COURSE OUTLINE REPORT

1. GENERAL

SCHOOL	LETTERS
DEPARTMENT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
STUDIES LEVEL	UNDERGADUATE

COURSE CODE	AIS511	**COURSE SEMESTER**	5

COURSE TITLE	History of ancient slavery

INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, fill in the weekly hours of teaching and the total number of credits	**WEEKLY TEACHING HOURS**	**ECTS**
Lectures	39	
Laboratories		
Other	3	

COURSE TYPE Background, General Knowledge, Scientific Area, Skill Development	Spring
PRE-REQUISITE COURSES	
LANGUAGE OF TEACHING AND EXAMINATION	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	1
COURSE WEBSITE (URL)	https://elearn.uoc.gr/user/view.php?id=13690&course=2586&showallcourses=1

2. LEARNING OUTCOMES

Learning Outcomes

Course learning outcomes describe the specific knowledge, skills and abilities of an appropriate level that students will acquire upon successful completion of the course.

The learning outcomes that will arise during the course for the students are:
• their familiarization with the relevant bibliography and the examination of the available sources
• the acquisition of knowledge and their familiarization with the study and research of Byzantium,
• the development of critical thinking skills, as they are given the opportunity to discuss with the instructor, within the context of the course, the scientific opinions that have been formulated on individual topics in combination with modern theoretical and methodological approaches to the subject

General Abilities

Taking into account the general skills that the graduate must have acquired, at which / which of them is the course aimed at?.
Search, analysis and synthesis of data and information, using also the necessary technologies,
Adapting to new situations, Decision making, Autonomous work, Team work, Working in an international environment, Working in an interdisciplinary environment,
Generation of new research ideas, Project planning and management, Respect for diversity and multiculturalism, Respect for the natural environment,
Demonstrating social, professional and ethical responsibility and sensitivity to gender issues, Exercise of criticism and self-criticism
Promoting of free, creative and inductive thinking

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

3. COURSE CONTENT

The purpose of this course is to study the multifaceted significance of the history of slavery in antiquity. The course will focus on the practices of slavery in the Greco-Roman world, from the archaic era to late antiquity, but will also take into account, for comparative purposes, both the forms of slavery in the various societies in the ancient Near East and the societies of the early Middle Ages. The three main axes of the course will be a) the intertwining of slavery and the economic, social, political and cultural history of antiquity b) the role of slaves not only as objects of exploitation and oppression but also as active subjects of history, and c) the relationship between the history of slavery and world history.

4. TEACHING AND LEARNING METHODS - EVALUATION

MODE OF DELIVERY Face to face, Distance learning etc	

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Use of ICT in Teaching, Laboratory Education, Communication with students	Us eof ICT during seminars and in communciation with the students.
TEACHING ORGANIZATION The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study & Analysis, Tutorial, Practice (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Study Preparation (Project), Writing Paper / Assignments, Artistic Creation, etc .etc The student's hours of study for each learning activity as well as the hours of unguided study are listed so that the total workload at the semester level corresponds to the ECTS standards	Three-hour long written exam.
STUDENT EVALUATION Description of the evaluation process Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Other Explicitly identified evaluation criteria are mentioned and if and where they are accessible to students.	

RECOMMENDED-BIBLIOGRAPHY

Bradley, K. R. Slavery and society at Rome/ Cambridge; New York, NY, USA: Cambridge University Press, 1994.

Finley, M. I. Ancient slavery and modern ideology/ London: Chatto and Windus, 1980.

Fisher, N. R. E. Slavery in classical Greece/ London: Bristol Classical Press, 1993.

Garnsey, P. Ideas of slavery from Aristotle to Augustine/ Cambridge; New York: Cambridge University Press, 1996.

Harper, K. Slavery in the late Roman world, AD 275-425/ Cambridge; New York: Cambridge University Press, 2011.

Joshel, S. R. Slavery in the Roman world/ New York: Cambridge University Press, 2010.

Westermann, W. L. The slave systems of Greek and Roman antiquity/ Philadelphia: American Philosophical Society, 1955.

COURSE OUTLINE REPORT

1. GENERAL

SCHOOL	
DEPARTMENT	
STUDIES LEVEL	UNDERGADUATE

COURSE CODE		**COURSE SEMESTER**	

COURSE TITLE	

INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, fill in the weekly hours of teaching and the total number of credits	**WEEKLY TEACHING HOURS**	**ECTS**
Lectures	39	
Laboratories		
Other	1	

COURSE TYPE Background, General Knowledge, Scientific Area, Skill Development	
PRE-REQUISITE COURSES	No prerequisites
LANGUAGE OF TEACHING AND EXAMINATION	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	1
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes

Course learning outcomes describe the specific knowledge, skills and abilities of an appropriate level that students will acquire upon successful completion of the course.

The learning outcomes that will arise during the course for students are:
• their familiarization with the relevant bibliography and the examination of available sources
• the acquisition of knowledge and their familiarization with the study and research of the Athenian economy and society,
• the development of critical thinking, as they are given the opportunity to discuss with the instructor within the course the scientific opinions that have been formulated on individual topics in combination with modern theoretical and methodological approaches to the subject

In addition, through the composition of a small study around an issue that is part of the broader theme of the seminar on ancient Athens, students:
• improve their ability to express their thoughts in a documented manner and to handle the language correctly
• become familiar with the study of foreign language bibliography and practice the correct use of bibliographic references

General Abilities

Taking into account the general skills that the graduate must have acquired, at which / which of them is the course aimed at?.

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

Adapting to new situations, Decision making, Autonomous work, Team work, Working in an international environment, Working in an interdisciplinary environment,

Generation of new research ideas, Project planning and management, Respect for diversity and multiculturalism, Respect for the natural environment,

Demonstrating social, professional and ethical responsibility and sensitivity to gender issues, Exercise of criticism and self-criticism

Promoting of free, creative and inductive thinking

Search, analysis and synthesis of data and information, using the necessary technologies
Adaptation to new situations
Decision-making
Autonomous work
Teamwork
Working in an interdisciplinary environment
Generation of new research ideas
Project planning and management
Respect for diversity and multiculturalism
Exercise of criticism and self-criticism
Promotion of free, creative and inductive thinking

3. COURSE CONTENT

The subject of this course is the economic and social life of Athens in the classical era. The focus of the study is the complex social stratification of classical Athens, both among citizens, residents and slaves, as well as a series of other categories that transcend the divisions of legal status, such as that of wealth (rich - poor), or that of gender (men - women). The course will examine both the disputes and conflicts between the various social groups, as well as the various fields of activity that were based on the interaction and

cooperation between the various social groups. At the same time, the relationship between these groups and the complex economic activities of Athens (agriculture, crafts, mining, trade, services) will be studied in detail.

4. TEACHING AND LEARNING METHODS - EVALUATION

MODE OF DELIVERY Face to face, Distance learning etc	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Use of ICT in Teaching, Laboratory Education, Communication with students	During seminars and in communcation with the students
TEACHING ORGANIZATION The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study & Analysis, Tutorial, Practice (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Study Preparation (Project), Writing Paper / Assignments, Artistic Creation, etc .etc The student's hours of study for each learning activity as well as the hours of unguided study are listed so that the total workload at the semester level corresponds to the ECTS standards	Oral presentation, student essay of 3,000 words
STUDENT EVALUATION Description of the evaluation process Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Other Explicitly identified evaluation criteria are mentioned and if and where they are accessible to students.	

RECOMMENDED-BIBLIOGRAPHY

Balot, R. K. (2001) Greed and injustice in classical Athens, Princeton, N.J.

Cohen, D. (1995) Law, violence, and community in classical Athens, Cambridge.

Cohen, D. (1998) Νόμος, σεξουαλικότητα και κοινωνία: η επιβολή της ηθικής στην κλασική Αθήνα, Αθήνα.

Cohen, E. E. (2000) The Athenian nation, Princeton.

Davidson, J. (1997) Courtesans and fishcakes: the consuming passions of classical Athens, London.

Finley, M. I. (1988) Οικονομία και κοινωνία στην αρχαία Ελλάδα, Αθήνα.

Fisher, N. R. E. (1992) Hybris. A study in the values of honour and shame in ancient Greece, Warminster.

Garland, R. (1987) The **Piraeus**: from the fifth to the first century B.C., London.

Hunter, V. (1994) Policing Athens. Social Control in the Attic Lawsuits, 420-320 B.C., Princeton, N.J.

Hunter, V. J. - J. Edmondson, επιμέλεια, (2000) Law and social status in classical Athens, Oxford.

Isager, S. – M. H. Hansen (1975) Aspects of Athenian society in the fourth century BC, Odense.

Jones, A. H. M. (1957) Athenian democracy, Oxford.

Jones, N. F. (1999) The associations of classical Athens: the response to democracy, New York – Oxford.

Jones, N. F. (2004) Rural Athens under the democracy, Philadelphia.

Kamen, D. (2013) Status in Classical Athens, Princeton.

Osborne, R. (1985) Demos: the discovery of classical Attica, Cambridge.

Osborne, R. (2008) The world of Athens: An introduction to classical Athenian culture, Cambridge.

Osborne, R. (2010) Athens and Athenian Democracy, Cambridge.

Strauss, B. S. (1993) Fathers and sons in Athens: ideology and society in the era of the Peloponnesian War, London.

Wood, E. M. (1988) Peasant-citizen and slave: the foundations of Athenian democracy, London.

COURSE OUTLINE REPORT

1. GENERAL

SCHOOL	FACULTY OF LETTERS
DEPARTMENT	HISTORY & ARCHAEOLOGY
STUDIES LEVEL	UNDERGRADUATE COURSE

COURSE CODE	AIS-607	**COURSE SEMESTER**	2, 4, 6, 8
COURSE TITLE	THE HELLENISTIC EAST: THE SELEUCID KINGDOM		

INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, fill in the weekly hours of teaching and the total number of credits	**WEEKLY TEACHING HOURS**	**ECTS**
Lectures	39	5
Laboratories		
Other		

COURSE TYPE Background, General Knowledge, Scientific Area, Skill Development	Specialised Hellenistic – The Hellenistic East
PRE-REQUISITE COURSES	No prerequisite courses.
LANGUAGE OF TEACHING AND EXAMINATION	GREEK
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=5622

2. LEARNING OUTCOMES

Learning Outcomes

Course learning outcomes describe the specific knowledge, skills and abilities of an appropriate level that students will acquire upon successful completion of the course.

The expected learning outcomes comprise:
- the students' familiarisation with Hellenistic bibliography and with the study of ancient sources,
- the construction of a firm background on Hellenistic history,
- comprehending the key strands around which Hellenistic kingdoms were organised, using as an example a quite representative example,
- the students' familiarisation with ancillary historical disciplines, such as epigraphy and numismatics; their training in the use of the respective sources in order to draw historical information;
- the development of critical thought through debates with the teacher on diverging historical views, and on contemporary theoretical and methodological approaches in regard to these.

General Abilities

Taking into account the general skills that the graduate must have acquired, at which / which of them is the course aimed at?.

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

Adapting to new situations, Decision making, Autonomous work, Team work, Working in an international environment, Working in an interdisciplinary environment,

Generation of new research ideas, Project planning and management, Respect for diversity and multiculturalism, Respect for the natural environment,

Demonstrating social, professional and ethical responsibility and sensitivity to gender issues, Exercise of criticism and self-criticism Promoting of free, creative and inductive thinking

Research, analysis and synthesis of data and information through use of the requisite technologies.
Combination of information and deduction of conclusions through incomplete or limited data. Competent presentation of information in fluent, high-level Greek.
Critical knowledge of the key issues in Hellenistic history.
Working through international bibliography.
Efficient combination of information in order to reach at reasonable conclusions, and handling complex issues.
Promotion of free, creative, critical and inductive reasoning.
Acquisition of the learning skills required in order to continue one's studies independently.

3. COURSE CONTENT

The Seleucid kingdom succeeded the Achaemenid (Persian) Empire in Asia Minor and the East after Alexander's death. Administrators of Makedonian origin faced the challenge of establishing an effective, functional and long-lasting administrative system upon the structures laid under Persian rule. The Seleucid paradigm highlights the process in which two cultures, Hellenic and Persian-Achaemenid, were combined in Hellenistic kingdoms. The questions which will be raised, include: what was the attitude of the new rulers vis-à-vis existing institutions in the conquered regions? In what ways did they attempt to establish and maintain power? Did local populations react violently against them or did they accept them as pursuers of the old régime? Which features emerged from merging the Achaemenid and the Greek culture? What

sprang from the merging between Greek and Eastern religious beliefs? How did the Seleucids treat their counterparts in other Hellenistic Kingdoms? And, ultimately, why and in what ways did Rome penetrate into the world of the former Persian Empie? How did it manage to appropriate the later Seleukids and, ultimately, to dominate Asia?

This class is arranged into 13 3-hour lectures. The first two introductory courses, offering the general frame of historical developments from the Asia Minor campaign through to the establishment of the three main Hellenistic kingdoms in c. 275 BC, are followed by the introduction to the topography of the Seleucid kingdom and of the Seleucid dynasty. There follows an analysis of the historical frame of the Seleucid kingdom, both in terms of its internal organisation (interaction of the central administration with Greek cities, satrapal administration), and in relation to its counterparts. Lectures 6-12 develop specific issues alongside relevant sources: i.e. economy (6-7), society (8-9), religion (10), the army / foreign policies /relations between Ptolemies and Seleucids (11), the Seleucids' relations with Rome (12). Lecture 13 ends with an overview of the main threads of the function of the Seleucid kingdom; the main features of its organisation are analyses, the landmarks in its history and the reasons for its decline. A final discussion is then held, in order to help students to better comprehend the similarities and divergences which it presented, compared to other Hellenistic kingdoms.

4. TEACHING AND LEARNING METHODS - EVALUATION

MODE OF DELIVERY Face to face, Distance learning etc	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Use of ICT in Teaching, Laboratory Education, Communication with students	Use of powerpoint presentations in every class (comprising bibliography on the topic of the day, a coursediagramme, an analysis and discussion of the issues involved through audiovisual material. Presentation and discussion of ancient sources (literary sources, inscriptions, papyri, coins) about the topic. Information about the databases and the electronic platforms through which ancient sources and bibliography may be retrieved. Use of the elearn web page to upload bibliography about each class, to distribute ancient literary and epigraphical sources to be discussed in the next class, to coordinate actions related to the class, and to divide students into groups in view of the oral exam.
TEACHING ORGANIZATION The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study & Analysis, Tutorial, Practice (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Study Preparation (Project), Writing Paper / Assignments, Artistic Creation, etc .etc The student's hours of study for each learning activity as well as the hours of unguided study are listed so that the total workload at the semester level corresponds to the ECTS standards	
STUDENT EVALUATION Description of the evaluation process Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Other Explicitly identified evaluation criteria are mentioned and if and where they are accessible to students	Final written exam: a question on the methodology/use of ancient sources and two questions on the historical frame of the period and/or on a topic among those raised during course. OR Final oral exam: one question on the historical frame, one question on the use of ancient sources, two questions on nationality and identity in antiquity and today. ERASMUS+ students are encouraged to submit an extended essay related to the course, in English, with a larger bibliography than undergraduate essays.

RECOMMENDED-BIBLIOGRAPHY

▪Aperghis, G.G. (2004), The Seleukid Royal Economy, The Finances and Financial Administration of the Seleukid Empire(Cambridge: University Press).

▪Billows, R.A. [1997, c1990] Antigonos the One-Eyed and the creation of the Hellenistic State (London: University of California Press).

*Chaniotis, A. (2018), The Age of Conquests (Cambridge, Mass.: Harvard University Press).

*Gehrke, H.-J. 2000., Ιστορία του Ελληνιστικού Κόσμου (Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τράπεζας).

*Erskine, A. (ed.) 2002, A Companion to the Hellenistic World (London: Blackwell).

▪Chankowski, A. – Iossif, P. (2011), More than men, les than gods: Studies on royal cult and imperial worship, Proceedings of the international colloquium organized by the Belgian School at Athens (November 1-2, 2007), Studia Hellenistica 51 (Leuven: Peeters).

▪Chankowski, V.-Duyrat, F. (επιμ.) (2004), Le Roi et l' économie: Autonomies locales et structures royales dans l' économie de l' empire séleucide, Actes des rencontres de Lille (23 Juin 2003) et d' Orléans (29-30 Janvier 2004), Topoi Suppl. 6.

▪Ma, J. (2001), Antiochos III and the Cities of Western Asia Minor (Oxford: University Press).

▪Lévêque, P. (2003), Ο ελληνιστικός κόσμος (Αθήνα: Μεταίχμιο).

▪Le Rider, G. – de Callataÿ, F. (2006), Les Séleucides et les Ptolemées: l' héritage monétaire et financier d' Alexandre le Grand(Monaco: Rocher).

▪Picard, O. et al. (2003), Royaumes et cités hellénistiques des années323-55 av. J.-C. (Sedes / E.J.E.R.).

▪Sartre, M., (2003), L' Anatolie hellénistique de l' Êgée au Caucase (Paris: Colin/Vuef).

▪Shipley, G. (2000), The Greek World after Alexander, 323-30 π.Χ., 2 vols. (London: Routledge).

▪Walbank, F. (1993), The Hellenistic World (Θεσσαλονίκη: Βάνιας).

ΠΠΔΕ/INX 157: Studies in Humanities in Greece: History and Contemporary Challenges (Lecture course) | Professor Katerina Dalakoura

The subject of the course is the presentation of the historical evolution of humanities studies in Greece from the 19th century to the present day. It will cover the establishment of studies in the first schools of Philosophy (at the Othonian/later Kapodistrian University of Athens and Aristotle University of Thessaloniki), the development of the network of philosophical schools, scientific disciplines, and human resources, as well as their contribution to the formation of the national ideologies. The trajectory of the social significance of humanities studies, the social status of their representatives, and career prospects of their graduates up to the modern "crisis" of these studies (both in Greece and internationally), as it is often referred to today, constitutes a central focus of the approach. What does the "crisis of humanities studies" mean? Is it a result of pressures from the "labor market"? What factors contribute to it? What solutions are being proposed, and what do they imply?

INX 331: Institutions and Structures of Social Welfare (Greece – Ottoman Empire, 19th c.– Interwar period) (Seminar) | Professor Katerina Dalakoura

The seminar examines the systems (ideology, institutions, foundations, organizations) of social welfare from the 19th century to the interwar period in Greece. It also includes the Greek Orthodox communities in the Ottoman realm during the same period as an example of communal (alongside private) welfare policy. The concept of social welfare, its relationship with philanthropy, and their evolving meanings (e.g., charitable relief, corrective philanthropy, social work), as well as the agents involved (individuals, collectivities, communities, state), the political-ideological context and the objectives underlying them in each period will be discussed. These topics will be explored alongside the forms that welfare takes up to and including the emergence of the so-called "welfare state"; the evolution of the welfare systems in Europe, as a broader context, will be considered too. In other words, the seminar will address questions such as: who is involved in caring for the "vulnerable," what is the purpose of welfare at different times and who is its target audience, what forms does it take, and what role does the state play during this period. These are some of the key issues that will be examined in the seminar.

COURSE OUTLINE REPORT

1. GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY
DEPARTMENT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
STUDIES LEVEL	UNDERGRADUATE

COURSE CODE	TOYA117	**COURSE SEMESTER**	2-8

COURSE TITLE	The reign of Süleyman the Magnificent (1520-1566) and the 'golden age' paradigm

INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, fill in the weekly hours of teaching and the total number of credits	**WEEKLY TEACHING HOURS**	**ECTS**
Lectures	39	1.5
Laboratories		
Other (Student study)	86	3.5 (TOTAL ECTS: 5)

COURSE TYPE Background, General Knowledge, Scientific Area, Skill Development	ELECTIVE COMPULSORY
PRE-REQUISITE COURSES	NONE
LANGUAGE OF TEACHING AND EXAMINATION	GREEK (ENGLISH FOR ERASMUS+ STUDENT TUTORING AND EXAM)
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=5654

2. LEARNING OUTCOMES

Learning Outcomes

Course learning outcomes describe the specific knowledge, skills and abilities of an appropriate level that students will acquire upon successful completion of the course.

- Acquisition of knowledge about the reign of the Ottoman Sultan Süleyman the Magnificent (1520-1566) and familiarity with the historiographical concepts concerning the periodization of Ottoman history
- familiarity with relevant scientific literature, historical methodology and modern theoretical approaches to the subject
- development of critical thinking.

General Abilities

Taking into account the general skills that the graduate must have acquired, at which / which of them is the course aimed at?.

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

Adapting to new situations, Decision making, Autonomous work, Team work, Working in an international environment, Working in an interdisciplinary environment,

Generation of new research ideas, Project planning and management, Respect for diversity and multiculturalism, Respect for the natural environment,

Demonstrating social, professional and ethical responsibility and sensitivity to gender issues, Exercise of criticism and self-criticism

Promoting of free, creative and inductive thinking

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adaptation to new situations
- Decision-making
- Autonomous work
- Competence to work in an international environment
- Competence to work in an interdisciplinary environment
- Social, professional and ethical responsibility and gender sensitivity
- Criticial ability and self-criticism
- Promotion of free, creative and deductive thinking.

3. COURSE CONTENT

The course revolves around two themes. The first one is the reign of Süleyman the Magnificent (1520-1566), the longest-serving sultan in Ottoman history, with emphasis on the organization and functioning of the state and its institutions. The second one is the 'golden age' paradigm and the concept of the division of Ottoman history into two long phases of 'heyday' and 'decline', as well as the critique that has been addressed to this traditional approach in recent decades and its revision. The connection between the two themes of the course is that Süleyman's era has traditionally been viewed as the heyday of the Ottoman Empire, but also as the one which bears the seeds of the decline that is thought to have

commenced during the reign of his successor, Selim II (1566-1574).	

4. TEACHING AND LEARNING METHODS - EVALUATION

MODE OF DELIVERY Face to face, Distance learning etc.	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Use of ICT in Teaching, Laboratory Education, Communication with students	Use of ICT in teaching (elearn platform, powerpoint presentation, internet use) and in communication (email) with students.
TEACHING ORGANIZATION The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study & Analysis, Tutorial, Practice (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Study Preparation (Project), Writing Paper / Assignments, Artistic Creation, etc .etc The student's hours of study for each learning activity as well as the hours of unguided study are listed so that the total workload at the semester level corresponds to the ECTS standards	Students are assessed on the basis of a three-hour written examination at the end of the semester. The examination includes open-ended questions and possibly multiple choice questions. Advice regarding preparation for the examination is posted on the course website. Students have the right to retake the examination during the September exam period. Final year students have the right to be examined for a third time during the following January exam period.
STUDENT EVALUATION Description of the evaluation process Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Other Explicitly identified evaluation criteria are mentioned and if and where they are accessible to students	Students are assessed on the basis of a three-hour written examination at the end of the semester. The examination includes development questions and possibly multiple choice questions. Instructions in preparation for the examination are posted on the course website. Students have the right to retake the examination during the September examination period. Final year students have the right to re-examine during the following January examination period. Erasmus+ students are assessed on the basis of written essays and multiple choice tests.

RECOMMENDED-BIBLIOGRAPHY

• Olivier Bouquet, "From Decline to Transformation: Reflections on a New Paradigm in Ottoman History", Osmanlı Araştırmaları / The Journal of Ottoman Studies, 60 (2022), 27-60
• Caroline Finkel, Osman's Dream: The Story of the Ottoman Empire 1300-1923, London, 2005
• Daniel Goffman, The Ottoman Empire and Early Modern Europe, Cambridge, 2002
• Douglas A. Howard, A History of the Ottoman Empire, Cambridge, 2017
• Halil İnalcık, The Ottoman Empire: The Classical Age, 1300-1600, trans. Norman Itzkowitz & Colin Imber, London, 1973
• Halil İnalcık with Donald Quataert (eds), An Economic and Social History of the Ottoman Empire, 1300-1914, Cambridge, 1994
• Robert Mantran, La vie quotidienne à Istanbul au siècle de Soliman le Magnifique, Paris, 1990
• Lucette Valensi, The Birth of the Despot: Venice and the Sublime Porte, trans. Arthur Denner, Ithaca, 1993

PAR 003 – Introduction to the Archaeology of the 3rd mill. BC-Theory and practice (Lecture course) | Assistant Professor Artemis Karnava

The subject of the course is Greek prehistoric archaeology. In addition, a further objective of the course is to function as an introduction to the 3rd mill. BC archaeological evidence, data from which will be used as examples of how archaeological knowledge is produced. The course will include lectures on the history and methods of archaeology for the entire prehistoric period, however, it will focus on its latest part, the Bronze Age, and, more specifically, on the 3rd mill. BC, the so-called Early Bronze Age (EBA).

The geographical area that will be examined during the semester mainly includes mainland Greece and the area that appears and is studied in the bibliography as «the Aegean», that is, the area that includes present-day insular Greece including Crete. The Greek peninsula will be included in the context of developments in the wider eastern Mediterranean, so that the way of working and thinking of prehistoric archaeology can be contextualised.

COURSE OUTLINE REPORT

1. GENERAL

SCHOOL	FACULTY OF LETTERS
DEPARTMENT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
STUDIES LEVEL	1,2,3,4,5,6,7,8

COURSE CODE	ITD 110	**COURSE SEMESTER**	5

COURSE TITLE	PORTRAITURE IN EUROPEAN ART (15th-18th c.)

INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, fill in the weekly hours of teaching and the total number of credits	**WEEKLY TEACHING HOURS**	**ECTS**
Lectures	39	
Laboratories	83	
Other	3	

COURSE TYPE Background, General Knowledge, Scientific Area, Skill Development	
PRE-REQUISITE COURSES	
LANGUAGE OF TEACHING AND EXAMINATION	GREEK (ENGLISH FOR EXAMINATION OF ERASMUS STUDENTS)
THE COURSE IS OFFERED TO ERASMUS STUDENTS	1
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=5662

2. LEARNING OUTCOMES

Learning Outcomes

Course learning outcomes describe the specific knowledge, skills and abilities of an appropriate level that students will acquire upon successful completion of the course.

Upon completion of the course, students will have:

-acquire familiarity with the scientific literature

-acquire knowledge about the context of production and reception of works of art, their various roles and uses in different historical contexts, the perceptions and social conditions of the creation of works of art in early modern Europe

-develop their critical faculties as they are given the opportunity to discuss with the teacher in the context of the course the scientific views that have been expressed on specific topics

-acquire the ability to identify and analyse works of art stylistically and iconographically

General Abilities

Taking into account the general skills that the graduate must have acquired, at which / which of them is the course aimed at?.
Search, analysis and synthesis of data and information, using also the necessary technologies,
Adapting to new situations, Decision making, Autonomous work, Team work, Working in an international environment, Working in an interdisciplinary environment,
Generation of new research ideas, Project planning and management, Respect for diversity and multiculturalism, Respect for the natural environment,
Demonstrating social, professional and ethical responsibility and sensitivity to gender issues, Exercise of criticism and self-criticism
Promoting of free, creative and inductive thinking

3. COURSE CONTENT

The course focuses on the genre of portraiture in the artistic production of Western Europe, highlighting the social, cultural and aesthetic factors that influenced its creation from the 15th to the 18th century. The role of the portrait in various historical contexts, its use by individuals or social groups, by secular or religious authorities, the perceptions of painting in each historical period and the conditions of artistic creation all contribute to the formation of the basic types of portraiture and its specific morphological characteristics. The aim of this course is to study the morphological and iconographic elements of portraiture in its historical course. The works of art presented are analyzed iconographically and stylistically and examined in close connection with the historical and cultural context of each period, as well as with the major European styles. Topics that will be explored through art studies, primary sources and theoretical texts during the course of the deliveries are:

- The emergence of portraiture: The transition from the Middle Ages to the Renaissance, the concept of the individual and the representation of individuality.
- The role and uses of portraiture
- Categories of portraiture: Portraits of donors in narrative paintings. Individual portraits. Double. Group portraits, family portraits. Portraits of children.
- Realism versus idealization.
- Characteristics of portraiture: The development of three-quarter portraiture in Northern Europe in the 15th century and its spread to Italy. The sense of movement. Scenery, clothing and features in portraiture.
- Portraiture and power: popes, emperors, monarchs and princes.
- Images of wealth and status: urban portraiture.
- The exploration of the self. Self-portraits.
- Gender and portraiture.

4. TEACHING AND LEARNING METHODS - EVALUATION

MODE OF DELIVERY Face to face, Distance learning etc	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Use of ICT in Teaching, Laboratory Education, Communication with students	Use of ICT both in teaching and communication with students
TEACHING ORGANIZATION The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study & Analysis, Tutorial, Practice (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Study Preparation (Project), Writing Paper / Assignments, Artistic Creation, etc .etc The student's hours of study for each learning activity as well as the hours of unguided study are listed so that the total workload at the semester level corresponds to the ECTS standards	Written examination
STUDENT EVALUATION Description of the evaluation process Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Other Explicitly identified evaluation criteria are mentioned and if and where they are accessible to students.	

RECOMMENDED-BIBLIOGRAPHY

• Beyer Andrea, Portraits: A History, H. Abrams, Νέα Υόρκη, 2003
• Brilliant Richard, Portraiture, Reaktion Books, Λονδίνο, 1991
• Pointon Marcia, Hanging the Head: Portraiture and Social Formation in Eighteenth century England, Yale University press, 1993
• Pope-Hennessy John, The portrait in the Renaissance, The A.W. Mellon Lectures in Fine Arts, Princeton University press, 1966
• Riegl Alois, The group portraiture of Holland, (α΄εκδ. 1915), Paul Getty Publications, Λος Άντζελες, 2005
• Schneider Norbert, The Art of the Portrait, Taschen, Κολονία, 2002
• West Shearer, Portraiture, Oxford History of Art series, Oxford University Press, 2004· Προσωπογραφία, πρόλ.-επιμ. Ε. Διαμαντοπούλου, μτφρ. Κατερίνα Παπακυριακοπούλου, Επίκεντρο, Θεσσαλονίκη 2023.
Campbell Lorne, "Portraiture" Grove Art Online. Oxford Art Online. Oxford University Press

COURSE OUTLINE REPORT

1. GENERAL

SCHOOL	FACULTY OF LETTERS
DEPARTMENT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
STUDIES LEVEL	3

COURSE CODE	ITD359	**COURSE SEMESTER**	3

COURSE TITLE	THE NUDE IN RENAISSANCE AND BAROQUE ART

INDEPENDENT TEACHING ACTIVITIES in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, fill in the weekly hours of teaching and the total number of credits	**WEEKLY TEACHING HOURS**	**ECTS**
Lectures	39	
Laboratories	90	
Other	41	

COURSE TYPE Background, General Knowledge, Scientific Area, Skill Development	
PRE-REQUISITE COURSES	STUDENTS MUST HAVE: SUCCESSFULLY COMPLETED TWO COURSES IN ART HISTORY AND HAVE AN ADEQUATE KNOWEDGE OF AT LEAST ONE FOREIGN LANGUAGE
LANGUAGE OF TEACHING AND EXAMINATION	GREEK (ENGLISH FOR EXAMINATION OF ERASMUS STUDENTS)
THE COURSE IS OFFERED TO ERASMUS STUDENTS	1
COURSE WEBSITE (URL)	[https://elearn.uoc.gr/course/view.php?id=5663]

2. LEARNING OUTCOMES

Learning Outcomes
Course learning outcomes describe the specific knowledge, skills and abilities of an appropriate level that students will acquire upon successful completion of the course.

Upon completion of the course, students will have:

-become familiar with the relevant scientific literature

-developed their critical faculties as they will be able to discuss with the lecturer the scientific opinions they come into contact with

-develop the ability to interact and discuss scientifically with their colleagues on the topics covered in the seminar

In addition, through the composition and presentation of a study around a topic within the theme of the seminar, students will:

-improve their ability to express their thoughts in an informed way and to handle language correctly

-learn to study foreign-language literature and the correct use of bibliographical references

General Abilities
Taking into account the general skills that the graduate must have acquired, at which / which of them is the course aimed at?.
Search, analysis and synthesis of data and information, using also the necessary technologies,
Adapting to new situations, Decision making, Autonomous work, Team work, Working in an international environment, Working in an interdisciplinary environment,
Generation of new research ideas, Project planning and management, Respect for diversity and multiculturalism, Respect for the natural environment,
Demonstrating social, professional and ethical responsibility and sensitivity to gender issues, Exercise of criticism and self-criticism
Promoting of free, creative and inductive thinking

3. COURSE CONTENT

The aim of the seminar is to explore the various pictorial representations of the naked body in European Renaissance and Baroque art. In particular, it examines its role in the social function of art in conjunction with each historical period's perceptions of male and female nudity, the symbolic, aesthetic and pictorial representation of the naked body in the arts of the Renaissance and Baroque, two periods that were decisive for the history of European art. We will examine how artists of the period developed their understanding of human

anatomy, philosophical and religious interpretations of the nude, and its relationship to mythology, religion and secular art.

4. TEACHING AND LEARNING METHODS - EVALUATION

MODE OF DELIVERY Face to face, Distance learning etc	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Use of ICT in Teaching, Laboratory Education, Communication with students	USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) BOTH IN TEACHING AND IN COMMUNICATION WITH THE STUDENTS
TEACHING ORGANIZATION The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study & Analysis, Tutorial, Practice (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Study Preparation (Project), Writing Paper / Assignments, Artistic Creation, etc .etc The student's hours of study for each learning activity as well as the hours of unguided study are listed so that the total workload at the semester level corresponds to the ECTS standards	Preparation of weekly assignments and participation in discussions during the course Written assignement Public presentation
STUDENT EVALUATION Description of the evaluation process Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Other Explicitly identified evaluation criteria are mentioned and if and where they are accessible to students.	

RECOMMENDED-BIBLIOGRAPHY

Clark Kenneth, The Nude. A study in Ideal Form, Bollingen series. A.W. Mellon lectures in Fine Arts, National Gallery of art, Washington, Princeton University press 1956

Burke Jill, The Italian Renaissance nude, Yale University Press, New Haven, 2018

Chare Nicolas - Contogouris Ersy (επιμ.), On the Nude. Looking Anew at the Naked Body in Art, Routledge, 2022

Hart Clive - Stevenson Gilliland Kay (επιμ.), Heaven and the flesh: imagery of desire from the Renaissance to the Rococo, Cambridge University Press, 1995

Nead Lynda, The female nude: art, obscenity, and sexuality, Routledge, 2010.

Rubin, Patricia Lee, Seen from behind: perspectives on the male body and Renaissance art, Yale University Press, 2018

Suleiman Rubin Susan, κ.ά [επιμ.], Το γυναικείο σώμα στον δυτικό πολιτισμό: σύγχρονες προσεγγίσεις, μετάφραση-εισαγωγή-ερμηνευτικά σχόλια: Εύη Βογιατζάκη, Αθήνα, Σαββάλας, 2008.

Talvacchia Bette, Taking positions: on the erotic in Renaissance culture, Princeton University Press, c1999

Steinberg Leo, The Sexuality of Christ in Renaissance Art and in Modern Oblivion, New York: Pantheon, 1983

*Further bibliographical references will be given during the course, corresponding to the subjects of the projects undertaken by the students