

***DEPARTMENT OF HISTORY & ARCHAEOLOGY – UNIVERSITY OF CRETE***

***SPRING SEMESTER OF ACADEMIC YEAR 2024-2025 /  
GRADUATE COURSES OUTLINES***

**Graduate Studies Program “Ancient Mediterranean World-History and  
Archeology”**

**Major:  
Ancient History**

# COURSE OUTLINE REPORT

## 1. GENERAL

<b>SCHOOL</b>	FACULTY OF LETTERS		
<b>DEPARTMENT</b>	HISTORY & ARCHAEOLOGY		
<b>STUDIES LEVEL</b>	POSTGRADUATE SEMINAR		
<b>COURSE CODE</b>	SOCIAL AND	<b>COURSE SEMESTER</b>	2,4
<b>COURSE TITLE</b>	AMK-AIS 150		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>ECTS</b>	
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			
Lectures	39	12	
Laboratories			
Other			
<b>COURSE TYPE</b> Background, General Knowledge, Scientific Area, Skill Development			
<b>PRE-REQUISITE COURSES</b>	No prerequisite courses.		
<b>LANGUAGE OF TEACHING AND EXAMINATION</b>	GREEK / ENGLISH (pending on whether there are ERASMUS+ students attending, or not).		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	1		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=5622">https://elearn.uoc.gr/course/view.php?id=5622</a>		

## 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
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 comprise the following: - students' training in the deduction of historical information from ancient literary sources; - students' familiarisation with ancillary historical disciplines, i.e. epigraphy, numismatics and papyrology, and the use of corresponding sources in order to draw historical information; - the development of critical thought through discussions with the teacher about divergent historical issues on specific issues, and through contemporary theoretical and methodological approaches in regard to these; - the synthesis of diverse historical data into a coherent narrative.
<b>General Abilities</b>
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
<b>Promoting of free, creative and inductive thinking</b>
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 of Roman history. Work 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. Research, analysis and synthesis of data and information through use of the requisite technologies.

## 3. COURSE CONTENT

<p>War constitutes the canvas of the Hellenistic &amp; Roman period and affected deeply the formation and development of its agents. The present seminar explores the ways in which war affected the economic, social and political life in the Hellenistic and Roman periods on a number of levels: as to the formation of Hellenistic monarchy and the polis' elites, the potential and necessity for social mobility it offered, its social and economic dimensions, the resilience and reshaping of existing institutions, its emotional effects, the relation between war and religion and the technological changes which were related to war activities. The experience of war will be brought into focus, from the perspective of professional soldiers, but also from that of its victims – women, children etc.</p> <p>Courses are organised in thirteen 3-hour classes, during which important strands of the phenomenon are</p>
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analysed. In each class two students present specific articles/chapters/monographs, setting out the main strands of the topic discussed and triggering discussion. Students present orally, through a powerpoint presentation and/or other handout material, their own essays.

Weeks 1 & 2: The ubiquitous war: general introduction and overview of the main issues. What changed after Alexander the Great's Asia Minor campaign: extension of war periods / globalization of war / radical increase of warriors' mobility worldwide / emphasis on land clashes rather than on maritime wars.

Week 3: War and Hellenistic monarchies. Wars. The army of Alexander the Great. The armies of the Successors and of the Epigonoi.

Week 4 & week 5: war and poleis. The formation of the poleis' élites through war practices. How was post-war civic resilience achieved (as a collective phenomenon)? Euergetism / Citizens as military actors / Age: ephebes and the training of young soldiers. Cults for young soldiers.

Hellenistic and Roman gymnasia. Old age: citizens (women, children). Slavery.

Week 6, Week 7\*, Week 8. Aspects of social mobility in the Hellenistic and Roman periods. Specific theories.

War as a profession: soldiers, mercenaries, officials, trainers, engineers. Changes in the army structure. Navy. Lestai and pirates.

Mobility because of war and its social impact. Marriages with local women and their development: demographic change? Observers and judges. Women and war. Political refugees: population movements. Anonymous victims. Slavery.

\*Week 7. WORKSHOP: Social Network Analysis (SNA) and war: key rules in elaborating the evidence. Introduction to the programme Gephi: how can the SNA packages be used in order to answer mobility-related questions in the Hellenistic period?

Week 9. War finance. Funding and costs of war. Did wars lead to the redistribution of wealth? Minting coinage in order to finance wars. Monetary circulation.

Food and subsistence. Limitation of available resources. Royal doreai.

Week 10. Religion & war. Panegyreis and feasting. Saviour monarchs. Religious restructuring because of wars. Asyilia.

Week 11. Monuments of war: personal, collective, cultural. Celebrations. Collective identities and the apotheosis of individuals. Violence and its depiction in art. Pergamon: the dying Gaul, the Gaul who, having killed his wife, commits suicide.

Week 12, Week 13: students' essay presentations.

#### 4. TEACHING AND LEARNING METHODS - EVALUATION

<p><b>MODE OF DELIVERY</b> Face to face, Distance learning etc</p>	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> Use of ICT in Teaching, Laboratory Education, Communication with students</p>	<p>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. Use of powerpoint presentations in class (comprising bibliography of the topic presented, a course diagramme, an analysis and discussion of the issues involved through audiovisual material.</p>
<p><b>TEACHING ORGANIZATION</b> The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; 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</p>	

workload at the semester level corresponds to the ECTS standards	
<p><b>STUDENT EVALUATION</b></p> <p>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</p> <p>Explicitly identified evaluation criteria are mentioned and if and where they are accessible to students.</p>	<p>Students are assessed through a) their participation in weekly oral presentations (30%), b) an oral presentation of their chosen essay topic (20%), and c) their final essay (50%). Each student is expected to present ca. 6 times during the course, and to participate in the discussion each week.</p>

**RECOMMENDED-BIBLIOGRAPHY**

-Chaniotis, A. 2018. Age of Conquests. The Greek World from Alexander to Hadrian (Cambridge, Mass.: Harvard University Press).

-Chaniotis, A. 2005. War in the Hellenistic World (London: Blackwell).

-Chaniotis, A.-Ducrey, p. 2002. 'Army and Power in the Ancient World, edited by A.-Ducrey Chaniotis. Stuttgart.

-Ducrey, P. 2000. 'Les Aspects Economiques de l'usage de Mercenaires Dans La Guerre En Grèce Ancienne: Avantages et Inconvenients Du Recours a Une Main d'oeuvre Militaire Remunerée'. EAHSBC 5,p.197-209.

-Ducrey, P. n.d. Warfare in Ancient Greece. New York.

-Ducrey, Pierre. n.d. Le Traitement Des Prisonniers de Guerre Dans La Grèce Antique Des Origines à La Conquête Romaine. 2nd ed. Paris.

-Gehrke, H.-J., 2001. ( : ).

-rskine, A. (.) 2003, A Blackwell Companion to the Hellenistic World (London: Blackwell).

-Stavrianopoulou Eft. 2013, Shifting social imaginaries in the Hellenistic Period: Narrations, Practices and Images (Leiden: Brill).

-van Regenmortel, C. 2024, Soldiers, Wages, and the Hellenistic Economies (Cambridge, UK - New York: Cambridge University Press).

**Major:  
Prehistoric Archaeology**

**Prehistoric Archaeology (MA course, 12 ECTS)**

**(Seminar) AMK-PAR 165-States and statehood in prehistory and protohistory**

The course aims to engage with theories of political geography, social organization and statehood during the Bronze Age in Greece and Cyprus (2nd-1st mill. BC). The following topics will be initially discussed: why and how we investigate the past, how we see the relationship between man and nature and how this relationship shaped human history and the landscape, and finally we will discuss theories of (neo-)colonization, the creation of the state and empires, as well as the arguments for and against.

The manner in which we discuss political and state formations during the specific periods with which the course deals, and what types of formations have been proposed in the relevant research will be investigated in the form of papers by the participants and will deal with the following themes:

- Early urbanization in mainland Greece and the Aegean during the 3rd mill. BC;
- The first appearance of the state/states in the Aegean: the case of Minoan Crete;
- Secondary state formations: the case of the Mycenaean state(s);
- Cyprus and power structures during the 2nd and 1st mill. BC.

## Graduate Studies Program "Ottoman History"

### Course Outline

#### 1. GENERAL

<b>INSTRUCTOR</b>	GULSUN AIVALI		
<b>SEMESTER</b>	SUMMER		
<b>SCHOOL</b>	SCHOOL OF PHILOSOPHY		
<b>DEPARTMENT</b>	HISTORY-ARCHEOLOGY		
<b>LEVEL</b>	Postgraduate		
<b>COURSE CODE</b>	TOY004	<b>CYCLE OF STUDY</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	TURKISH LANGUAGE B		
<b>AUTONOMOUS EDUCATIONAL ACTIVITIES</b>	<b>TEACHING HOURS PER WEEK</b>	<b>CREDITS/ECTS</b>	
Lectures	3 to 6	3	
<i>Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.</i>			
<b>COURSE TYPE</b> <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>	Development of Proficiencies		
<b>PREREQUISITES:</b>	TURKISH LANGUAGE A TOY 003		
<b>TEACHING AND EXAM LANGUAGE:</b>	Greek and Turkish		
<b>AVAILABLE TO ERASMUS STUDENTS</b>	Yes		
<b>WEBSITE (URL)</b>	<a href="https://classweb.cc.uoc.gr/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a>		
<b>BROAD KNOWLEDGE/COMPETENCIES</b>			
Lessons are taught at an intensive pace. The goal is to reach the B2 level students within four semesters. Turkish language courses are offered to postgraduate students of Turkish Language in three-hour courses (sometimes twice per week, depending on student performance). The syntactic phenomena are taught during the first two semesters.			
<b>General Competences</b>			
Autonomous Work Team Work Creativity promotion			

#### 2. COURSE DESCRIPTION

The subject is covered by the Handbooks "Turkish Language I & II Course Notes", which have been written by the lecturer and include, in addition to grammatical elements, proverbs, dialogues, articles from newspapers and magazines, literary texts and vocabulary.

#### 3. TEACHING AND LEARNING METHODS-EVALUATION

<b>MODE OF DELIVERY.</b>	In class
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<b>OTHER TECHNOLOGICAL AND COMMUNICATION SUPPORT SOURCES/ AND</b>	Class notes, announcements & communication via ClassWeb Communication via email	
<i>COURSE STRUCTURE</i>	<b>Activity</b>	<b>Workload</b>
	Lectures	40
	Small personal exercises	20
	Autonomous study	15
	<b>Total (25 working hours per credit)</b>	<b>75</b>
<b>STUDENT ASSESSEMENT</b>	<ol style="list-style-type: none"> <li>1. In class during lesson</li> <li>2. Many small projects</li> <li>3. Two mid-term exams</li> <li>3. One final examination</li> </ol>	

#### 4. SUGGESTED BIBLIOGRAPHY

Book and Notes provided
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# COURSE OUTLINE REPORT

## 1. GENERAL

<b>SCHOOL</b>	School of Philosophy		
<b>DEPARTMENT</b>	Department of History and Archaeology		
<b>STUDIES LEVEL</b>	Postgraduate		
<b>COURSE CODE</b>	OTT110	<b>COURSE SEMESTER</b>	2
<b>COURSE TITLE</b>	The beginning and the end of the Ottoman Empire		
<b>WEEKLY TEACHING HOURS</b>	<b>ECTS</b>		
3	12		
<b>COURSE TYPE</b> Background, General Knowledge, Scientific Area, Skill Development	Compulsory		
<b>PRE-REQUISITE COURSES</b>	None		
<b>LANGUAGE OF TEACHING AND EXAMINATION</b>	English		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=5653">https://elearn.uoc.gr/course/view.php?id=5653</a>		

## 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b> Course learning outcomes describe the specific knowledge, skills and abilities of an appropriate level that students will acquire upon successful completion of the course.</p>
<p>The course's learning outcomes for students are as follows:</p> <ul style="list-style-type: none"> <li>• proven specialised cutting-edge knowledge and understanding that builds on and reinforces what has been taught in the first cycle of study, and which provides the basis for originality of thought and development of ideas in the context of research activity.</li> <li>• ability to use their specialised knowledge and understanding to solve problems, even in new, unknown or unpredictable research environments that require a new strategy of approach, within a broader and interdisciplinary framework, relevant in principle to the field of Ottoman history, in order to develop new knowledge by integrating knowledge from different fields.             <ul style="list-style-type: none"> <li>• ability to combine knowledge and to deal with complex issues, to make judgements, albeit with incomplete or limited information, and to be critically aware of knowledge issues in the field of Ottoman history.</li> <li>• ability to communicate clearly and concisely their conclusions, and the knowledge, reasoning and logical assumptions on which they are based, to both specialist and non-specialist audiences.</li> <li>• possession of the necessary learning skills to enable them to pursue their studies in a largely self-reliant manner.</li> <li>• familiarity with the historiographical and methodological issues relevant to the specific topic of the seminar.</li> </ul> </li> </ul>
<p><b>General Abilities</b> 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</p>
<ul style="list-style-type: none"> <li>• Search, analysis and synthesis of data and information, using the necessary technologies</li> <li>• Adaptation to new situations</li> <li>• Decision-making</li> <li>• Working independently and cooperatively in a team</li> <li>• Working in an international environment</li> </ul>

- Working in an interdisciplinary environment
- Generating new research ideas
- Respect for diversity and multiculturalism
- Exercising criticism and self-criticism
- Promoting free, creative and deductive thinking

### 3. COURSE CONTENT

This course focuses on the first and last decades of the history of the Ottoman Empire. By proposing relevant literature to students, the course aims first of all to familiarize them with the two historical periods that it deals with, and with how early Ottoman history was used ideologically and politically in the late Ottoman Empire. Furthermore, the seminar aims to train students in the critical approach to literature and in identifying historiographical traditions and genealogies. Students will be required to study Ottoman period historiography and modern bibliography, make oral presentations and prepare written assignments.

### 4. TEACHING AND LEARNING METHODS - EVALUATION

<p><b>MODE OF DELIVERY</b> Face to face, Distance learning etc</p>	<p>Face to face</p>
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> Use of ICT in Teaching, Laboratory Education, Communication with students</p>	<p>Use of ICT in teaching (powerpoint, elearn), in oral presentation (powerpoint) and electronic submission of seminar papers (elearn) and in communication (email) with students.</p>
<p><b>TEACHING ORGANIZATION</b> The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; 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</p>	<p>The course is organised in 13 three-hour weekly sessions. In the first week, the instructor introduces the students to the topic of the seminar. In the following weeks the students are invited to study literature and discuss the topics covered by this literature under the guidance of the instructor and with two students moderating the discussion each week. Students are required to submit a paper related to the topic of a week. Students are also required to present and critically evaluate a book related to the seminar topic. In the fourth week, students are assigned assignments and they present them orally in the last week of classes to hear opinions and comments from the instructor and their fellow students and make improvements and corrections accordingly. They prepare their written assignments and submit them online to the instructor.</p>
<p><b>STUDENT EVALUATION</b> 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</p>	<p>Students are assessed on the basis of their written assignments and their attendance and participation in classes. The final grade is 90% based on the written assignments and 10% based on their presence and active participation in the course. The assignments are submitted in Greek or English. Students are informed of the assessment criteria at the beginning of the course.</p>

## RECOMMENDED-BIBLIOGRAPHY

- Deringil, Selim. *The Well-Protected Domains: Ideology and the Legitimation of Power in the Ottoman Empire, 1876-1909*. London-New York: I.B. Tauris, 1998.
- Ersoy, Ahmet A. *Architecture and the Late Ottoman Historical Imaginary: Reconfiguring the Architectural Past in a Modernizing Empire*. Farnham & Burlington: Ashgate, 2015.
- Foss, Clive. *The Beginnings of the Ottoman Empire*. Oxford: Oxford University Press, 2022.
- Gingeras, Ryan. *Fall of the Sultanate: The Great War and the End of the Ottoman Empire 1908-1922*. Oxford: Oxford University Press, 2016.
- Kafadar, Cemal. *Between Two Worlds: The Construction of the Ottoman State*. Berkeley, Los Angeles & London: University of California Press, 1995.
- Lindner, Rudi Paul. *Explorations in Ottoman Prehistory*. Ann Arbor: The University of Michigan Press, 2007.
- Lowry, Heath W. *The Nature of the Early Ottoman State*. Albany: State University of New York Press, 2003.
- Rogan, Eugene. *The Fall of the Ottomans: The Great War in the Middle East, 1914-1920*. London: Allen Lane, 2015.