Final essay: 70%
- (b) Oral presentation 20%
- (c) Other written work 10%

#### Recommended bibliography

- Andrikou, D. 2019. «The Temple of Apollo at Corinth. Observations of the Architectural Design.» In *Transdisciplinary Multispectral Modelling and Cooperation for the Preservation of Cultural Heritage, First International Conference, TMM\_CH 2018, Athens, Greece, October 10–13, 2018*, Revised Selected Papers, Part II, επιμ. A. Moropoulou, M. Korres, A. Georgopoulos, C. Spyrakos και C. Mouzakis, 22–35. Cham.
- Arapogianni, X. 2002. «The Doric Temple of Athena at Prasadaki.» In *Excavating Classical Culture; Recent Archaeological Discoveries in Greece*, ed. M. Stamatopoulou και M. Yeroulanou, 225–28. Oxford.
- Auberson, P. 1968. *Temple d'Apollon Daphnéphoros: Architecture*. Eretria I. Bern.
- Bankel, H. 1993. *Der spätarchaische Tempel der Aphaia auf Aegina*. Denkmäler Antiker Architektur 19. Berlin.
- Γιαμαλίδη, Μ., and Χ. Κανελλόπουλος. In press. «Ο Ναός του Απόλλωνος Ζωστήρος στη Βουλιαγμένη.» In *Πρακτικά Διεθνούς Συνεδρίου «Ιερά και Λατρείες στο Αιγαίο. Από τους Πρώιμους Ιστορικούς Χρόνους έως την Ύστερη Αρχαιότητα (11<sup>ος</sup> αι. π.Χ. – 5<sup>ος</sup> αι. μ.Χ.)*», 11–14 Σεπτεμβρίου 2019, Λήμνος.

- Dyggve, E. 1948. *Das Laphrion, der Tempelbezirk von Kalydon*. København.
- Hellner, N. 2014. «Räumliche Führung am Beispiel der spätgeometrischen und archaischen Süd-Tempel von Abai/Kalapodi». In *Architektur des Weges. Gestaltete Bewegung im Gebauten Raum. Internationales Kolloquium in Berlin vom 8–11 Februar 2012*, ed. D. Kurapkat, P.I. Schneider and U. Wulf-Rheidt, 289–307. Diskussionen zur archäologischen Bauforschung 11. Regensburg: Schnell & Steiner.
- \_\_\_\_\_. 2020. «Wiederverwendete und umgestaltete Bauteile am archaischen Tempel auf der Trapezá Aigiou.» Στο *Umgebaut. Umbau-, Umnutzungs- und Umwertungsprozesse in der antiken Architektur. Bauforschungskolloquium in Berlin vom 21. bis 24. Februar 2018 veranstaltet vom Architekturreferat des DAI, DiskAB 13*, επιμ. K. Piesker, 73–90. Regensburg: Schnell & Steiner.
- Hellner, N., and F. Gennatou. 2015. «Il tempio arcaico sulla Trapeza di Eghion. Ricerca e ricostruzione.» *ASAtene* 90.3:115–34.
- Intzesiloglou, B.G. 2002. «The Archaic Temple of Apollo at Metropolis (Thessaly).» In *Excavating Classical Culture: Recent Archaeological Discoveries in Greece*, ed. M. Stamatopoulou και M. Yeroulanou, 109–15. *BAR* 1031. Oxford: The Beazley Archive, Archaeopress.
- Kanellopoulos, C., and E. Kollia. 2011. «Ancient Keryneia, Aigialeia. Excavations and Architecture in the Sanctuary of Profitis Elias.» *MdI* 126:137–76.
- Kanellopoulos, C., and D. Scahill. 2021. «The Archaic Temple of Poseidon at Cape Sounion. A Note on the Architecture.» *Pelargos* 2: 51-60.
- Νακάσης, Α. 2004. *Ο ναός της Αθηνάς Μακίστου*. Athens.
- Ορλάνδος, Α. 1968. *Η Αρκαδική Αλίφειρα και τα μνημεία της*. Athens.
- Pfaff, C.A. 2003. «Archaic Corinthian Architecture: ca. 600 to 480 B.C.» In *Corinth, The Centenary: 1896–1996*, ed. C.K. Williams II and N. Bookidis, 95–140. *Corinth* 20. Princeton, N.J.
- Rocco, G. 2016. «The Role of Cycladic Workshops in Late Archaic Architectural Change.» In *Αρχιτέκτων: Τιμητικός Τόμος για τον Καθηγητή Μανόλη Κορρέ*, ed. Κ. Ζάμπας, Β. Λαμπρινουδάκης, Ε. Σημαντώνη-Μπουρνιά and Α. Ohnesborg, 507–15. Athens.

- Σιουμπάρα, Ε.Π. 2015. «Η Νέα Αναπαράσταση του "Εκατοπέδου" Ναού με Βάση τα Διάσπαρτα Πώρινα Αρχιτεκτονικά Μέλη της Ακρόπολης.» In *δη Διεθνής Συνάντηση για την Αποκατάσταση των Μνημείων Ακροπόλεως, Πρακτικά Αθήνα, 4–5 Οκτωβρίου, 2013*, ed. Α. Σοφού, 249–69. Athens.
- Σπυροπούλου, Ε. 2021. «Η Αρχιτεκτονική του Ναού της Άνω Μέλπειας: Συμβολή στη Μελέτη της Αρκαδικής Ναοδομίας». Μεταπτυχιακή διπλωματική εργασία, ΕΚΠΑ.
- Tölle-Kastenbein, R. 1994. *Das Olympieion in Athen*, Köln.
- Wescoat, B. 2012. *The Temple of Athena at Assos*. Oxford monographs on classical archaeology. Oxford; New York.
- Wurster, W.W. 1974. *Der Apollontempel*. Alt-Ägina I,1. Mainz.

## Prehistoric Cyprus: An Idiosyncratic Civilization between East and West

by E. Mantzourani, with the assistance of I. Voskos

### General outline and learning outcomes

This course combines an introduction to the material culture of the island and a discussion of the major issues that dominate current research in Cypriot prehistory. Cyprus holds an important and strategic position between three continents, Europe, Asia and Africa. Thus, it lies at the nexus of significant communication routes in the Eastern Mediterranean region, looking towards both the east and the west. Within the above framework issues like population movement, topography and site distribution, urbanisation processes, domestic and funerary architecture, arts and crafts, ideology/religion, economy, social complexity and external relations will be examined.

By the end of the course students should be familiar with:

- (a) the main sites - domestic, burial and other - of all phases of the Cypriot Bronze Age
- (b) the material record of major and minor arts and crafts
- (c) the contemporary trends on the interpretation of the socioeconomic evolution during the Cypriot Bronze Age.

They should also be able to

- (a) understand and deal with different problems of archaeological information

- (b) exercise a productive critique on various interpretative approaches of the material record
- (c) participate in an open dialogue expressing their own views on key-issues of the prehistory of Cyprus
- (d) study and work individually and in groups.

The course examines the following topics:

- (a) Introduction
- (b) The onset of the Bronze Age: problems and perspectives
- (c) Review of the topography and presentation of sites
- (d) Settlement architecture
- (e) Economy and craft activities
- (f) Art and material culture
- (g) Trade/exchange and international relations
- (h) Religion/ideology and cult
- (i) Burial customs
- (j) The end of the Bronze Age and the transition to the Early Iron Age

The course also includes a visit to the Museum of Cycladic Art and the collection of Cypriot Antiquities of the School of Philosophy (NKUA).

#### Evaluation

- (a) Final essay: 70%
- (b) Oral presentation 20%
- (c) Other written work 10%

#### Recommended bibliography

- Mantzourani E., 2001 (2006 2nd edition). *The Archaeology of Prehistoric Cyprus*, Athens: Institut du Livre - Kardamitsa Editions. (in Greek)
- Karageorghis, V. 2002. *Early Cyprus: Crossroads of the Mediterranean*. Los Angeles: J. Paul Getty Museum.
- Karageorghis, V. 2006. *Aspects of Everyday Life in Ancient Cyprus: Iconographic Representations*. Nicosia: A.G. Leventis Foundation.
- Steel, L. 2004. *Cyprus before History*. London: Duckworth.

- Knapp, A.B. 2013. *The Archaeology of Cyprus*. 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 m<sup>2</sup> 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](mailto: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

Students should have in mind the following schedule.

Winter semester: 30/09/2024 – 19/01/2025

Cutt-off date for winter semester final essays supervision: 12/01/2025

Deadline for winter semester final essays submission: 09/02/2025

Enrollment to optional modules of spring semester: [within the first half of December](#)



Spring semester: [24/02/2025-08/06/2025](#)

Cutt-off date for spring semester final essays supervision: [01/06/2025](#)

Deadline for spring semester final essays submission: [15/06/2025](#)

### MA thesis

Deadline for the appointment of dissertation supervisors: [02/05/2025](#)

Deadline for deciding upon the subject of the MA thesis: [30/05/2025](#)

Research, writing-up and submission of dissertations: [16/06/2025-14/09/2025](#)

Oral defense: [22/09/2025– 05/10/2025](#)

Deadline for the submission of the MA thesis to Pergamos Online Depository System:  
[end of October 2025 \(the latest!\)](#)

Graduation ceremony is normally scheduled for the 3<sup>rd</sup> of 4<sup>th</sup> week of November.

### Holidays

[28/10/2024](#) (National Holiday)

[17/11/2024](#) (Educational Holiday)

[25/12/2024-07/01/2025](#) (Christmas Vacations)

[03/03/2025](#) (Religious Holiday)

[25/03/2025](#) (National Holiday)

[14/04/2025-27/04/20245](#) (Orthodox Easter Vacations)

[09/06/2025](#) (Religious Holiday)