A9 COURSES SYLLABI – MA PROGRAM
"History and Culture of the Modern and Contemporary World"

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2. Spring Semester 2025–2026

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COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΥΠΙ101**	**SEMESTER**	A (winter semester)
COURSE TITLE	**Methods of Historical Research and Historiography**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	Seminar	

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Aimed at providing a general academic background and developing skills in historical research, analysis, and the composition of scholarly history papers.
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/ For students of the Erasmus+ exchange program, assignments may be completed in English or French.
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Students will gain an in-depth understanding of the variety of historical approaches with which they may have come into contact during their undergraduate studies. They will use their knowledge to comprehend how historical questions have been formed across different periods, integrating and applying what they have learned in historical writing. They will develop their ability to present their conclusions clearly and effectively to both specialized and general audiences, and they will acquire the foundational skills necessary to pursue further studies independently.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……* *Others…* *…….*

Research, analysis, and synthesis of data and information, using appropriate technologies
Adaptability to new situations
Capacity for autonomous as well as collaborative work
Ability to work in international and interdisciplinary environments
Respect for diversity — cultural, ideological, and identity-based
Cultivation of professional ethics
Demonstration of social, professional, and ethical responsibility and sensitivity on gender issues
Capacity for critical thinking and self-reflection
Promotion of free, creative, and critical thinking

SYLLABUS

This seminar is structured around two main axes. The first concerns key issues—explicit or implicit—that engage historians in the practice of their discipline: What is the nature and role of historical truth, and how is it expressed within historical narratives? How does the historian construct a coherent synthesis of events? Is moral judgment acceptable in historical writing, and if so, how can it be justified? What is the role and function of the historian in society? These foundational concerns, which often intersect with the field of the philosophy of history, will form the conceptual framework for the second axis: the development of historical research from the 19th century to the present, and its expression through various historiographical schools and trends.

The seminar aims to explore the interdependence between historical thought and writing, the intellectual frameworks of different periods, and the relationships between history and other disciplines. Each historiographical current will be studied in relation to its historical context, its understanding of the past-present relationship, its views on historical narrative, and its methodological tools.

Weekly Schedule:

1–2: Introduction: History and histories
3–4: Time and memory, objectivity and impartiality, historical example and the “grand narrative”
5: Historical synthesis and moral judgment
6: Archives, documents, sources, and historical communication: journals, monographs, the internet
7: From medieval historiography to Enlightenment-era historical writing
8: 19th-century historiography: Leopold von Ranke and the academic “rehabilitation” of history
9: 19th-century historiography: historicism, positivism, national histories, geography and history, sociology and history, Marxism
10: The Annales School, higher education and research, old and new fields of inquiry
11: Economic history, social history as a challenge to political history, global history, and

gender history 12: Postmodernism and the linguistic turn 13: Student presentations

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In-person teaching with live streaming available for students enrolled in the Preparatory Postgraduate Programme (ΠΠΣ) who are residing outside of Ioannina.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT (Information and Communication Technologies): 'Multimedia' applications and internet resources: PowerPoint presentations, video screenings, films, documentaries, and photographic material. Electronic communication and student support are provided through the university's e-course platform.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Lecture preparation	60
Bibliographic research	80
Interactive teaching: oral presentation of bibliographic material	60
Oral presentation of a paper	40
Written assignment	135
Course total	375 h.

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of assessment: Greek. English and French for Erasmus+ students. Assessment methods: Presentation of assigned bibliographic material individually or in small student groups during the semester, corresponding to the various units of the seminar Preparation and presentation of a written paper Final written assignment

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- F. R. Ankersmit, «Historiography and Postmodernism», History and Theory 28, no. 2: 1989
- Marc Bloch, Απολογία για την Ιστορία. Το επάγγελμα του ιστορικού, μτφρ. Κώστας Γαγανάκης, Αθήνα: Εναλλακτικές Εκδόσεις, 1994 (γ' έκδοση)
- E. H. Carr, What is History?, 2nd ed., London: Penguin Books, 1990
- Eric W. Cochrane, Historians and Historiography in the Italian Renaissance, Chicago and London: The University of Chicago Press, 1981
- Robin George Collingwood, The Idea of History, Oxford, 1946
- Benedetto Croce, «La storia come pensiero e come azione» La Critica, no. 35, 1937
- Benedetto Croce, History as the Story of Liberty, London, 1941
- François Dosse, Η ιστορία σε ψίχουλα. Από τα Annales στη «Νέα Ιστορία», μτφρ. Αγγελική Βλαχοπούλου, επ. επιμέλεια: Χ. Χατζηιωσήφ, Ηράκλειο: ΠΕΚ, 2000
- G. R. Elton, The Practice of History, London, 1967
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- John Lewis Gaddis, Το Τοπίο της Ιστορίας. Πως οι ιστορικοί χαρτογραφούν το παρελθόν, επ. επιμέλεια: Θ.Δ. Σφήκας, Κ. Γαρδίκα, Αθήνα: Πεδίο, 2019
- Georg G. Iggers, The German Conception of History: The National Tradition of Historical Thought from Herder to the Present, Middletown, Conn.: Wesleyan Univ. Press, 1968
- Georg G. Iggers, Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodernism Challenge, Hanover-London: Wesleyan Univ. Press, 1997
- Georg G. Iggers and Edward Wang, A Global History of Modern Historiography, London – New York: Routledge, 2008
- Patrick Joyce, «History and Post-Modernism», Past & Present, no. 133: 1991
- Emmanuel Le Roy Ladurie, The Territory of the Historian, Chicago: University of Chicago Press, 1979
- Gerard Noiriel, Qu'est-ce que l'histoire contemporaine ?, Paris : Hachette, 1998
- Nancy Partner, «Making Up Lost Time: Writing on the Writing of History», Speculum, no. 61, 1986
- Ralph Samuel, «Reading the Signs», History Workshop Journal, no. 32: 1991
- Lawrence Stone, History and the Social Sciences in the Twentieth Century, Vanderbilt University Press, 1977
- Lawrence Stone, The Past and the Present Revisited, London: Routledge, 1988
- Lawrence Stone and Gabrielle Spiegel, «History and Post-Modernism», Past & Present, no. 135: 1992
- John Tosh, The Pursuit of History, London: Routledge, 1991
- Aviezer Tucker (ed.), A Companion to the Philosophy of History and Historiography, Malden, MA: Blackwell Publishing, 2009
- Leopold von Ranke, The Theory and Practice of History. Indianapolis [u.a.].
- Leopold von Ranke, The Secret of World History: Selected Writings on the Art and Science of History, New York
- Keith Windschuttle, The Killing of History: How a Discipline is Being Murdered by Literary Critics and Social Theorists, Paddington, 1994
- Perez Zagordin, «Historiography and Postmodernism: Reconsiderations», History and Theory, no. 29: 1990
- Theodore Zeldin, «Social History and Total History», Journal of Social History, no. 10: 1976
-
- Suggested websites:
- https://archive.org/
- https://www.academia.edu/
- http://www.gutenberg.org/
- http://www.europeana.eu/

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ1101**	A (winter semester)	A (winter semester)
COURSE TITLE	**Historiography of the French Revolution (19th-21st centuries): politics, ideology, emotions**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialization course of general knowledge of 18th-21st centuries European history in the fields of historical theory and analysis, political science, sociology and psychology
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek; English; French
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Familiarization study in research on revolutions and especially of the French Revolution from different academic fields and schools of thought; in the diversity of approaches not only as variations of epistemological methods, practices, and perspectives but also as reflections of the changes and shifts in the political, social, and intellectual environments of the period spanning from 1789 to the present. Possession of research skills in the branches of historical research and in the perceptions of historical synthesis.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment*	*Project planning and management* *Respect for difference and multiculturalism Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……*

Production of new research ideas	*Others…* *…….*

Research, analyze and synthesize data and information with the use of the appropriate and/or necessary technology
Adapting to new situations
Independent work and teamwork
Working in an international and interdisciplinary environment
Respect for diversity (cultural, ideological, identity)
Demonstrate social, professional and ethical responsibility and gender sensitivity
Criticism and self-criticism
Promoting free, creative and inductive thinking

SYLLABUS

From the first days of June 1789, several of the protagonists, mainly in Paris, immediately realized that the situation was moving on a trajectory of destruction of all the traditional values of the Ancien Régime. They understood that their own 'Revolution' was the denial of the past and the discovery of the future and that they were projecting into a future that would surely be better. The historiography of the Revolution begun with this first observation: the Revolution was in itself a historical object. Thus the Revolution ended up incorporating the thought of history and the will for social transformation: it was not only philosophy but also the intense polemics around the history of France that shaped a large part of the enlightened opinion and contributed decisively to the discrediting of the foundations of the kingdom. It was the polemics around the Revolution that made it an object of inquiry and reflection.

In the seminar we will follow the constants and shifts of the historiography of the Revolution from the end of the 18th century to the present day, through the systematic study of the narrative works and the consideration of the context of their production, at the levels of economy, politics, ideology and emotions.

Scheduling meetings:

1-2: In the early years, the approaches of the contemporaries of the Revolution: when its history, which was perceived as the birth of a new social contract and the republican and democratic values of the new heroes of the late 18th century, was confirmed only by distant references to the Greek and Roman past.

3: The creation of archives and breakthroughs in education: the Revolution created the archive, in the sense that we still perceive it today as a documented trace of a past time, which must respond to the social demand of the national heritage.

4: Madame de Staël and Benjamin Constant between the Directory and the Restoration.

5-6: Guizot, Mignet, Thierry, Thiers: the historiography of the period of the July Revolution, a militant historiography?

7: Jules Michelet and the Mythical History of the Revolution Before and After the Republic of 1848

8: Tocqueville, Quinet, Marx.

9: Jean Jaurès - The Socialist History of the Revolution.

10: The institutionalized historiography of the Revolution and the Sorbonne School of the French Revolution: between 3rd Republic radicalism and vulgate Marxist.

11: The triumph of economic and social history.

12: The 'revisionist' school, the 200th anniversary in 1989 and what followed in the inner life of the historiography of the French Revolution.

13: Paper presentation.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face/live streaming
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT (technology, informatics, communications): multimedia applications and internet: power point, video projection, film, documentary, photographic material. Electronic communication and support of students through the university's platform, e-course.

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	***Activity***	***Semester workload***
	Lecture preparation	60
	Bibliographic research	80
	Interactive teaching: study, analysis and presentation of bibliography	60
	Presentation of essays	40
	Written assignment	135
	Course total	375 h

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation procedure: Presentation of bibliographic material assigned individually or to small groups of students during the semester for the various modules of the seminar. Written assignment (Greek, English, French): Oral presentation during the final session of the seminar (evaluation criteria): documentation, argumentation, clarity in thinking and writing.

ATTACHED BIBLIOGRAPHY

Suggested Bibliography :

Maurice Agulhon, *Marianne au combat. L'imagerie et la symbolique républicaine de 1789 à 1880*, Paris : Flammarion, 1979

Maurice Agulhon, *Marianne au pouvoir. L'imagerie et la symbolique républicaines de 1880 à 1914*, Paris : Flammarion, 1989

David Andress, *The Terror: The Merciless War for Freedom in Revolutionary France*, Farrar, Straus, and Giroux, 2006

Keith Michael Baker (ed), *Inventing the French Revolution: Essays on French Political Culture in the Eighteenth Century*, Cambridge University Press, 1990

Keith Michael Baker, *Au tribunal de l'opinion. Essai sur l'imaginaire politique au XVIIIe siècle*, Payot, 1993

Louis Blanc, *Histoire de la Révolution française* (1847)

Gerald Cavanaugh, «The Present State of French Revolutionary Historiography; Alfred Cobban and Beyond», *French Historical Studies* 7 (Fall 1972)

Roger Chartier, *The Cultural Origins of the French Revolution*, Duke University Press, 1991

Alfred Cobban, *The Social Interpretation of the French Revolution*, Cambridge University Press, 1964

William Doyle, *Origins of the French Revolution*, Oxford University Press, (1980), 2001

Robert Forster (ed), *The French Revolution and the Birth of Modernity*, University of California Press, 1990

François Furet, *Interpreting the French Revolution*, *[Penser la Révolution Française]*, Cambridge University Press, (1978), 1981

François Furet/Mona Ozouf (ed), *A Critical Dictionary of the French Revolution*, Harvard University Press, 1989

François Furet/Mona Ozouf (ed), *Dictionnaire critique de la Révolution Française. Interprètes et Historiens*, Paris : Flammarion, 2007

Jean-Marie Goulemot, *Le Règne de l'Histoire. Discours historiques et révolutions, XVII-XVIIIe siècles*, Paris, Albin Michel/Idées, 1996

Jürgen Habermas, *L'espace public : Archéologie de la publicité comme dimension constitutive de la société bourgeoise*, Paris :Payot, 1978

François Hartog, *Régimes d'historicité. Présentisme et expérience du temps*, Paris : Le Seuil, 2003

Lynn Hunt, *The Family Romance of the French Revolution*, University of California Press, 1992

Lynn Hunt, *Politics, Culture and Class in the French Revolution*, University of California Press, (1984), 2004

Joan Landes, Women and the Public Sphere in the Age of the French Revolution, Cornell University Press, 1988

Georges Lefebvre, *The Coming of the French Revolution*, Princeton University Press (1947)

Άννα Μαχαιρά, «Ιστοριογραφία των επαναστάσεων και ιδεολογικές ερμηνείες», Γκόλφω Μαγγίνη/Δημήτρης Αρβανιτάκης (επ.), *Επανάσταση, έθνος-κράτος και αρχαιοελληνικό ιδεώδες. Φιλοσοφικές προσεγγίσεις στην ελληνική Επανάσταση*, Μουσείο Μπενάκη, 2023

Jules Michelet, *Histoire de la Révolution française* (1847–1853)

Mona Ozouf, *Festivals and the French Revolution [La fête révolutionnaire]*, Harvard University Press, 1991

Simon Schama, *Citizens: A Chronicle of the French Revolution*, Vintage, (1990)

Ruth Scurr, *Fatal Purity: Robespierre and the French Revolution*, Holt, (2007)

Albert Soboul, *The French Revolution, 1787-1799:from the storming of the Bastille to Napoleon,* Vintage Books, 1975

Germaine de Staël, *Considérations sur la Révolution française*, (1818), Paris : Tallandier, 2000

Adolphe Thiers, *Histoire de la Révolution française* (1823–1827)

Alexis Tocqueville, *L'Ancient Régime et la Révolution*, (1856)

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΥΠ1102**	**SEMESTER**	A (winter semester)
COURSE TITLE	**Nationalism and the formation of national identities in Europe.**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background; skills development in historical research, historical analysis and historical writing
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek; English; French; German
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Search, analysis and synthesis of data and information, using the necessary technologies. Autonomous research and teamwork in an international and interdisciplinary environment. Production of new research ideas. Respect for diversity and multiculturalism. Demonstration of social, professional and ethical responsibility and sensitivity to gender issues. Production of free, creative and inductive thinking. Students will get to know in depth and understand the variety of historical approaches with which they had occasionally come into contact in the first cycle of study. They will use their knowledge to understand the structure of historical reflections in different periods, combine knowledge and apply it to historical writing. They will be trained to present their conclusions with clarity to specialized and non-specialized audiences and will acquire the foundations to continue their studies in an independent way.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment*	*Project planning and management* *Respect for difference and multiculturalism Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……*
Production of new research ideas	*Others…* *…….*

Research, analyze and synthesize data and information with the use of the appropriate and/or necessary technology
Adapting to new situations
Decision-making
Independent work and teamwork
Working in an international and interdisciplinary environment
Respect for diversity (cultural, ideological, identity)
Demonstrate social, professional and ethical responsibility and gender sensitivity
Criticism and self-criticism
Promoting free, creative and inductive thinking

SYLLABUS

Nationalism is a modern ideology that was formed in the 18th/19th century, subsequently acquired diverse manifestations and continues to influence collective consciousness to this day, experiencing a global rebirth since the beginning of the 21st century. The undiminished power of nationalism in political discourse stands in striking contrast to the fact that this ideology has been deconstructed by critical research for some time, which has not led to its disappearance, but to its marginalization in scientific historical discourse. The course offers an analysis of the historical path of the ideology of nationalism from its origins to the present day with an emphasis on the diversity of manifestations, the socio-political dynamism of the phenomenon and a systematic analysis of the relevant critical research since the end of the Second World War.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face/live streaming
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT (technology, informatics, communications): multimedia applications and internet: power point, video projection, film, documentary, photographic material. Electronic communication and support of students through the university's platform, e-course.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*	

Activity	***Semester workload***
Lecture preparation	60
Bibliographic research	80

workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS*	Interactive teaching: study, analysis and presentation of bibliography	60
	Presentation of essays	40
	Written assignment	135
	Course total	375 h

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation procedure: Presentation of bibliographic material assigned individually or to small groups of students during the semester for the various modules of the seminar. Written assignment (Greek, English, French, German): Oral presentation during the final session of the seminar (evaluation criteria): documentation, argumentation, clarity in thinking and writing.

ATTACHED BIBLIOGRAPHY

Suggested Bibliography :

S. Eisenstadt / S. Rokkan, Building States and Nations. Models, Analyses and Data Across Three Worlds, 2 vols, Beverly Hills 1973

E. Gellner, Thought and Change, Chicago 1964 (επίσης ο ίδιος, Nations and Nationalism, Cornell 1983)

B, Anderson, Imagined Communities. Reflections on the Origins and Spread of Nationalism, London 1983

A. Smith, Theories of Nationalism, London 1983

M. Hroch, Social Preconditions of National Revival in Europe, Cambridge 1985

E. Hobsbawm, Nations and Nationalism since 1780, New York 1991

K. Zanou, Transnational Patriotism in the Mediterranean, 1800-1850: Stammering the Nation, Oxford 2018

M. Isabella, Southern Europe in the Age of Revolutions, Princeton 2023

Παρασκευάς Ματάλας, Κοσμοπολίτες εθνικιστές. Ο Μωρίς Μπρρές κι οι ανά κόσμο «μαθητές» του, Ηράκλειο 2021

(to be continued)

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ1103**	**SEMESTER**	A (winter semester)
COURSE TITLE	**War and Peace in International Relations, 1945–2000**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon successful completion of the seminar, students will be able to analyze the development of the history of international relations during the second half of the 20th century as a result of studying the dichotomy of "war" and "peace" through the use of archival material (written, audiovisual, etc.), and to assess the significance of bilateral diplomatic relations for the development and structure of global balances.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……*

Production of new research ideas	*Others…* *…….*

Research, analysis and synthesis of data and information, using the necessary technologies; Independent work; Teamwork.

SYLLABUS

The seminar examines the course of international relations from the meetings of Allied leaders that marked the end of World War II to the close of the 20th century. The topics are approached through case studies centered around the axis of war and peace. Issues of international and regional conflicts will be explored (e.g., World War II, the Korean War, Vietnam, the Middle East, the Cyprus issue, the Yugoslav Wars, among others), along with the ways in which the international community responded to crises. The seminar will also address events such as the rise and fall of major powers/superpowers, diplomacy and global strategy in the post-war period, the formation and dissolution of alliances, efforts to organize the international community, the role of the global economy, as well as technological and scientific developments, ideological processes, and social changes that influenced decision-making during both wartime conflicts and periods of peaceful coexistence.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In-person teaching with live streaming available for students enrolled in the Preparatory Postgraduate Programme (ΠΠΣ) who are residing outside of Ioannina.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT (Information and Communication Technologies): 'Multimedia' applications and internet resources: PowerPoint presentations, video screenings, films, documentaries, and photographic material. Electronic communication and student support are provided through the university's e-course platform.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*	

Activity	***Semester workload***
Lecture preparation	40
Bibliographic research	135
Written assignment	200

	Course total	375 h.
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Assessment is based on the writing of a paper in Greek, which will be presented during the seminar sessions. Evaluation criteria include scientific documentation, strength of argumentation, quality of written expression, clarity, and engagement with international bibliography.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Χάγκεν Φλάισερ, Οι πόλεμοι της μνήμης, Νεφέλη, Αθήνα 2012.
- John Lamberton Harper, Ο Ψυχρός Πόλεμος, Gutenberg, Αθήνα 2021.
- Arne-Odd Westad, Ο Ψυχρός πόλεμος. Μια παγκόσμια ιστορία, Πατάκης, Αθήνα, 2021.
- John Lewis Gaddis, Ο Ψυχρός πόλεμος, Παπαδόπουλος, Αθήνα, 2018.
- Γκόφας-Ευαγγελόπουλος-Κοππά (επιμ.), Ένας αιώνας διεθνών σχέσεων: 1919-2019, Πεδίο, Αθήνα 2020.

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ1104**	**SEMESTER**	A (winter semester)
COURSE TITLE	**Issues of Criminality and Repression in the Greek State (19th – Early 20th c.)**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

In the course, source collections from modern and contemporary Greek history are presented and discussed, along with basic research tools related to issues of criminality and repression in the Greek state from the 19th century to the early 20th century.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……

Production of new research ideas	*Others…* *…….*

Familiarization with the history of modern and contemporary Greece, familiarization with issues of law, the history of criminality and repression, and understanding of the broader historical context of modern and contemporary Greek history.

SYLLABUS

The aim of the course is to record and interpret phenomena of criminality from the founding of the Greek state up to approximately the Venizelist period of 1928–1932. These phenomena—particularly brigandage—significantly impacted the daily lives of citizens and the operation of public life, while also being closely linked to forms of social action during that era. Key manifestations of criminality included murders, extortion, livestock theft, abductions, and the capture of individuals for whom high ransoms were demanded.
It should be noted that a network of clientelist relationships developed between offenders and political figures, resulting in a notable surge of such criminal phenomena.
The objective of the course, utilizing historical documentation and source materials, is to address fundamental questions such as: Which aspects of social life were affected by criminal phenomena? What were the consequences of these phenomena and the state's methods of repression? To what extent did the structural weaknesses of the newly established Greek state contribute to the escalation of criminality?
Lecture Topics: Bibliographic approaches to the subject. Key issues and critical questions. Documentation and source analysis. Sources (judicial archives, newspapers, legislation). Categorization of criminal acts. Methods of repression. Penal and correctional policies. The human geography of repression. Criminalization of political life. The character and social function of brigandage. Freedom of expression. Issues of gendered criminality. Social stereotypes and moral values

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In-person teaching with live streaming available for students enrolled in the Preparatory Postgraduate Programme (ΠΠΣ) who are residing outside of Ioannina
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	The courses are conducted with the support of PowerPoint presentations and are supplemented by printed and electronic material, as well as by the E-Course platform.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*	

Activity	***Semester workload***
Lecture preparation	60
Bibliographic research	115
Written assignment	200
Course total	375

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The evaluation is based on the writing of a paper in Greek, which will be presented during the seminars. It is recommended that Erasmus students have knowledge of the Greek language, as the majority of the sources are in Greek. The assessment will focus on the scientific documentation, the argumentation, the quality of the written expression, the clarity, and its engagement with both Greek and international literature.

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Έφη Αβδελά, Δια λόγους τιμής, Βία, συναισθήματα και αξίες σε μια μετεμφυλιακή Ελλάδα, Αθήνα 2002.
- Έφη Αβδελά, «Νέοι εν κινδύνω», Επιτήρηση, αναμόρφωση και δικαιοσύνη ανηλίκων μετά τον πόλεμο, Αθήνα 2013.
- Νικόλαος Α. Αναστασοπουλος, Παραβατικές συμπεριφορές και καταστολή στην Ελλάδα κατά τον Μεσοπόλεμο: το παράδειγμα του Νομού Ιωαννίνων, Ιωάννινα 2012 (2 τόμοι).
- Νικόλαος Α. Αναστασόπουλος, Η ληστεία στο ελληνικό κράτος (μέσα 19ου-αρχές 20ού αι.), Αθήνα 2018.
- Πολυμέρης Βόγλης, Η εμπειρία της φυλακής και της εξορίας, οι πολιτικοί κρατούμενοι στον εμφύλιο πόλεμο, Αθήνα 2002.
- Τάσος Βουρνάς, Τα φοβερά ντοκουμέντα. Η σφαγή στο Δήλεσι, Αγγλοκρατία και Ληστοκρατία, Αθήναι 1980.
- Μάρκος Α. Γκιόλιας, Παραδοσιακό δίκαιο και οικονομία του τσελιγκάτου, Αθήνα 2004.
- Στάθης Δαμιανάκος, Παράδοση ανταρσίας και λαϊκός πολιτισμός, Αθήνα 1997.
- Χρήστος Α. Δερμεντζόπουλος, Το ληστρικό μυθιστόρημα στην Ελλάδα, μύθοι - παραστάσεις - ιδεολογία, Αθήνα χ.χ.
- Γιώργος Αθ. Ζαχαρίου, Η ληστεία στη Θεσσαλία (1750-1931), Βόλος 1997.
- Νίκος Θεοτοκάς - Νίκος Κοταρίδης, Η οικονομία της βίας, Παραδοσιακές και νεωτερικές εξουσίες στην Ελλάδα του 19ου αιώνα, Αθήνα 2006.
- Ακρίτας Καϊδατζής, Ο δικαστικός έλεγχος των νόμων στην Ελλάδα 1844 - 1935, Αθήνα 2015.
- Ιωάννης Σ. Κολιόπουλος, Η ληστεία στην Ελλάδα (19ος αι.). Περί λύχνων αφάς, Θεσσαλονίκη 1996 (πρόκειται για επανέκδοση του: Ληστές, η κεντρική Ελλάδα στα μέσα του 19ο υ αιώνα, Αθήνα 1979).
- Νέστωρ Κουράκης, Ποινική καταστολή μεταξύ παρελθόντος και μέλλοντος, Αθήνα 2009.
- Κώστας Κωστής, «Τα κακομαθημένα παιδιά της Ιστορίας». Η διαμόρφωση του νεοελληνικού κράτους 18ος-21 ος αιώνας, Αθήνα 2014.
- Ρίκα Μπενβενίστε, Η ποινική καταστολή της νεανικής εγκληματικότητας τον 19ο αιώνα (1833-1911), Αθήνα / Κομοτηνή 1994.
- Θεόδωρος Α. Νημάς, «Η ληστοκρατία στη Βορειοδυτική Θεσσαλία από την απελευθέρωσή της (1881) έως το 1930 περίπου», Τρικαλινά, τόμ. 20, Τρίκαλα 2000, σσ. 181-268.
- Γεώργιος Β. Νικολάου, «Η κατάσταση στην περιοχή Τρικάλων τη δεκαετία 1867-1877 με βάση ανέκδοτα έγγραφα του γαλλικού προξενικού πρακτορείου Λάρισας και του υποπροξενείου Βόλου», Τρικαλινά, τόμ. 23, Τρίκαλα 2003, σσ. 167-184.

- Παναγιώτης Στάθης, Κρατική επιβολή και εσωτερική ασφάλεια στην Ελλάδα του 19ου αιώνα (1833- 1864), διδακτορική διατριβή, Πάντειο Πανεπιστήμιο, Αθήνα 1999.
- Διονύσης Τζάκης, «Ένοπλοι στην ελληνοτουρκική μεθόριο στα μέσα του 19ου αιώνα. Τα όρια των αρματολικιών και τα σύνορα των κρατών», Δοκιμές, τχ. 4 (φθινόπωρο 1996), σσ. 8-37.
- Βαγγέλης Τζούκας, «Κράτος, καταστολή και τοπικές κοινωνίες στο Μεσοπόλεμο. Η ληστεία στην Ήπειρο», Η Ελλάδα στο Μεσοπόλεμο (επιμ. Ε. Αβδελά, Ρ. Αλβανός, Δ. Κουσουρής, Μ. Χαραλαμπίδης), Αθήνα 2017, σσ. 133 149.
- Άγγελος Τσιγκρής, Το έγκλημα της ανθρωποκτονίας στην Ελλάδα, Αθήνα - Θεσσαλονίκη 2002.

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ1105**	**SEMESTER**	A (winter semester)
COURSE TITLE	**Women's History, Gender History (19th–21st c.): Theory, Methodology, Archives**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	Seminar	

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/ For students of the Erasmus+ exchange program, assignments may be completed in English.
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Students will:
- Become familiar with research on women's and gender history.
- Understand gender as a category of historical analysis.
- Deepen their knowledge of recent historical literature that uses a gender perspective.
- Practice historical research and synthesis.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……

Production of new research ideas	*Others…* ……..

Exercise of criticism and self-criticism. Search, analysis, and synthesis of data and information, by using the necessary technologies. Independent and team work in an international and interdisciplinary environment. Production of new research ideas. Respect for diversity and multiculturalism. Demonstration of social, professional, and ethical responsibility and sensitivity to issues of race, gender, and religion. Production of free, critical, creative, and inductive thinking.

Understanding modern and contemporary history from the perspective of women's and gender history.

SYLLABUS

The development of feminist theory, women's history, and gender history has contributed significantly to the renewal of historical studies internationally.
The seminar is designed to provide students with a basic understanding of the field of women's and gender history (through concepts, theories, and approaches) in order to familiarize them with the challenges of research in women's and gender history.
The seminar has three main axes: a) the history of women and gender through the analysis of key concepts and historiographical debates, b) research methodology for women's history, with an emphasis on the concept of the archive, c) a factual approach to the presence of women in Europe, especially after the French Revolution, the emergence of the feminist movement at the end of the 19th century, political and social demands, and the slow process of women's emergence from their private and semi-public roles to the forefront of European societies.
In this context, the most important historical works in the international literature on the history of women and gender will be presented and discussed, with an emphasis on the European example (on the themes of rights, participation in politics and the public sphere, family, education, work, violence, and sexuality).

Teaching modules
1-2. Introduction: the history of women and gender in the 1970s and 1980s.
3-4. Gender, a useful category for social analysis.
5. Women, political rights, and revolutions
6. Feminism in 20th-century Europe.
7. Archival research. The "archival turn" and women's history
8. Oral presentations of essays I.
9. Women, work, family: a historiographical debate.
10. Gender, body, and power.
11. Women's history and postcolonial studies.
12. Conceptualizations of gender, subjectivities, historical research.
13. Oral presentations of essays II.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Multimedia and Internet use Electronic communication Course support through the ecourse platform
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	

Activity	***Semester workload***
Seminars-Lectures	40
Preparation for the modules of the course based on bibliography	80
Oral presentations related to the units of the course based on bibliography	60
Oral presentation of the essay	60
Composition of a written essay	135
Course total	375

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of evaluation: Greek, English (for Erasmus+ students) Evaluation methods: - Oral presentations in the context of the course modules based on bibliography and Internet browsing - Oral presentation of the progress of the essay - Essay

ATTACHED BIBLIOGRAPHY

Suggested bibliography
Αβδελά Έφη, Ψαρρά Αγγέλικα, (επιμ.), *Σιωπηρές Ιστορίες. Γυναίκες και φύλο στην ιστορική αφήγηση* (Αθήνα: Αλεξάνδρεια, 1997).
Καντσά Β., Β. Μουτάφη, Ευθ. Παπαταξιάρχης (επιμ.), *Φύλο και κοινωνικές επιστήμες στη σύγχρονη Ελλάδα* (Αθήνα: Αλεξάνδρεια, 2010).
Βαρίκα Ελένη, *Η εξέγερση των κυριών. Η γένεση μιας φεμινιστικής συνείδησης στην Ελλάδα, 1883-1907* (Αθήνα: Κατάρτι, 1996).
Βαρίκα Ελένη, *Με διαφορετικό πρόσωπο. Φύλο, διαφορά και οικουμενικότητα* (Αθήνα: Κατάρτι, 2000).
Γκότση Γλαύκη, Διαλέτη Ανδρονίκη, Φουρναράκη Ελένη (επιμ.), *Το φύλο στην ιστορία: αποτιμήσεις και παραδείγματα* (Αθήνα: Ασίνη, 2015).
Ματθαίου Άννα, *Οικογένεια και σεξουαλικότητα μεταξύ παράδοσης και νεωτερικότητας. Ελληνικές μαρτυρίες, 17ος – αρχές 19ου αι.* (Αθήνα: Μέλισσα, 2019).
Παπαστεφανάκη Λήδα, *Εργασία, τεχνολογία και φύλο στην ελληνική βιομηχανία. Η κλωστοϋφαντουργία του Πειραιά, 1870-1940* (Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης, 2009).
Σαμίου Δήμητρα, *Τα πολιτικά δικαιώματα των Ελληνίδων 1864-1952* (Αθήνα: Σάκκουλας, 2013).
Χαντζαρούλα Ποθητή, *Σμιλεύοντας την ῡποταγή. Οι έμμισθες οικιακές εργάτριες στην Ελλάδα το πρώτο μισό του 20ού αιώνα* (Αθήνα: Παπαζήσης, 2012).

Butler Judith, *Αναταραχή φύλου: Ο φεμινισμός και η ανατροπή της ταυτότητας*, μτφρ. Γιώργος Καράμπελας, εισαγωγή και επιστημονική επιμέλεια Βενετία Καντσά, επίμετρο Αθηνά Αθανασίου (Αθήνα: Αλεξάνδρεια, 2009).
Betti Eloisa, Papastefanaki Leda, Tolomelli Marica, Zimmermann Susan (eds.), *Women, Work, and Activism. Contributions to the history of labour in the long 20th century*, Series: Work and Labor – Transdisciplinary Studies for the 21st Century (Budapest/New York: CEU Press 2022).
Caine Barbara, Glenda Sluga, *Gendering European History, 1780–1920* (Leicester University Press, 2000).
Davidoff Leonore, Catherine Hall, *Family Fortunes: Men and Women of the English Middle Class, 1780-1850* (Chicago: University of Chicago Press, 1987).
Davidoff Leonore, Keith McClelland and Eleni Varikas (eds.), *Gender & History – Retrospect and Prospect* (Oxford: Blackwell, 2000).
De Haan Francisca et al. (eds.), *Women's activism. Global Perspectives from the 1890s to the Present*, (London: Routledge, 2013).
De Haan Francisca, Krassimira Daskalova, Anna Loutfi (eds.), *A Biographical Dictionary of Women's Movements and Feminisms. Central, Eastern and South-Eastern Europe, 19th and 20th Centuries* (Budapest: CEU Press, 2006).
Evans Richard G., *The Feminists: Women's Emancipation Movements in Europe, America and Australasia, 1840–1920* (Routledge, 1977).
Evans Richard G., *Comrades and Sisters: Feminism, Socialism and Pacifism in Europe, 1870–1945*, (St Martin's, 1987).
Frader L. and S. O. Rose (eds.), *Gender and Class in Modern Europe* (Cornell University Press 1996).
Fraisse Geneviève, Michelle Perrot (eds.), *A History of Women in the West, vol. IV: Emerging Feminism from the Revolution to the First World War* (Cambridge, MA: Harvard University Press, 1998).
Frevert Ute, *Women in German History: From Bourgeois Emancipation to Sexual Liberation* (Berg Publishers, 1990).
Kimble Sara L., Marion Röwekamp (eds.), *New Perspectives on European Women's Legal History, Routledge Research in Gender and History* (New York: Routledge, 2016).
Lawrence Klejman, Florence Rochefort, *L'Egalité en marche: Le féminisme sous la Troisième République* (Paris: Presses de la Fondation Nationale des Sciences Politiques, 1989).
Leeb Claudia, *Power and Feminist Agency in Capitalism. Toward a New Theory of the Political Subject* (New York: Oxford University Press, 2017).
Offen K., R. Roach Pierson και J. Rendall (eds.), *Writing Women's History. International Perspectives* (London: Macmillan, 1991).
Roach Pierson Ruth, and Nupur Chaudhuri (eds.), *Nation, Empire, Colony: Historicizing Gender*

and Race (Bloomington and Indiana: Indiana University Press, 1998).
Sarti Raffaella, Anna Bellavitis and Manuela Martini (eds.), *What is Work? Gender at the Crossroads of Home, Family, and Business from the Early Modern Era to the Present* (New York: Berghahn, 2018).
Sohn A.-M., F. Thélamon (eds.), *L'histoire sans les femmes est-elle possible?* (Rouen: Perrin, 1998).
Smith Bonnie G., *The Gender of History: Men, Women, and Historical Practice* (Cambridge, MA: Harvard University Press, 1998).
Smith Bonnie G., (ed.), *Global Feminisms Since 1945* (Routledge, 2000).
Sowerwine Charles, *Sisters or Citizens? Women and Socialism in France since 1876* (Cambridge University Press, 1982).
Thébaut Françoise (ed.), *History of Women in the West, Volume V: Toward a Cultural Identity in the Twentieth Century* (Cambridge, MA: Harvard University Press, 1996).
Thébaud Françoise, *Écrire l' histoire des femmes et du genre* (Paris: ENS éditions, 2007).

Related academic journals

Gender and History
Journal of the History of Sexuality
Journal of Women's History
History Workshop Journal
Signs: Journal of Women in Culture and Society

Aspasia. The International Yearbook of Central, Eastern and Southeastern European Women's and Gender History

- Suggested bibliography:

- Related academic journals:

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ1106**	SEMESTER	A (winter semester)
COURSE TITLE	**INTRODUCTION TO ANIMAL STUDIES/HUMAN-ANIMAL RELATIONS. MULTI-DISCIPLINARY APPROACHES**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	Lesson delivery	

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background course with a general knowledge specialization in the fields of History, Anthropology and Animal Studies
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and for Erasmus+ exchange students in English, French or Italian, if applicable
IS THE COURSE OFFERED TO ERASMUS STUDENTS	And for Erasmus+ students
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Learning outcomes: to familiarize students with a predominantly interdisciplinary subject such as Animal Studies, through the analysis of the concept of the environment and the relationships between human and non-human organisms in a historical and anthropological perspective.
Develop skills related to human/animal research (e.g., tracing, recording, creating podcasts, digitizing results)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……*
Production of new research ideas	*Others…* *…….*

The course aims primarily to raise students' awareness of issues of respect and protection of the natural environment and to awaken and politicize the defense of non-human organisms.

The course also aims to:
- To search, analyze and synthesize data and information about the environment and animals and human/animal relationships using literature and primary sources as well as field recording (using photographs, recording sounds and soundscapes, creating podcasts, etc.)
- Decision-making
- Teamwork
- Working in an international and interdisciplinary environment
- generating new research ideas
- Critical and self-critical thinking about environmental and non-human organisms/groups
- Demonstrating social, professional and ethical responsibility and sensitivity to animal and environmental issues

SYLLABUS

Many years of research have passed since Fernand Braudel, in his famous work "Material Culture, Economy and Capitalism (15th-18th century)", devoted a few pages - however dense - to animals in the sub-chapter "animal power" of the fifth chapter entitled "the spread of technology: energy sources and metallurgy". Since then, in the world literature, the study of animals and the 'human-animal' relationship has become the mainstream in environmental history, intellectual history, cultural history, the history of medicine, science and technology. And precisely because the study of animals has invaded research from many angles, for experts, animal history is an "animal turn" - analogous to the "linguistic turn" - not just a new "sub-field" of analysis.

However, although the relationship between humans and animals is not a completely new field of European and world historiography, the topics that have been identified abroad as "animal studies" are extremely limited in Greek anthropological and historical research.

The seminar will study both the concept of the environment and human-animal relations, analyzing the work of anthropologists - such as Tim Ingold - who explore a new 'ontological equivalence' between humans and animals, challenging the centuries-old western/colonial dualism between society and nature, between the human and animal condition. Examples will be explored that reveal the multiple ways in which colonial policies and narratives have defined the relationship between human and animal populations: languages, societies, cultures, ecosystems, climate change, etc. bear the marks of human imperialism, conquest, migratory flows, globalization, colonialism and neo-colonialism.

In this context, questions such as "what would it mean for the human species to decolonize its relations with other organisms on the planet?" or "would it ever be possible to decolonize animals?", will be addressed in the seminar through multi-scientific approaches.

In particular, we will be concerned with narratives, images and symbols of animals and the relationship between humans and animals in modern and contemporary Greek and European history.

Fields of Lectures

1. Introduction to animal studies: multidisciplinary approaches and research production in universities and research institutions
2. Social anthropology, environment and animal studies
3. Colonialism and perceptions of the environment and animals
4. "Victims of Fashion": animal commodities in Victorian Britain
5. Equestrian cultures: from the Ottoman Empire to the new Greek state
6. From domestication to exploitation: statistical examples
7. The concept and reality of the zoo in modern Europe
8. Animals as entertainment, sport and spectacle in Greece and Europe
9. Animals as symbols in modern and contemporary times
10. Animals as companions: examples from famous writers, scientists, artists
11. Animals in National Socialism
12. Animals in science, education and therapy: contemporary concepts and practice
13. The politicization of animal advocacy - new activist movements and organizations for the protection of the environment and animals

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face and distance delivery	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Strong use of power point presentations and related videos, documentaries, photographic material, podcasts	
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching,*	***Activity***	***Semester workload***
	Independent study	110 hours
	Source Detection and Preparation	100 hours
	Search of foreign language literature	60 hours
	Writing a paper - Creating a podcast	105 hours

educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS*		
	Course total	375 hours

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation language: Greek and for Erasmus+ exchange students in English, French or Italian, if applicable Assessment methods: 1.Bibliographical assignment and oral presentation in the course 2.Written work (individual or group). The written work may also be presented as a podcast.

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

(The global research and literature on animals and human-animal relations is vast. As part of the educational process of the seminar, students will be required to explore the literature according to the topic they choose for the project. The following bibliography is purely indicative).

- Adelman, Juliana. 2020. *Civilised by Beasts: Animals and Urban Change in Nineteenth-century Dublin.* Manchester: Manchester University Press
- Ahmad, Diana L. 2016. *Success Depends on the Animals: Emigrants, Livestock, and Wild Animals on the Overland Trails, 1840–1869*. Reno: University of Nevada Press.
- Albarella, Umberto, Keith Dobney, Anton Ervynck and Peter Rowley-Conwy. 2007. *Pigs and humans: 10,000 years of interaction*. New York: Oxford University Press.
- Allen, Barbara. 2009. *Pigeon*. London: Reaktion Books.
- Alves, Abel A. 2011. *The Animals of Spain: An Introduction to Imperial Perceptions and Human Interaction with Other Animals, 1492-1826*. Leiden: Brill.
- Anderson, Virginia DeJohn. 2004. *Creatures of Empire: How domestic animals transformed early America.* Oxford , New York: Oxford University Press.
- Arluke, Arnold and Boria Sax. 1992. Understanding Nazi animal protection and the holocaust. *Anthrozoös.* 5(1): 6-31.
- Atkins, Peter (ed.). 2012. *Animal Cities: Beastly Urban Histories*. Burlington: Ashgate.
- Ayres, Brenda (ed.). 2018. *Victorians and Their Animals: Beast on a Leash*. New York: Routledge.
- Bankoff, Greg, Sandra Scott Swart and P. Boomgaard. 2007. *Breeds of Empire: The 'invention' of the Horse in Southeast Asia and Southern Africa, 1500-1950.* Copenhagen: NIAS.
- Colley, Ann C. 2014. *Wild Animal Skins in Victorian Britain: Zoos, Collections, Portraits, and Maps*. New York: Routledge
- Cooper, Jilly. 1983. *Animals in War*. London: Heinemann.
- Crosby, Alfred W. 1986. *Ecological Imperialism: The Biological Expansion of Europe, 900-1900.* Cambridge: Cambridge University Press

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ1107**	**SEMESTER**	A (winter semester))
COURSE TITLE	**Everyday Life in the Balkans and Asia Minor in the Early Modern Period: Social Relations, Perceptions, Practices**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English (for Erasmus+ students)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

- Familiarisation with the research of social history at the level of everyday life
- Acquaintance with the study of pre-modern societies under Ottoman rule
- Identification of continuities and discontinuities in people's social experience from pre-modern times to modernity
- Training in historical research and synthesis.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……*
Production of new research ideas	*Others…* *…….*

Critical reflection, self-criticism

Respect for diversity and multiculturalism

Promotion of free, creative and inductive thinking

Working independently

Understanding the communicative dynamics of history

Critical analysis of the ideological uses of history

Understanding of Greek history in its broader geographical and cultural context

SYLLABUS

The postgraduate course examines the conditions of living and co-existing in the cities and countryside of the Balkans, the Aegean and western Asia Minor under Ottoman rule. The course aims to familiarize the students with scholarly considerations of everyday life and experiences, with particular emphasis on social relations, perceptions and practices. In this context, it adopts a "bottom-up" perspective, focusing on social groups and individuals, on the way they experience and internalise the world they live in, and on their relationships with others. At the same time, it examines the structures and cultural contexts in which everyday perceptions and practices are embedded, as well as the dynamics of historical change.

Teaching modules

1. Introduction to the concept of everyday life. The relationship between the study of everyday life and microhistory, social anthropology and folklore studies is presented, together with the connection between personal actions and experiences, on the one hand, and material life, institutions and processes, on the other. The module gives an overview of the populations and the linguistic and religious plurality of the Balkans, western Asia Minor and the Aegean Islands, and explains both the concept of early modernity and the process of transition to the modern world.
2. Populations and collective identities. The module examines the main demographic developments, together with the diffusion of religions, spoken languages and scripts. It also explores the notions and workings of self-identification and other-identification in this context of religious and ethnic plurality.
3. Work. The module examines the temporal flow of productive activities as anchored in the day-night span and in the alternation of the seasons. In addition, it explores the organization and experience of work in the countryside and the city, in relation to different social and religious groups.
4. Family, kinship and social networks. The module examines how kinship is organized; it presents the forms of domestic organisation of urban, rural and pastoral populations, as well as of the archontic classes, and explains other forms of social affiliation that were of particular importance in everyday life, such as communities, neighbourhoods, guilds, monastic communities and dervish lodges.
5. Age and gender. The module examines how age groups were conceptualised and what social roles were associated with them. In this framework, it analyses perceptions of childhood and the realities of children's lives, the transition to adulthood, and age hierarchies. At the same time, it presents perceptions and practices based on gender

relations, on the social worlds of men and women, and on sexuality.
6. Material culture and consumption. In this module the diet and availability of goods are examined, together with the prohibitions on food consumption, the main types of clothing, and state, church, and community regulations on clothing and luxury goods. The configuration of living spaces and their evolution in relation to ethno-cultural groups and social classes is also explored.
7. Sociability and entertainment. The module deals with the social intercourse of men and women in town and country. It focuses on the particular forms of social interaction in the bathhouse and in the coffee-house, and on the forms of entertainment in the context of religious celebrations or of other events of a public nature.
8. Travel and movement. The module focuses on land and sea routes, on modes of travel and on specific practices of mobility and migration. It presents the different types of travellers, the social worlds of sea and land travel, as well as Muslim and Christian pilgrimage.
9. The relationship with the supernatural. The module deals with the forms and sites of religious performance and with the main worship practices of believers of the three Abrahamic religions. Christian monastic communities and Muslim dervish brotherhoods are particularly examined, as well as the scope of popular religious beliefs, faiths and practices.
10. The “dark sides of life”. The module looks at natural disasters, epidemics and food crises, with special reference to the plague. Ot also analyses the different manifestations of violence in people’s daily lives, in the punishment of offences and crimes, in the activities of bandits, pirates and corsairs, and in the context of collective protests and uprisings.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Multimedia and Internet use Electronic communication Course support through the ecourse platform

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning*	***Activity***	***Semester workload***
	Seminars	40
	Preparation for the modules of the course based on bibliography	80
	Oral presentations related to the units of the course based on bibliography	60
	Oral presentation of the essay	60
	Composition of a written essay	135

activity are given as well as the hours of non-directed study according to the principles of the ECTS		
	Course total	375

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of evaluation: Greek, English (for Erasmus+ students) Evaluation methods: - Oral presentations in the context of the course modules based on bibliography and Internet browsing - Oral presentation of the progress of the essay - Essay

ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Asdrachas, Spyros (ed.), *Ελληνική οικονομική ιστορία*, 2 vols, Athens 2003.

Faroqhi, Suraiya, *Κουλτούρα και καθημερινή ζωή στην Οθωμανική Αυτοκρατορία: από τον Μεσαίωνα ως τις αρχές του 20ού αιώνα*, transl. Katerina Papakonstantinou, Athens 2000.

Gara, Eleni, M. Erdem Kabadayı and Christoph K. Neumann (eds, *Popular protest and political participation in the Ottoman Empire*, Istanbul 2011.

Gara, Eleni, and Yorgos Tzedopoulos, *Χριστιανοί και μουσουλμάνοι στην Οθωμανική Αυτοκρατορία: Θεσμικό πλαίσιο και κοινωνικές δυναμικές*, Athens 2015.

Hasluck, Frederick, *Χριστιανισμός και ισλάμ την εποχή των σουλτάνων*, transl. F. Kalogirou and M. Bletas, 2 vols, Athens 2004.

Kaftantzoglou, Roxani (ed), *Οικογένειες του παρελθόντος: Μορφές οικιακής οργάνωσης στην Ευρώπη και τα Βαλκάνια*, Athens 1996.

Kostis, Kostas, *Στον καιρό της πανώλης: Εικόνες από τις κοινωνίες της ελληνικής χερσονήσου, 14ος-19ος αιώνας*, Heraclion, 1995.

Matthaiou, Anna, *Οικογένεια και σεξουαλικότητα μεταξύ παράδοσης και νεωτερικότητας (ελληνικές μαρτυρίες, 17ος-αρχές 19ου αι.)*, Athens 2019.

Nitsiakos, V., *Παραδοσιακές κοινωνικές δομές*, Athens ^{3}2000.

Sariyiannis, Marinos, *Η απόλαυση στην οθωμανική Κωνσταντινούπολη*, Athens 2003.

Related academic journals:

Μνήμων

Τα Ιστορικά

Turcica

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ1108**	**SEMESTER**	A
COURSE TITLE	**Historicity of Borders and Ethnography of Borderline Areas**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	Seminar	

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/ For students of the Erasmus+ exchange program, assignments may be completed in English.
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course will explore the historicity, anthropology and ethnography of borders combined with an ethnographic fieldwork exercise in Greece and Albania.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……

Production of new research ideas	*Others…* *…….*
Familiarization with theory and knowledge about Balkan history.	

SYLLABUS

The border, both in its form and in its conceptualization, has varied throughout History. In ancient and medieval societies, the border was not a line as it is in modernity, but a neutral zone, which is not precisely defined. Also, in its symbolic dimension, as a boundary, it takes on different meanings depending on the state formations prevailing at any given time and space, and it is associated predominantly with collective identities, defining their relations with 'otherness'.
Anthropology of borders is a rapidly developing field, which was essentially established through Fr. Barth's pioneering work on ethnic groups and borders: *Ethnic groups and boundaries. The social organization of cultural difference* (1965). The next seminal publication is the book by T. W. Wilson and H. Donnan (eds): *Border identities. Nation state at international frontiers* (1998). One of the main parameters emphasized by the aforementioned authors in the introduction to the book, is the symbolic dimension of the border, which is linked to identities - national identities in modernity. The discussion has further advanced in the post-modern context, where the discourse now also includes the 'de-territorialization of identities' (A. Appadurai, *Modernity at large. Cultural dimensions of globalization*, 1997).

In the seminar we will first address the theoretical and methodological issues concerning the border in its historical dimension but from the Social Anthropology perspective. We will then focus on the case of the Balkans in relation to the transition from Ottoman rule to that of contemporary nation-states. We will be particularly engaging with the issue of border demarcation in relation to national and ethnic identities. As an example, we will focus on the case of the Greek-Albanian border and the Macedonian issue. Thus, we will look at the related border regions of Epirus and Macedonia.
The seminar also includes ethnographic fieldwork.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Multimedia and Internet use Electronic communication Course support through the ecourse platform

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	***Activity***	***Semester workload***
	Seminars-Lectures	40
	Preparation for the modules of the course based on bibliography	135
	Composition of a written essay	200
	Course total	375

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The assessment is based on a written assignment in Greek, which will be presented during the seminars. Scientific justification, reasoning, quality and clarity of writing, clarity, as well as its correspondence with both the Greek and international literature will be evaluated.

ATTACHED BIBLIOGRAPHY

Banks, M., Εθνοτισμός ,Ελληνικά γράμματα, Αθήνα, 2005 (αγγλική έκδοση 1996).
Mazower, M., Τα Βαλκάνια, Θεμέλιο, Αθήνα, 2002.
Puaux , P., Δυστυχισμένη Βόρειος ΄Ηπειρος, Τροχαλία, Αθήνα 1991 (γαλλική έκδοση 1914).
Αρς, Γκ. Η Αλβανία και η ΄Ηπειρος στα τέλη του ΙΗ΄ και στις αρχές του ΙΘ΄ αιώνα, Gutenberg, Αθήνα, 1994.
Λέκκας, Ρ., Το παιχνίδι με το χρόνο. Εθνικισμός και νεωτερικότητα, Ελληνικά γράμματα, Αθήνα, 2001.
Λιάκος, Α.,, Πώς στοχάστηκαν το έθνος αυτοί που θέλησαν να αλλάξουν τον κόσμο;,Πόλις, Αθήνα, 2005.

Anderson, B., Imagined communities, Verso, London, 1983.
Barth, F., «Introduction», στο F. Barth (ed.), Ethnic groups and boundaries: The social organization of cultural difference , G. Allen and Unwin, London, 1969.
Cunnigham H. and Heyman, J.M., «Introduction: Mobilities and enclosures at borders», Identities: Global Studies in Culture and Power, 11, 2004, σελ. 289-302.
Wilson, Th. W., and Donnan, H., (eds), Border identities. Nation and state at international frontiers, U.P. Cambridge, 1998, σελ. 96-116.
Fog Olwig, K. and Hastrup, K., Siting culture, Routledge, London, 1997.
Green, S., Notes from the Balkans: Locating marginality and ambiguity on the Greek-Albanian border, U.P., Princeton, 2005.
Hannerz, U., «Being there…and there…and there! Reflections on multi-sited ethnography», Ethnography, 4,2, 2003, σελ. 201-216
Kearney, M., «Transnationalism in California and Mexico at the end of Empire», στο Wilson, Th. W. and Donnan, H., (eds), Border identities. Nation and state at international frontiers, U.P. Cambridge, 1998, σελ.117-141.
Kivisto, P., «Theorizing transnational immigration: A critical review of current efforts», Journal of Ethnic aand Racial Studies, 24,4 , 2001, σελ. 549-577.
Marcus, G.E., Ethnography through thick and thin, Princeton U.P., New Jersey, 1998.
Todorova M. (ed.), Balkan identities. Nation and memory, Hurst & Company, London, 2004.
Donnan, H. (eds), Border identities. Nation and state at international frontiers, U.P. Cambridge, 1998.
Wilson, Th. W. and Donnan, H. (eds.) , Border identities. Nation and state at international frontiers, Cambridge U.P., Cambridge, 1998.

Wolf, E., Europe and the people without history, University of California Press, Berkley, 1982.

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ2201**	**SEMESTER**	B (spring semester)
COURSE TITLE	**Institutions in the Greek State: Formation and Evolution**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course presents and discusses collections of archival sources and documents from modern Greek history, as well as key research tools related to issues concerning institutions during the existence of the Greek state. The course enhances students' interest in the institutional formation and development of the Greek state and encourages their initiative in formulating proposals, thoughts, and reflections regarding the use and methods of utilizing available historical data and documents. Starting from the Greek Revolution and ending with the post-dictatorship period, the course presents, interprets, and analyzes all institutional aspects related to the state, its formation, public administration, and institutional modernization.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……

Production of new research ideas	*Others…* *…….*

Familiarization with the theoretical discussion of the historical data from the period and the history of institutions in the Greek state. Introduction of students to the essential literature for the period under study and to the techniques of writing an independent historical paper in an interdisciplinary environment, not only from the perspective of political history but also from the perspective of the social sciences as a whole.

SYLLABUS

More specifically, the course examines issues related to the organization of the state, the functioning of political institutions, and the establishment of constitutions. Additionally, topics concerning the constitutional evolution and the representation of the power holders, with an emphasis on their social base and programmatic principles during the existence of the Greek state, will be discussed. Urban modernization and changes in the economy illuminate and influence the aspects of this institutional development.

In the same direction, issues regarding the evolution of the political system and the electoral process, the influence of the executive power, the organization of justice, and military interventions will be analyzed. The course also follows the processes related to Greece's integration into European unification.

Overall, the goal of the course is to introduce students to the theoretical discussion on the institutional formation and corresponding evolution of the Greek state. Likewise, the course aims to familiarize students with the essential literature on the subject, the critical approach to sources (which are presented and analyzed during the lectures), and the technique of writing a historical paper.

Lecture Topics: Organization of power and the formation of political institutions during various periods of Greek state history, constitutions and the establishment of constitutional government, revisions of constitutions and constitutional modernization, periods of the Greek Republic: institutions, reforms, political system, policies. Regimes and violations of democratic institutions, sources, documentation, and analysis of relevant texts.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In-person teaching with live streaming available for students enrolled in the Preparatory Postgraduate Programme (ΠΠΣ) who are residing outside of Ioannina
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	The courses are conducted with the support of PowerPoint presentations and are supplemented by printed and electronic material, as well as by the E-Course platform. As part of the course, a field trip to the Hellenic Parliament and the National Historical Museum of Athens may take place. Students will be shown relevant historical archival material (videos) from the Historical Film Archive of ERT.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*	

Activity	***Semester workload***
Lecture preparation	60
Bibliographic research	115
Written assignment	200

	Course total	375
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The evaluation is based on the writing of a paper in Greek, which will be presented during the seminars. It is recommended that Erasmus students have knowledge of the Greek language, as the majority of the sources are in Greek. The assessment will focus on the scientific documentation, the argumentation, the quality of the written expression, the clarity, and its engagement with both Greek and international literature.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

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- Βαγγέλης Αγγελής, «Γιατί χαίρεται ο κόσμος και χαμογελάει, πατέρα…», Μαθήματα Εθνικής Αγωγής και νεολαιίστικη προπαγάνδα στα χρόνια της μεταξικής δικτατορίας, Αθήνα 2006.
- Νίκος Αλιβιζάτος, Οι πολιτικοί θεσμοί σε κρίση 1922 - 1974, Όψεις της ελληνικής εμπειρίας, Αθήνα 1995.
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- Θάνος Βερέμης, Οι επεμβάσεις του στρατού στην ελληνική πολιτική 1916 – 1936, Αθήνα 1977.
- Θάνος Βερέμης – Γιάννης Κολιόπουλος, Ελλάς, Η σύγχρονη συνέχεια. Από το 1821 μέχρι σήμερα, Αθήνα 2006.
- Τάσος Βουρνάς, Ιστορία της Νεώτερης και Σύγχρονης Ελλάδας, τόμ. Β΄, Αθήνα 2001.
- Έφη Γαζή, Πατρίς, Θρησκεία, Οικογένεια, Ιστορία ενός συνθήματος (1880 – 1930), Αθήνα 2011.
- Βίκα Δ. Γκιζελή, Κοινωνικοί Μετασχηματισμοί και προέλευση της κοινωνικής κατοικίας στην Ελλάδα (1920 - 1930), Αθήνα 1984.
- Γρηγόριος Δαφνής, Η Ελλάς μεταξύ δύο πολέμων 1923 - 1940, τόμ. Α΄ και Β΄, 1955.
- Η Ελλάδα ’36 - ’40. Από τη Δικτατορία στον Εμφύλιο, Τομές και συνέχειες (επιμ. Χάγκεν Φλάισερ), Αθήνα 2003.
- Ιστορία της Ελλάδας του 20ού αιώνα, Ο Μεσοπόλεμος 1922 - 1940 (επιμ. Χρήστος Χατζηιωσήφ), τόμ. Α΄ και Β΄, Αθήνα 2002.
- Ιστορία του Ελληνικού Έθνους, τόμ. ΙΕ΄.
- Margaret E. Kenna, Η κοινωνική οργάνωση της εξορίας, πολιτικοί κρατούμενοι στον Μεσοπόλεμο, Αθήνα 2004.
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- Bernard Pierron, Εβραίοι και χριστιανοί στη νεότερη Ελλάδα, ιστορία των διακοινοτικών σχέσεων από το 1821 ως το 1945, (μτφ. Γιώργος Σαρατσιώτης), Αθήνα 2004.
- Πέτρος Πιζάνιας, Οι φτωχοί των πόλεων, η τεχνογνωσία της επιβίωσης στην Ελλάδα το μεσοπόλεμο, Αθήνα 1993.
- Άλκης Ρήγος, Η Β΄ Ελληνική Δημοκρατία 1924 - 1935, Κοινωνικές διαστάσεις της πολιτικής σκηνής, Αθήνα 1992.
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- Κωνσταντίνος Σβολόπουλος, Η ελληνική εξωτερική πολιτική, 1900 - 1935, Αθήνα 1992.
- Σπύρος Τζόκας, Ο Ελευθέριος Βενιζέλος και το εγχείρημα του αστικού εκσυγχρονισμού 1928 – 1932, η οικοδόμηση του αστικού κράτους, Αθήνα 2002.
- Χάγκεν Φλάισερ (επιμ.), Η Ελλάδα ’36 - 49. Από τη Δικτατορία στον Εμφύλιο. Τομές και συνέχειες, Αθήνα, 2003.
- Ιωάννης Κ. Χασιώτης, Επισκόπηση της ιστορίας της νεοελληνικής διασποράς, Θεσσαλονίκη 1993.
- Ευάνθης Χατζηβασιλείου, Ο Ελληνικός Φιλελευθερισμός στο Σταυροδρόμι: Η «σοσιαλίζουσα» φάση 1934 - 1944, Αθήνα 2003.
- Gunnar Hering, Τα πολιτικά κόμματα στην Ελλάδα, 1821 - 1936 (μτφ. Θόδωρος Παρασκευόπουλος), τόμ. Β΄, Αθήνα 2004.
- Χρήστος Χατζηιωσήφ, Η γηραιά σελήνη, η βιομηχανία στην ελληνική οικονομία, 1830 - 1940, Αθήνα 1993.
- Μιχάλης Ψαλιδόπουλος, Η κρίση του 1929 και οι Έλληνες οικονομολόγοι. Συμβολή στην ιστορία της οικονομικής σκέψης στην Ελλάδα του μεσοπολέμου, Αθήνα 1989.
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- Ξενοφών Ε. Ζολώτας, Η Ελλάς εις το στάδιον της εκβιομηχανίσεως, Αθήνα 1926
- Ξενοφών Ε. Ζολώτας, Κατευθύνσεις της οικονομικής μας πολιτικής, Αθήνα 1936.
- Μαργαρίτα Δρίτσα, Βιομηχανία και Τράπεζες στην Ελλάδα του μεσοπολέμου, Αθήνα 1990.
- Θάνος Βερέμης (επίμ.), Ο Μεταξάς και η εποχή του, Αθήνα 2009.
- Σπύρος Μαρκέτος, Πώς φίλησα τον Μουσολίνι! Τα πρώτα βήματα του ελληνικού φασισμού, τόμ. Ι, Αθήνα 2006.
- Η Ελλάδα στο Μεσοπόλεμο, μετασχηματισμοί και διακυβεύματα, (επιμ. Έφη Αβδελά, Ραϋμόνδος Αλβανός, Δημήτρης Κουσουρής, Μενέλαος Χαραλαμπίδης), Αθήνα 2017.

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ 2202**	**SEMESTER**	B (spring semester)
COURSE TITLE	**American Revolution: the Constitution of the Middle-Class World**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek; English; French
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Familiarization of students with the analysis of different social conditions in the metropolis and colony during the 18th century, understanding of diversity and social contradictions, the coexistence of economic and social progress with political regression and racism. Development of analytical ability and critical thinking in the face of what is presented today as self-evident, 'politically correct' or generally acceptable.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……

Production of new research ideas	*Others…* *……*
Research, analyze and synthesize data and information, with the use of the appropriate and necessary technology Adapting to new situations Independent work and teamwork Working in an international and interdisciplinary environment Respect for diversity (cultural, ideological, identity) Demonstrate social, professional and ethical responsibility and sensitivity to gender and race issues Criticism and self-criticism Promoting free, creative and inductive thinking	

SYLLABUS

In the seminar we will examine the reasons and contexts that led to the transformation of American democracy into a "middle-class republic", highlighting the political, economic, social and cultural dynamics that developed over the centuries of its existence, with internal contradictions and often in contrast to the more familiar European developments. The philosophical and political foundations of American democracy will be sought; slavery, racial and gender discrimination will be treated as an organic part of the social structure; and comparisons with European aristocratic models will be attempted.

Scheduling meetings:

1-2: Pre-Revolutionary America and the Struggle for Independence
3-4: The Constitution and the Constitution of the State
5-6: Discussing Tocqueville's *De la démocratie en Amérique*
7: Economy, Railways and Industrial Development in the 19th Century
8: Frontier Thesis, Territorial Expansion and the Integration of the Middle Rural Class
9-10: Slavery and Racial Discrimination
11-12: The rise of wage labor
13: Paper presentation.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face/live streaming
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT (technology, informatics, communications): multimedia applications and internet: power point, video projection, film, documentary, photographic material. Electronic communication and support of students through the university's platform, e-course.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,*	

Activity	***Semester workload***
Lecture preparation	60
Bibliographic research	80

tutorials, placements, clinical practice, art		

workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Interactive teaching: study, analysis and presentation of bibliography	60
	Presentation of essays	40
	Written assignment	135
	Course total	375 h

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation procedure: Presentation of bibliographic material assigned individually or to small groups of students during the semester for the various modules of the seminar. Written assignment (Greek, English, French): Oral presentation during the final session of the seminar (evaluation criteria): documentation, argumentation, clarity in thinking and writing

ATTACHED BIBLIOGRAPHY

Suggested Bibliography :

Robert J. Allison, *The American Revolution: A Very Short Introduction*, Oxford University Press, 2015

Bernard Bailyn, *The Ideological Origins of the American Revolution*, Harvard University Press, (1967), 1992

Joseph J. Ellis, *American Creation: Triumphs and Tragedies in the Founding of the Republic*, New York: Alfred A. Knopf, 2007

Joseph K. Ellis, *The Cause: The American Revolution and its Discontents, 1773-1783*, Liveright, 2021

Jeffrey A. Engel, Mark Atwood Lawrence, Andrew Preston (eds), *America in the World: A History in Documents from the War with Spain to the War on Terror*, Princeton University Press, 2014

Eric Foner, *Give me Liberty: An American History*, New York: Norton, 2017 (5th edition)

Matthew Harris/Thomas Kidd (eds), *The Founding Fathers and the Debate over Religion in Revolutionary America: A History in Documents*, Oxford University Press, 2011

Merrill Jensen, The Founding of a Nation: A History of the American Revolution, 1763-1776, Oxford University Press, (1968), 2004

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Christopher Lasch, *The True and Only Heaven: Progress and its Critics*, New York : W. W. Norton & Company, 1991

Yuval Levin, *The Great Debate: Edmund Burke, Thomas Paine, and the Birth of Right and*

Left, New York: Basic Books, 2014
James M. McPherson, *Cry of Freedom: The American Civil War*, London: Penguin, 1990
Pauline Maier, *From Resistance to Revolution: Colonial Radicals and the Development of American Opposition to Britain, 1765-1776*, New York: W.W. Norton & Company, 1992
Pauline Maier, *American Scripture: Making the Declaration of Independence*, New York: Vintage, 1998
Pauline Maier, *Ratification: The People Debate the Constitution*, 1787-1788, Simon & Schuster, 2011
Sandy L. Maisel, *American Political Parties and Elections: A Very Short Introduction*, Oxford: Oxford University Press, 2016
Pierre Manent, *Les libéraux*, Paris: Gallimard, 2001
Pierre Manent, *Tocqueville et la nature de la démocratie*, Paris : Gallimard, 2006
Jack N. Rakove, *Original Meanings: Politics and Ideas in the Making of the Constitution*, Vintage, 1997
Jack N. Rakove, *The Beginnings of National Politics: An Interpretive History of the Continental Congress*, Johns Hopkins University Press, 2019
David Reynolds, *America, Empire of Liberty: A New History*, London: Penguin 2010
Jeffrey Rosen, *The Pursuit of Happiness: How Classical Writers on Virtue Inspired the Lives of the Founders and Defined America*, Simon & Schuster, 2024
Laurence R Samuel, *The American Middle Class: A Cultural History*, Routledge, 2013
Simon Schama, *The American Future: A History from the Founding Fathers to Barak Obama*, New York: Vitage, 2009
James T. Schleifer, *The Making of Tocqueville's 'Democracy in America'*, Liberty Fund, 2000
Alexis de Tocqueville, *De la démocratie en Amérique*, t. I (1835), t. II (1840), Paris : Flammarion, 1981
Alan Taylor, *American Revolutions: A Continental History, 1750-1804*, New York: W.W. Norton, 2016
Gordon S. Wood, *The Radicalism of the American Revolution*, Vintage, 1993
Gordon S. Wood, *The Creation of the American Republic, 1776-1787*, University of North Carolina Press, 1998
Gordon S. Wood, *Constitutionalism in the American Revolution*, Oxford University Press, 2021
Howard Zinn, *A People's History of the United States*, Harper & Row, (1980), 2015

Suggested US history Sites:

https://history.state.gov/milestones/all
http://www.ushistory.org/us/
https://www.usa.gov/history
https://americainclass.org/
https://www.ferris.edu/HTMLS/news/jimcrow/
(Jim Crow Museum of Racist Memorabilia, Ferris State University)
http://americainclass.org/primary-sources/

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ2203**	**SEMESTER**	B (spring semester)
COURSE TITLE	**Worlds of Labour: Historiographical Approaches, Sources, Methodology**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	Seminar	

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/ For students of the Erasmus+ exchange program, assignments may be completed in English.
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Students will:

- Become familiar with research on the history of labour.
- Gain a deeper understanding of the relevant literature on modern history and social sciences.
- Practise historical research and synthesis.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……

Production of new research ideas	*Others…* *…….*
Exercise of criticism and self-criticism. Search, analysis, and synthesis of data and information, by using the necessary technologies. Independent and team work in an international and interdisciplinary environment. Production of new research ideas. Promotion of free, creative and inductive thinking. Respect for diversity and multiculturalism. Demonstration of social, professional and ethical responsibility and sensitivity to to issues of race, gender, and religion. Production of free, critical, creative, and inductive thinking.	

SYLLABUS

The course examines the historical development of the concept of work in modern and contemporary times through different historiographical approaches. From the first theoretical references to the industrial mode of production (A. Smith, D. Ricardo) to the present day, labour—a commodity and market component, detached from the philosophical dimension of human activity that identifies it with life itself— occupies a central place in the field of economics, not only as a factor in the production process, but also as a measure of the value of products. The reintegration of human labour into its philosophical dimension by K. Marx, the linking of the concepts of labour and freedom, and the emergence of social classes and the special role of the working class placed labour not only at the forefront of the economy, but also at the centre of social and political concerns in the centuries that followed. Focusing on the various forms that work has taken throughout history, the seminar will highlight the dichotomies that govern the concept: productive/"reproductive" labour, free/forced, wage/unpaid, stable/flexible, modern/traditional, etc., following the main historiographical trends and the different theoretical/methodological approaches that have shaped the field of labour history from the 19th century to the present day.

Teaching modules

Labour in classical political economy, 18th-19th centuries (Adam Smith, David Ricardo).
The reintegration of labour into its philosophical dimension, 19th century (Karl Marx).
Guilds from the Middle Ages to the modern era (Europe, Ottoman Empire).
Industrial Revolution. Labour and mechanisation/factory system.
Labour demands, trade unions, 19th-20th centuries.
Productive/reproductive labour. The gender and family dimension.
Oral presentations of essays I.
Forced and unfree labour.
The question of the "moral economy".
. Flexible forms of work: the historicity of the phenomenon.
. Migration and labour markets. Labour market regulations/legislative interventions, 19th-20th centuries. International organisations, 20th century.
. Global labour history: historiographical renewal?
. Oral presentations of essays II.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Multimedia and Internet use Electronic communication Course support through the ecourse platform	
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*	***Activity***	***Semester workload***

workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Seminars-Lectures	40
	Preparation for the modules of the course based on bibliography	80
	Oral presentations related to the units of the course based on bibliography	60
	Oral presentation of the essay	60
	Composition of a written essay	135
	Course total	375

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of evaluation: Greek, English (for Erasmus+ students) Evaluation methods: - Oral presentations in the context of the course modules based on bibliography and Internet browsing - Oral presentation of the progress of the essay - Essay

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Ava Baron (ed.), Work engendered. Toward a New History of American Labor (London: Cornell University Press, 1991).
Stefano Bellucci and Holger Weiss (eds.), The Internationalisation of the Labour Question. Ideological Antagonism, Workers' Movements and the ILO since 1919, Palgrave Studies in the History of Social Movements (London: Palgrave Macmillan, 2020).
Eloisa Betti, Leda Papastefanaki, Marica Tolomelli, Susan Zimmermann (eds.), Women, Work, and Activism. Contributions to the history of labour in the long 20th century, Series: Work and Labor – Transdisciplinary Studies for the 21st Century (Budapest/New York: CEU Press 2022).
Eileen Boris, Making the Woman Worker. Precarious Labor and the Fight for Global Standards, 1919-2019 (Oxford: Oxford University Press, 2019).
Eileen Boris, Dorothea Hoehtker, and Susan Zimmermann (eds), Women's ILO: Transnational Networks, Global Labour Standards, and Gender Equity, 1919 to Present (Leiden, 2018).
Christian G. De Vito and Alex Lichtenstein, Global Convict Labour, Studies in Global Social History 19 (Leiden and Boston: Brill, 2015).
Christian G. De Vito and Anne Gerritsen (eds.), Micro-spatial Histories of Global Labour (London: Palgrave Macmillan, 2018).
Suraiya Faroqhi, Artisans of Empire: Crafts and Craftspeople under the Ottomans (London-New York: I.B. Tauris, 2009).
Suraiya Faroqhi, Bread from the lion's mouth. Artisans struggling for a livelihood in ottoman cities (New York, 2015).
Eric Geerkens, Nicolas Hatzfeld, Isabelle Lespinet-Moret, Xavier Vigna (dir.), Les enquêtes ouvrières dans l'Europe contemporaine. Entre pratiques scientifiques et passions politiques (Paris, 2019).
Herbert G. Gutman, Work, Culture, and Society in Industrializing America: Essays in

American Working-Class and Social History (New York, 1976).
Valerie G. Hall, Women at Work, 1860–1939: How Different Industries Shaped Women's Experiences (Woodbridge, 2013).
Lex Heerma van Voss and Marcel van der Linden (eds.), Class and Other Identities: Gender, Religion and Ethnicity in the Writing of European Labor History (New York, 2002).
Eric Hobsbawm, Labouring men. Studies in the history of labour (London, 1964).
Karin Hofmeester and Marcel van der Linden (eds.), Handbook Global History of Work (Berlin, 2018).
Patrick Joyce, Work, society and Politics. The culture of the factory in later Victorian England, (London, 1980).
David Montgomery, Workers' Control in America: Studies in the History of Work, Technology, and Labor Struggles (New York, 1979).
David Montgomery, The Fall of the House of Labor: The Workplace, the State, and American Labor Activism, 1865–1925 (New York, 1987).
Leda Papastefanaki and M. Erdem Kabadayı (eds.), Working in Greece and Turkey: A Comparative Labour History from Empires to Nation States, 1840 – 1940, Series: International Studies in Social History, Volume 33, (New York / Oxford, 2020).
Leda Papastefanaki and Nikos Potamianos (eds.), Labour history in the semi-periphery. Southern Europe, 19th-20th centuries (Berlin/Boston 2021).
Roy Rosenzweig, Eight Hours for What We Will: Work and Leisure in an Industrial City, 1870-1920 (New York, 1983).
Raffaella Sarti, Anna Bellavitis, and Manuela Martini (eds.), What is Work? Gender at the Crossroads of Home, Family, and Business from the Early Modern Era to the Present (New York, 2018).
Peter Scholliers and Leonard Schwartz (eds.), Experiencing wages. Social and cultural aspects of wage forms in Europe since 1500 (New York, 2006).
Michael Sonenscher, Work and wages. Natural law, politics and the eighteenth century French trades (Cambridge, 1989).
Adam Smith, An Inquiry into the Nature and Causes of the Wealth of Nations, 1776 [= Έρευνα για τη φύση και τις αιτίες του πλούτου των εθνών. Βιβλία I & II, μετάφράση Χρ. Βαλλιάνος, επιστ. επιμέλεια- εισαγωγή Γ. Μηλιός, Ελληνικά Γράμματα, Αθήνα 2000]
Alessandro Stanziani, Sailors, Slaves, and Immigrants. Bondage in the Indian Ocean World, 1750-1914, Palgrave MacMillan, 2014
Louise Tilly and Joan Scott, Women, work and family (New York, 1978).
Nicholas Theocarakis, "The concept of labour in the history of political economy", The Economic and Labour Relations Review Vol. 20 No. 2, (2010) pp. 7–38.
Edward P. Thompson, The making of the English working class, Penguin, Harmondsworth 1991 [= Η συγκρότηση της αγγλικής εργατικής τάξης (Αθήνα: ΠΙΟΠ, 2018)]
Marcel van der Linden, Workers of the World: Essays Toward a Global Labor History, Studies in Global Social History 1 (Leiden and Boston: Brill, 2008).
Marcel van der Linden and Karl Heinz Roth (eds.), Beyond Marx: Theorising the Global Labour Relations of the Twenty-First Century (Leiden and Boston: Brill, 2014).

Έφη Αβδελά, Δημόσιοι υπάλληλοι γένους θηλυκού. Καταμερισμός της εργασίας κατά φύλα στον δημόσιο τομέα, 1908-1955 (Αθήνα, 1990).
Έφη Αβδελά κ.ά, Επισφαλής εργασία, «γυναικεία εργασία»: παρέμβαση με αφορμή την Κωνσταντίνα Κούνεβα (Αθήνα Νεφέλη-περιοδικό Ιστορείν, 2009).
Νίκος Θεοχαράκης, Η νεοκλασική θεωρία της εργασίας. Μια κριτική επισκόπηση υπό το πρίσμα της ιστορίας της οικονομικής σκέψης (Αθήνα, 2005).
Γιώργος Κουκουλές, Για μια Ιστορία του ελληνικού συνδικαλιστικού κινήματος. Εισαγωγή στην παιδαγωγική της ιστορικής έρευνας, Οδυσσέας, Αθήνα 1994
Αντώνης Λιάκος, Εργασία και πολιτική στην Ελλάδα του Μεσοπολέμου. Το Διεθνές Γραφείο

Εργασίας και η ανάδυση των κοινωνικών θεσμών (Αθήνα, 1993).
Λήδα Παπαστεφανάκη, Εργασία, τεχνολογία και φύλο στην ελληνική βιομηχανία: η κλωστοϋφαντουργία του Πειραιά (1870–1940) (Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης, 2009).
Ποθητή Χαντζαρούλα, Σμιλεύοντας την υποταγή: οι έμμισθες οικιακές εργάτριες στην Ελλάδα το πρώτο μισό του εικοστού αιώνα (Αθήνα: Παπαζήσης, 2012).
Τ. Τίλλυ και Κ. Τίλλυ, Η εργασία στον καπιταλισμό (Αθήνα: Καστανιώτης, 2001).
Ε. Π. Τόμσον, Χρόνος, εργασιακή πειθαρχία και βιομηχανικός καπιταλισμός, μετάφραση Β. Τομανάς (Θεσσαλονίκη, 1994).
Κώστας Φουντανόπουλος, Εργασία και εργατικό κίνημα στη Θεσσαλονίκη, 1908-1936: ηθική οικονομία και συλλογική δράση στο Μεσοπόλεμο (Αθήνα: Νεφέλη, 2005).

Related academic journals:

- International Revue of Social History
- Labour History: A Journal of Labour and Social History
- Labour/Le Travail
- International Labor and Working-Class History
- History Workshop Journal
- Μνήμων
- Τα Ιστορικά

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ2204**	SEMESTER	B (spring semester)
COURSE TITLE	**Migration: History and Theory**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	Lesson delivery	

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background course with a specialization in general knowledge in the fields of History, Sociology, Anthropology and International Migration Studies
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and for Erasmus+ exchange students in English, French or Italian, if applicable
IS THE COURSE OFFERED TO ERASMUS STUDENTS	And for Erasmus+ students
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Learning outcomes: familiarization of students with a highly interdisciplinary subject, such as International Migration Studies through the analysis of the concepts of "migrant", "asylum seeker", "refugee", etc.

Developing skills on the research of Migration as an integral part of the political agenda of the "Western" world, humanitarian crises, xenophobia and neo-racism ((e.g. tracing, recording, (e.g. tracing,
recording, creating podcasts, by migrants in Epirus and elsewhere, digitizing results)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and

Working independently *Team work* *Working in an international environment* *Working in an interdisciplinary environment*	*sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……*
Production of new research ideas	*Others…* *…….*

The course aims to:
- The continuous development of students' respect for diversity and multiculturalism
- To demonstrate social, professional and ethical responsibility and sensitivity to gender issues (migrants, refugees, etc.)
- The analytical discussion and adaptation of students in changing environments (e.g. cities, islands and neighborhoods of Greece that receive migrants, refugees, etc.)
- Group work
- Working in an international environment (and international organisations dealing with migration)
- Exercising criticism and self-criticism on issues of "xenophobia" "racism" etc.

SYLLABUS

The phenomenon of international migration is complex and the investigation of its causes and its economic, social, political and cultural impacts, both in the country of origin and in the host country, requires a multiplicity of approaches and methodological tools. It is intertwined with the 'great' histories of capitalism, modernization, industrialization and wars, in other words, it is directly related to all the economic, political and moral issues that humanity today is experiencing and enduring, without, however, seeming to be able to resolve them or even to put them in better conditions.

The seminar will study Greek transatlantic migration in the twentieth century, as well as Greek migration to Europe in the twentieth and twenty-first centuries, and will expand on the characteristics and causes of today's international migration. Examples will be explored which highlight the experiences of exploitation experienced by migrants in both the workplace and the political/social sphere.

Particular emphasis will be placed on the labor exploitation worldwide and "over time", e.g. of Greeks in America or Pakistanis in Greece, which is usually "facilitated" by ideologized perceptions and attitudes about "southerners", "darkies", "foreigners", "orthodox" or "mohammedans", while at the same time exacerbating the social, cultural and political marginalization of these racialized populations. In this context, we will be concerned with recent events such as the war in Syria, the increase in informal migration and refugee flows in Europe, the global economic crisis, the rise of neo-racist ideologies, the 'patronage' of the European Union, etc.

Fields of Lectures

1. Introduction to migration studies
2. Concepts and realities: migrant, refugee, asylum seeker
3. Diaspora as a field of migration studies
4. Transatlantic migration in the twentieth century
5. Greek transatlantic migration
6. "In the galleries of Belgium": Greek workers in the coal mines
7. Greek immigrants in Europe in the twentieth and twenty-first centuries
8. Globalization and international migration
9. Institutions, organizations, self-organization of migrants: examples from Europe and America
10. Illegal/illegal migration networks: the Turkey-Greece routes
11. At the border: migration at the Albanian-Greek border
12. Refugee-migrant labor: legislation in twenty-first century Greece

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face and distance delivery
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Strong use of power point presentations and related videos, documentaries, photographic

TEACHING METHODS

The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

Activity	*Semester workload*
Independent study	110 hours
Source Detection and Preparation	100 hours
Search of foreign language literature	60 hours
Writing a paper - Creating a podcast	105 hours
Course total	375 hours

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Evaluation language:

Greek and for Erasmus+ exchange students in English, French or Italian, if applicable

Assessment methods:

1.Bibliographical assignment and oral presentation in the course

2.Written work (individual or group). The written work may also be presented as a podcast.

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

(The global research and literature on migration is vast. As part of the educational process of the seminar, students will be required to explore the literature according to the topic they choose for the project. The following bibliography is purely indicative).

- Λίνα Βεντούρα, *Μετανάστευση και έθνος: μετασχηματισμοί στις συλλογικότητες και τις κοινωνικές θέσεις*, ΕΜΝΕ, Αθήνα 1994.
- Λίνα Βεντούρα, *Έλληνες μετανάστες στο Βέλγιο*, Νεφέλη, Αθήνα, 1999.
- Khalid Koser, *Διεθνής Μετανάστευση. Μια συνοπτική εισαγωγή*, Επίκεντρο, Αθήνα 2019.
- Βασίλης Νιτσιάκος, *Στο Σύνορο. Μετανάστευση, Σύνορα και Ταυτότητες στην Αλβανο-Ελληνική Μεθόριο*, Οδυσσέας, Αθήνα 2010.
- St. Dufoix, *Η Διασπορά*, Νήσος, Αθήνα, 2010.
- Λίνα Βεντούρα (Επ. επιμέλεια-εισαγωγή), *Μετανάστευση και κοινωνικά σύνορα. Διαδικασίες αφομοίωσης, ενσωμάτωσης ή αποκλεισμού*, Νήσος, Αθήνα 2011.
- Λίνα Βεντούρα (Επ. επιμέλεια-εισαγωγή), (σε συνεργασία με τον Λ. Μπαλτσιώτη), *Το έθνος πέραν των συνόρων: «Ομογενειακές» πολιτικές του ελληνικού κράτους*, Βιβλιόραμα, Αθήνα 2013.
- Λίνα Βεντούρα, (Επ. επιμέλεια), *International "Migration Management" in the early Cold War: The Intergovernmental Committee for European Migration*, Κόρινθος, Πανεπιστήμιο Πελοποννήσου, Σχολή Κοινωνικών και Πολιτικών Επιστημών, Τμήμα Κοινωνικής και Εκπαιδευτικής Πολιτικής, e-book 2015 (ISBN 978-618-82200-0-3).
- Αντώνης Κόντης, *Πολιτική Οικονομία της Διεθνούς Μετανάστευσης*, Παπαζήσης, Αθήνα 2022.
- Alexander Kitroeff, *Οι Έλληνες και η διαμόρφωση της Νεότερης Αιγύπτου*, Παπασωτηρίου, Αθήνα 2022.
- Άγγελος Νταλαχάνης, *Ακυβέρνητη Παροικία. Οι Έλληνες στην Αίγυπτο από την κατάργηση των προνομίων στην έξοδο, 1937-1962*, Π.Ε.Κ., Ηράκλειο 2016

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ2205**	**SEMESTER**	B (spring semester)
COURSE TITLE	**Religious identities and religious diversity in Southeast Europe**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background; skills development in historical research, historical analysis and historical writing
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek; English; French; German
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Search, analysis and synthesis of data and information, using the necessary technologies. Autonomous research and teamwork in an international and interdisciplinary environment. Production of new research ideas. Respect for diversity and multiculturalism. Demonstration of social, professional and ethical responsibility and sensitivity to gender issues. Production of free, creative and inductive thinking. Students will get to know in depth and understand the variety of historical approaches with which they had occasionally come into contact in the first cycle of study. They will use their knowledge to understand the structure of historical reflections in different periods, combine knowledge and apply it to historical writing. They will be trained to present their conclusions with clarity to specialized and non-specialized audiences and will acquire the foundations to continue their studies in an independent way.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……*

Production of new research ideas	*Others…* *…….*

Research, analyze and synthesize data and information with the use of the appropriate and/or necessary technology
Adapting to new situations
Decision-making
Independent work and teamwork
Working in an international and interdisciplinary environment
Respect for diversity (cultural, ideological, identity)
Demonstrate social, professional and ethical responsibility and gender sensitivity
Criticism and self-criticism
Promoting free, creative and inductive thinking

SYLLABUS

Religious diversity is a social and cultural constant in the history of Southeastern Europe, both in the Ottoman, Venetian and Habsburg areas. The subject of the course is the in-depth study of this phenomenon in the light of the confessionalization that entailed the religious Reformation and Counter-Reformation in Western and Central Europe. Particular emphasis is given to the historical, social and institutional contexts of the multireligious reality, to the formation and permeability of religious identities, to phenomena of reception of ideas and interactions of religious scholars as well as to forms and margins of religious tolerance.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face/live streaming
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT (technology, informatics, communications): multimedia applications and internet: power point, video projection, film, documentary, photographic material. Electronic communication and support of students through the university's platform, e-course.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay*	

Activity	***Semester workload***
Lecture preparation	60
Bibliographic research	80
Interactive teaching: study, analysis and presentation	60

writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS*	of bibliography	
	Presentation of essays	40
	Written assignment	135
	Course total	375 h

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation procedure: Presentation of bibliographic material assigned individually or to small groups of students during the semester for the various modules of the seminar. Written assignment (Greek, English, French, German): Oral presentation during the final session of the seminar (evaluation criteria): documentation, argumentation, clarity in thinking and writing.

ATTACHED BIBLIOGRAPHY

- Νίκος Ματσούκας, Ο Προτεσταντισμός (κωδ. Εύδοξος 59397487)
- Απόστολος Νικολαΐδης, Κοινωνιολογία της θρησκείας (κωδ. Εύδοξος22352)
- Απόστολος Νικολαΐδης, Θρησκείες και Ηθική. Από την Ηθική της Θρησκείας στην Ηθική των Θρησκειών (κωδ. Εύδοξος 86194017)
- Gunnar Hering, Οικουμενικό Πατριαρχείο και ευρωπαϊκή πολιτική 1620-1638 (κωδ. Εύδοξος59390197)
- Γεράσιμος Παγκράτης, Εκκλησία και κράτος στα βενετικά νησιά του Ιονίου Πελάγους. Μαρτυρίες για τη δράση Ιταλών Φραγκισκανών Μισσιοναρίων από τα αρχεία της Propaganda Fide (17ος αιώνας), (κωδ. Εύδοξος 50659398)
- Euan Cameron, The European Reformation, Οξφόρδη ²2012
- John Headley e.a. (επιμ.), Confessionalization in Europe, 1555–1700: Essays in Honor and Memory of Bodo Nischan, Ashgate 2004
- R. Po-chia Hsia, Social discipline in the Reformation: Central Europe 1550-1750, Λονδίνο 1991
- Natasha Hodgson e.a. (επιμ.), Religion and Conflict in Medieval and Early Modern Worlds
Identities, Communities and Authorities, Λονδίνο 2021
- Elias Kolovos, Across the Aegean: Islands, Monasteries and Rural Societies in the Ottoman Greek Lands, Istanbul 2018
- Tijana Krstić, Contested Conversions to Islam. Narratives of Religious Change in the Early Modern Ottoman Empire, Stanford 2011
- Anton Minkov, Conversion to Islam in the Balkans. Kisve Bahası Petitions and Ottoman social Life, 1670-1730, Leiden 2004

(to be continued)

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ2206**	**SEMESTER**	B (spring semester)
COURSE TITLE	**Image and History: From the Birth of Photography to the Internet**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of the seminar is to familiarize students with image analysis and the use of visual sources as evidence in historical research.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……

Production of new research ideas
Others…
…….

Research, analysis, and synthesis of data and information using appropriate technologies; ability to work independently and collaboratively within a team.

SYLLABUS

Covering a period from the late 19th century to the present day, the seminar explores how the emergence of new technologies for the transmission and reproduction of images transformed the relationship between modern societies and visual culture. Particular emphasis is placed on the relationship between image and propaganda. The seminar analyzes a variety of visual forms (posters, photographs, films, drawings and cartoons, popular imagery, television programs, etc.), their political, social, and economic uses, and the ways in which cultural and aesthetic norms are constructed in contemporary societies. The following topics are explored in detail: The image in the service of propaganda — from the Great War to the Bolshevik Revolution; propaganda in Fascist Italy and Nazi Germany; the image and colonial propaganda: the discourse of the "White Man"; photojournalism; World War II and the visual representation of propaganda; the discovery of the Holocaust; the visual construction of the American Dream; Cold War visual culture; mass culture and the global image; and finally, the image as counter-history.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In-person teaching with live streaming available for students enrolled in the Preparatory Postgraduate Programme (ΠΠΣ) who are residing outside of Ioannina.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT (Information and Communication Technologies): 'Multimedia' applications and internet resources: PowerPoint presentations, video screenings, films, documentaries, and photographic material. Electronic communication and student support are provided through the university's e-course platform.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*	

Activity	***Semester workload***
Lecture preparation	40
Bibliographic research	135
Written assignment	200
Course total	375 h.

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Assessment is based on the writing of a paper in Greek, which will be presented during the seminar sessions. Evaluation criteria include scientific documentation, strength of argumentation, quality of written expression, clarity, and engagement with international bibliography.

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Σπύρος Ασδραχάς(επιμ.), Η Ελλάδα μέσα από τη φωτογραφία, Αθήνα, Μέλισσα,
- 2007.
- - Roland Barthes, Εικόνα-μουσική-κείμενο, Πλέθρον, Αθήνα 2001.
- - Roland Barthes, Μυθολογίες, Κέδρος, Αθήνα 1979.
- - Roland Barthes, Ο Φωτεινός Θάλαμος. Σημειώσεις για τη Φωτογραφία, Ράππα, Αθήνα 1983.
- - Jean Baudrillard, Ομοιώματα και προσομοίωση, Πλέθρον, Αθήνα 2019.
- - Peter Burke, Αυτοψία. Οι χρήσεις των εικόνων ως ιστορικών μαρτυριών,
- Μεταίχμιο, Αθήνα 2003.
- -Guy Debord, Η κοινωνία του θεάματος, Μεταίχμιο, Αθήνα 2016.
- -Κύρκος Δοξιάδης, Ιδεολογία και τηλεόραση, Πλέθρον, Αθήνα 1993.
- -Marc Ferro, Κινηματογράφος και ιστορία, Μεταίχμιο,Αθήνα, 2002.
- -Gisele Freund, Φωτογραφία και κοινωνία, Αθήνα: Φωτογράφος, 1996.
- -Μαρία Κομνηνού-Μυρτώ Ρήγου (επιμ.), Πολιτικές της εικόνας. Μεταξύ
- εικονολατρίας και εικονομαχίας, Παπαζήσης, Αθήνα 2014.
- -Jacques Le Goff, Ιστορία και μνήμη, Νεφέλη Αθήνα, 1998.
- -Γιώργος Πλειός, Ο λόγος της εικόνας. Ιδεολογία και πολιτική,Παπαζήσης, Αθήνα
- 2001.
- -Ζακ Ρανσιέρ, Ο χειραφετημένος θεατής, Εκκρεμές, Αθήνα 2015.
- -Γιάννης Σκαρπέλος, Εικόνα και κοινωνία, Τόπος, Αθήνα 2011.
- -Susan Sontag, Παρατηρώντας τον πόνο των άλλων, Scripta, Αθήνα 2003.
- -Pierre Sorlin, Ευρωπαϊκός κινηματογράφος, ευρωπαϊκές κοινωνίες 1939-1990,
- Νεφέλη, Αθήνα 2004.

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ2207**	**SEMESTER**	B (spring semester)
COURSE TITLE	**Ottoman Environmental History: historical and natural archives**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special Background
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek; examinations in English for students of the Erasmus+ programme on a case–by–case basis
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The primary educational-learning objective of the course is to familiarise students with the interdisciplinary approach to the history of the Ottoman period, utilising historical and natural archives. This course explores the methodology of environmental history, the scientific instruments utilised by historians and paleoenvironmentalists, the interplay between these two disciplines, the potential for the field's expansion, and the concerns related to determinism. Special reference is made to studies concerning the Greek region.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……*
Production of new research ideas	*Others…* *…….*

Development of critical historical thinking

Commentary, analysis, and comprehension of primary historical and natural sources

Acquisition of experiential knowledge in the subject of study

Working in an interdisciplinary environment (Quantitative History, Paleoecology, Palynology)

Production of new research ideas

Respect for diversity and multiculturalism

Promotion of free, creative, and inductive thinking

SYLLABUS

The following areas are examined:
(a) Historical sources: Quantitative and quantifiable data drawn from historical sources of the Ottoman period; assessment of their significance and reliability, submission to statistical analysis.
(b) Natural sources: Sediments, pollen concentrations (Palynology), speleothems, dendrochronology; the temporal and spatial scale; evaluation of their reliability and the impact of human intervention in the analysis process.
(c) The dialogue between historical and natural archives: Do they converse, overlap, or contradict each other? The necessity of finding a common scientific language between historians and paleoenvironmentalists. The risk of determinism.
(d) Indications of fluctuations in anthropogenic pressure on the environment: The impact of economic and social changes on the environment.
(e) Climate and pathogens as factors of historical change.
(f) Geography, geomorphology, and soil science: The use of Geographic Information Systems in the analysis of historical phenomena.
(g) Eco-biographies of cities and rural areas.
(h) Studies on Ottoman environmental history in the Greek region.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face–to–face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Power Point Presentation
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*	

Activity	***Semester workload***
13 three-hour lectures	39
Study and analysis of sources	16
Independent study	70

workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Course total	125
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Greek (or English for Erasmus+ students). Written exams that include, among other things, the comparison and commentary on historical sources and diagrams of natural archive analyses. Erasmus+ students have the option to submit an exemption paper in English.	

ATTACHED BIBLIOGRAPHY

Grégory Quenet, *Qu'est-ce que l'histoire environnementale ?* (Seyssel: Champ Vallon, 2014) ISBN 978-2-87673-958-1

Andrew C. Isenberg (ed.), *The Oxford handbook of Environmental History* (Oxford: Oxford University Press, 2014) ISBN 978-0-19532-490-7

Edmund Burke, Kenneth Pomeranz (eds), *The environment and world history*, California World History Library 9 (Berkeley: University of California Press, 2009) ISBN 978-0-52025-688-0

Onur İnal, Yavuz Köse (eds), *Seeds of power. Explorations in Ottoman Environmental History* (Winwick: The White Horse Press, 2019) ISBN 978-1-874267-99-7

Vaso Seirinidou, «Οι ιστορικοί στη φύση: μια εισαγωγή στην περιβαλλοντική ιστορία», *Τα Ιστορικά* 26/51 (2009), 275–297.

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ3207**	**SEMESTER**	B (spring semester)
COURSE TITLE	**The Enlightenment in Southeast Europe**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General background; skills development in historical research, historical analysis and historical writing
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek; English; French; German
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Search, analysis and synthesis of data and information, using the necessary technologies. Autonomous research and teamwork in an international and interdisciplinary environment. Production of new research ideas. Respect for diversity and multiculturalism. Demonstration of social, professional and ethical responsibility and sensitivity to gender issues. Production of free, creative and inductive thinking. Students will get to know in depth and understand the variety of historical approaches with which they had occasionally come into contact in the first cycle of study. They will use their knowledge to understand the structure of historical reflections in different periods, combine knowledge and apply it to historical writing. They will be trained to present their conclusions with clarity to specialized and non-specialized audiences and will acquire the foundations to continue their studies in an independent way.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……*
Production of new research ideas	*Others…* *…….*

Research, analyze and synthesize data and information with the use of the appropriate and/or necessary technology
Adapting to new situations
Decision-making
Independent work and teamwork
Working in an international and interdisciplinary environment
Respect for diversity (cultural, ideological, identity)
Demonstrate social, professional and ethical responsibility and gender sensitivity
Criticism and self-criticism
Promoting free, creative and inductive thinking

SYLLABUS

The course aims to provide an in-depth study of central aspects of the European history of ideas from the early modern period, focusing on the Enlightenment era, through a dual approach: On the one hand, a pragmatic approach with reference to political and social contexts and important representatives of modern European thought, and on the other hand, an analytical approach with an examination of concerns, content and spiritual origins of philosophical systems and schools with an emphasis on social and political discourse. The aim is to present a differentiated picture of phenomena through highlighting internal ambiguities, relativizing conventional classifications and detecting implied teleologies. The impacts and receptions of the Western European Enlightenment in the southern and southeastern regions as well as in the extra-European space will also be examined.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face/live streaming
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT (technology, informatics, communications): multimedia applications and internet: power point, video projection, film, documentary, photographic material. Electronic communication and support of students through the university's platform, e-course.
TEACHING METHODS *The manner and methods of teaching are*	

Activity	***Semester workload***
Lecture preparation	60

described in detail. *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Bibliographic research	80
	Interactive teaching: study, analysis and presentation of bibliography	60
	Presentation of essays	40
	Written assignment	135
	Course total	375 h

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation procedure: Presentation of bibliographic material assigned individually or to small groups of students during the semester for the various modules of the seminar. Written assignment (Greek, English, French, German): Oral presentation during the final session of the seminar (evaluation criteria): documentation, argumentation, clarity in thinking and writing.

ATTACHED BIBLIOGRAPHY

Suggested Bibliography :

- Franco Alessio, Ιστορία της Νεότερης Φιλοσοφίας, Αθήνα 2012

- Martin L. Davies (ed), Thinking about the Enlightenment. Modernity and its Ramifications, Routledge 2016

- Kostas Gavroglou (επιμ.), The Sciences in the European Periphery During the Enlightenment, Dordrecht 1999

- Jonathan. Israel, Enlightenment Contested: Philosophy, Modernity and the Emancipation of Man 1670-1752, Oxford 2006

- Anthony Kenny, A New History of Western Philosophy, Oxford 2010

- Bertrand Russel, A History of Western Philosophy, 1947

- Anthony Pagden, Th Enlightenment and why it still matters, Oxford 2013

(to be continued)

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ 3208**	**SEMESTER**	B (spring semester)
COURSE TITLE	**Balzac, *La Comédie Humaine*, History and Historiography**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek; English; French
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Familiarization of students with the concept, theoretical approaches and technical aspects of historical storytelling, development of their writing skills in the field of history, ability to analyze, synthesize, compare differentiated historical environments and to perceive their imprints in different types of writing.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Project planning and management
Respect for difference and multiculturalism Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……

Production of new research ideas	*Others…* ……
Research, analyze and synthesize data and information, with the use of the appropriate and necessary technology Adapting to new situations Independent work and teamwork Working in an international and interdisciplinary environment Respect for diversity (cultural, ideological, identity) Demonstrate social, professional and ethical responsibility and gender sensitivity Criticism and self-criticism Promoting free, creative and inductive thinking	

SYLLABUS

The seminar, which focuses on the multiple aspects of research supported by the dialogue between historians and expert scholars of Balzac, aspires to address the issue of the relationship between historiography and literature more broadly. We will examine Balzac's fictional work, the beginning of which coincides with the period of the Restoration, when a revolution in the field of historical studies was completed. We will inquire into the presence and impact of thinking about History in his novels, in his *Œuvres diverses* and in the texts of his prefaces, we will observe the appearance of History at the level of style, narrative practice and expression. We will address the question what reading the author of the *Comédie humaine* can offer today's historians.

Scheduled meetings:

1: Introduction, presentation of the problematic of the seminar and of the projects we shall study.

2-3: Examination of the period 1822-1829: Balzac produced a number of essays oriented towards the historical novel. In the field of historiography, Augustin Thierry's *Lettres sur l'histoire de France* were published, as well as the first important works by Mignet, Guizot, Michelet. Balzac and historians made similar demands for a 'histoire total'.

4-5-6: The turning point of 1830: the incompatibility between Balzac's perspective and the liberal historians will be highlighted. Historians saw the constitutional monarchy resulting from the July Revolution as the final destination of past history and the glorious completion of the transformation that began in 1789; Balzac instead saw the "exit" from history and claimed the role of the inventor of history, the role of the creator.

7: The "modernity" of Balzac's demarche

8: Balzac's novel as a complex and multiple representation of historical time, incomprehensible by his contemporaries

9: The sources of Balzac's novel work

10: Balzac's work outside the novel: author of prologue

11: The Afterlife of Balzac's Work and Its Connection to 20th-century historians

12: The linguistic turn and literature, an approach to the realistic novel of the 19th century

13: Paper presentation.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face/live streaming

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT (technology, informatics, communications): multimedia applications and internet: power point, video projection, film, documentary, photographic material. Electronic communication and support of students through the university's platform, e-course.

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS*	***Activity***	***Semester workload***
	Lecture preparation	60
	Bibliographic research	80
	Interactive teaching: study, analysis and presentation of bibliography	60
	Presentation of essays	40
	Written assignment	135
	Course total	375 h

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation procedure: Presentation of bibliographic material assigned individually or to small groups of students during the semester for the various modules of the seminar. Written assignment (Greek, English, French): Oral presentation during the final session of the seminar (evaluation criteria): documentation, argumentation, clarity in thinking and writing

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Madeleine Ambrière, « Balzac historien : théorie, pratique, enseignement de l'histoire », *Au soleil du romanitisme*, Paris : PUF, 1998

Max Andréoli, *Lectures et mythes. 'Les Chouans' et 'Les paysans' d'Honoré de Balzac*, Paris : Honoré Champion, 2000

Roland Barthes, Lionel Duisit, « An Introduction to the Structural Analysis of Narrative", *New Literary History*, vol. 6, no 2, Χειμώνας 1975

Louis Chevalier, *Classes laborieuses et classes dangereuses à Paris pendant la première moitié du XIXe siècle*, Paris : Plon, (1958), Perrin, 2002

Louis Chevalier, « 'La comédie humaine' : Document d'histoire ? », *Revue Historique*, t. 232, 1, 1964, p. 27-48

Aude Déruelle, « Le roman balzacien entre histoire et mémoire », *L'Année balzacienne*, 2007/1 no 8

Michel Foucault, *Les Mots et les choses*, Paris : Gallimard, 1966
Marcel Gauchet, « Les lettres sur l'histoire de France d'Augustin Thierry », Pierre Nora (dir), *Les lieux de mémoire*, Paris : Gallimard, 1984
Marcel Gauchet, *Philosophie des sciences historiques*, Paris : Le Seuil, 2002
Jeannine Guichardet, *Balzac 'archéologue' de Paris*, SEDES, 1986
François Hartog, *Régimes d'historicité. Présentisme et expériences du temps*, Paris : Seuil, 2003
François Hartog, *Croire en l'histoire*, Paris : Flammarion, 2013
Emmanuel Le Roy Ladurie, « Préface », Balzac, *Le Médécin de campagne*, Paris : Gallimard/Folio, 1988
Sophie-Anne Leterrier, *Le XIXe siècle historien. Anthologie raisonnée*, Paris : Belin, 1997
Άννα Μαχαιρά, *Η διπλή ζωή του Σταντάλ. Το έργο του, η κριτική και η αναπαραγωγή της επαναστατικής κουλτούρας τον 19ο αιώνα*, Ηράκλειο: ΠΕΚ, 2014
Raymond Mahieu/Franc Schuerewegen (éd.), *Balzac ou la Tentation de l'impossible*, Paris : SEDES, 1998
Nicole Mozet, *Balzac au pluriel*, Paris : PUF/Écrivains, 1990
Nicole Mozet, *Balzac et le temps : Littérature, histoire et psychanalyse*, Éditions Christian Pirot, 2005
Nicole Mozet/Paule Petitier (ed), *Balzac dans l'Histoire. Études réunies et présentées par Nicole Mozet et Paul Petitier*, Paris : SEDES, 2001
Paul Ricoeur, *La Mémoire, l'histoire, l'oubli*, Paris : Seuil, 2000
Francesco Spandri (dir.), *Balzac penseur*, Paris : Garnier/Rencontres, no 414, 2019
Hippolyte Taine, *Nouveaux essais de critique et d'histoire*, Paris : Hachette, 1865
Stéphane Vachon, « 'Je lui passerai ma plume au travers du corps' : Sainte-Beuve et Balzac », *Revue d'histoire littéraire de la France*, 1999/6 no 99
Stéphane Vachon, « 'Fabriquer le temps' … et l'espace », *L'Année balzacienne*, 2007/1 no 8
Stéphane Vachon, « La plume et le plomb. Les manuscrits d'Honoré de Balzac », *L'Année balzacienne,* 2009/1 no 10
Stéphane Vachon, « La mort et le sacre d'Honoré de Balzac », *Revue d'histoire littéraire de la France*, 2010/2 vol. 110
Stéphane Vachon, « Lire au temps de Balzac. Le témoignage de la fiction balzacienne », *L'Année balzacienne*, 2010/1 no 11
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Paul Veyne, *Comment on écrit l'histoire*, Paris : Seuil, 1971
Hayden White, «The Value of Narrativity in the Representation of Reality», *Critical Inquiry*, vol. 7, no 1, Fall 1980

- *Related academic journals:*

Critical Inquiry
Cultural History
History and Theory
Journal of Historical Sociology
Journal of the History of Ideas
Literature and History
New Literary History
Representations
Rethinking History: The Journal of Theory and Practice

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ3209**	**SEMESTER**	B (spring semester)
COURSE TITLE	**Histories of Cities: Europe, the Ottoman Empire, Greece**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	Seminar	

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/ For students of the Erasmus+ exchange program, assignments may be completed in English.
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Students will:

- Become familiar with interdisciplinary research on urban history.
- Gain in-depth knowledge of the relevant literature in modern history, social sciences and spatial sciences.
- Gain practical experience in historical research and synthesis.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……

Production of new research ideas	*Others…* *…….*
Exercise of criticism and self-criticism. Search, analysis, and synthesis of data and information, by using the necessary technologies. Independent and team work in an international and interdisciplinary environment. Production of new research ideas. Promotion of free, creative and inductive thinking. Respect for diversity and multiculturalism. Demonstration of social, professional and ethical responsibility and sensitivity to issues of race, gender, and religion. Production of free, critical, creative, and inductive thinking.	

SYLLABUS

The seminar examines the history and historiography of the urban phenomenon in modern and contemporary times in Europe, the Ottoman Empire and Greece. More specifically, the following issues will be examined from a historical perspective:

1. Historiography of cities – interdisciplinary approaches to the city (demography, geography, urban planning, history of architecture, sociology, anthropology).
2. Forms of urban settlements. From the pre-industrial to the industrial city.
3. Cities and the countryside.
4. Archives for the study of cities, city archives.
5. City demography. Population movements – Settlement of the labour force in the city.
6. Urban planning and spatial organisation of the city.
7. Cities' technologies.
8. Economic development: crafts and industry, services, informal economy. Deindustrialised cities.
9. The city as a place of accumulation - Forms of urban economy.
10. Social uses of urban space.
11. The city as a place of revolutions and uprisings, a centre of political developments.
12. Cities under siege, cities at war.
13. Representations of the city (literature, cinema, arts). Oral presentations of essays.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Multimedia and Internet use Electronic communication Course support through the ecourse platform	
TEACHING METHODS	***Activity***	***Semester workload***

The manner and methods of teaching are described in detail. *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Seminars-Lectures	40
	Preparation for the modules of the course based on bibliography	80
	Oral presentations related to the units of the course based on bibliography	60
	Oral presentation of the essay	60
	Composition of a written essay	135
	Course total	375

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of evaluation: Greek, English (for Erasmus+ students) Evaluation methods: - Oral presentations in the context of the course modules based on bibliography and Internet browsing - Oral presentation of the progress of the essay - Essay

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- *Suggested bibliography:*

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COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ3210**	SEMESTER	B (spring semester)
COURSE TITLE	**POPULAR CULTURE, BOURGEOIS TRANSFORMATIONS, HEGEMONIES IN INTERWAR GREECE**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	Lesson delivery	

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	A general background course specializing in general knowledge in the fields of History, Sociology, Cultural Studies
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and for Erasmus+ exchange students in English, French or Italian, if applicable
IS THE COURSE OFFERED TO ERASMUS STUDENTS	And for Erasmus+ students
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Learning outcomes: familiarization of students with a predominantly interdisciplinary topic, which is an integral part of Cultural Studies, through the analysis of the much debated concepts of "popular", "urban", "culture" and "culture".

Developing skills related to research on art work, popular art/popular music, etc. (e.g., interviews, press clippings, creating podcasts, digitizing results)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……*

Production of new research ideas	*Others…* *…….*

The course aims to:

- To work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Demonstrate social, professional and ethical responsibility and sensitivity to class and gender issues
- To work in teams
- Searching, analyzing and synthesizing artistic data using the Internet
- Promoting interdisciplinary thinking

SYLLABUS

The Greek interwar has been studied in recent years as an integral part of the European interwar, where the 'cosmogony' of the First World War brought broad popular groups to the forefront of politics and society, which forced the old politicians to seek new forms of governance. The experimentation of means, methods and political ideology affected the entire social, economic and political spectrum and influenced the fields of politics as well as art or everyday life. Greece is rapidly transforming, both in terms of urban planning and demography. The Greeks of the diaspora and of the 'East' had the lead in modernization projects as early as the critical period 1880-1922, as they sought safer markets for their capital and favorable political connections for their profitability. The expatriates, however, did not act, in a vacuum, but in a country of multiple socio-economic gears, with numerous groups of micro-professionals who informed and satirized the upper social classes, i.e. resisted, in any way they could, the poverty that threatened them.

In the context of the inter-war period, when "Greece was facing the problems of a second national constitution", the seminar will study the cultural and, ultimately, political dualisms of "popular/legal", "high/low culture and civilization" as they have been analyzed interdisciplinarily by social and cultural theory. The broad theoretical discourse produced from the Frankfurt School and British cultural studies to post-colonial and official class studies will serve as an analytical tool for the analysis of the circulation, consumption and reception of 'bourgeois' and 'popular' forms of art, culture and mentality in interwar Greece. It will explore examples of 'public sociability' such as clubs and associations, the development of sport as an aspect of both 'popular' and 'urban' sociability, the 'domestication' of carnival culture, and the dissemination of the popular novel, the construction of the 'popular' Makriyannis and the 'popular' Theophilus by the 'bourgeois' generation of the 1930s, the widening influence of the feminist movement, the diffusion of rebetiko singing and the emergence of cinema.

Within this framework, the processes of Greece's violent 'westernization' and the 'advance of bourgeois hegemony' will retain their importance as important, but not unique, elements of the 'big picture' of the interwar period.

Fields of Lectures

1. Critical evaluation of social and cultural theories: Gramsci, the Frankfurt School, Bakhtin, Raymond Williams and British cultural studies (Hoggart, Hall)

2. Critical evaluation of social and cultural theories: semiotics (Eco), structuralism (Barthes), poststructuralism (Foucault, Althusser), Annales historiography, Certeau, Geertz, Ginzburg, postcolonial studies (Said), subaltern studies
3. The Greek interwar: traditional bureaucracy, young intellectuals, statism
4. Halloween in Athens (1880-1940): 'popular' and 'bourgeois' culture
5. The 'discovery' of youth: sport and sports clubs
6. The state 'discovery' of youth: scouting and the National Youth Organization (EON)
7. Trends and currents in interwar feminism
8. The 1930s generation and the construction of 'popular authenticity'
9. Material life in interwar folklore
10. Production and uses of "popular readings"
11. Tango culture in interwar Greece: historical and anthropological approaches
12. The capital Athens: the 'καθαρεύουσα' facade and the 'brown Aman' dimension
13. The paradox of rebetiko: "urban" or "folk" song?

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face and distance delivery
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Strong use of power point presentations and related videos, documentaries, photographic material, podcasts

	Activity	*Semester workload*
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS*	Independent study	110 hours
	Source Detection and Preparation	100 hours
	Search of foreign language literature	60 hours
	Writing a paper - Creating a podcast	105 hours
	Course total	375 hours

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Evaluation language: Greek and for Erasmus+ exchange students in English, French or Italian, if applicable Assessment methods: 1.Bibliographical assignment and oral presentation in the course 2.Written work (individual or group). The written work may also be presented as a podcast.

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

(Since the topics are broad and interdisciplinary, part of the educational process of the seminar will be the investigation of the literature by the students according to the topic they will choose for the project. The following bibliography is purely indicative).

- Αντώνης Λιάκος, *Ο Ελληνικός 20ός αιώνας*, Πόλις, Αθήνα 2019
- Νίκος Ποταμιάνος, *«Της αναιδείας θεάματα». Κοινωνική ιστορία της αποκριάς στην Αθήνα, 1800-1940*, Πανεπιστημιακές εκδόσεις Κρήτης, 2020
- Χατζηπανταζής Θόδωρος, *Της Ασιάτιδος Μούσης Ερασταί. Η ακμή του Αθηναϊκού Καφέ Αμάν στα χρόνια της βασιλείας του Γεωργίου Α΄,* Εκδόσεις Στιγμή, Αθήνα 1986.
- Νίκος Ποταμιάνος, *Οι Νοικοκυραίοι. Μαγαζάτορες και βιοτέχνες στην Αθήνα 1880-1925*, Πανεπιστημιακές Εκδόσεις Κρήτης, 2018
- Κ. Ι. Μπίρης, *Αι Αθήνα από του 19ου εις τον 20όν αιώνα*, Αθήνα 1996
- Χρήστος Χατζηιωσήφ (επιμ.), *Ιστορία της Ελλάδας του 20ού αιώνα. Όψεις πολιτικής και οικονομικής ιστορίας, 1900-1940,* Βιβλιόραμα, Αθήνα 2009
- Χρήστος Δερμεντζόπουλος - Γιάννης Παπαθεοδώρου (επιμέλεια), *Συνηθισμένοι άνθρωποι. Μελέτες για τη λαϊκή και δημοφιλή κουλτούρα*, εκδόσεις Opportuna, Αθήνα 2021
- Δημήτρης Τζιόβας*, Οι μεταμορφώσεις του εθνισμού και το ιδεολόγημα της ελληνικότητας στο Μεσοπόλεμο*, Οδυσσέας, Αθήνα 1989
- Marc Ferro, *Κινηματογράφος και Ιστορία*, Μεταίχμιο, Αθήνα, 2002
- Dugast Jacques, *Η πολιτιστική ζωή στην Ευρώπη, τέλη 19ου αι. - αρχές 20ού αι.,* Επιστημονική επιμέλεια: Φλιτούρης Λάμπρος, Gutenberg, Αθήνα 2020
- Βανταράκης Βασίλης – Βούλγαρης Ευγένιος, *Το αστικό λαϊκό τραγούδι στην Ελλάδα του Μεσοπολέμου. Σμυρναίικα και πειραιώτικα ρεμπέτικα, 1922-1940*, Fagotto books, Αθήνα 2006
- Έφη Αβδελά – Αγγέλικα Ψαρά, *Ο Φεμινισμός στην Ελλάδα του Μεσοπολέμου*, Γνώση, Αθήνα 1985
- Έφη Αβδελά – Χάρης Εξερτζόγλου – Χρήστος Λυριντζής, *Μορφές δημόσιας κοινωνικότητας στην Ελλάδα του εικοστού αιώνα*, Πανεπιστήμιο Κρήτης, Ρέθυμνο 2015

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ3211**	**SEMESTER**	B (spring semester)
COURSE TITLE	**The Epirus Region in the Modern Era: Sources and Methodology**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course presents and discusses collections of archival sources and documents from modern Greek history, as well as key research tools related to issues in the history of Epirus during the 20th century.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……*
Production of new research ideas	*Others…* *…….*

Familiarization with the history of the Epirus region during the modern period, familiarization with issues of local history, management, and utilization of archival sources, knowledge of the broader historical context of modern Greek history in the 20th century, particularly from the Balkan Wars onwards.

SYLLABUS

The aim of the course is to focus on the analysis of the changing or stable structures of the socio-political reality in Epirus after its incorporation into the Greek state.
To approach aspects of this theme, the availability of sources will be utilized, and we will make use of the archives and press, primarily in the Libraries and Archives of Ioannina, as well as electronic resources. The main objective is to utilize the sources as "evidence" of values and mentalities, with the aim of exploring relations of power, conflicts, and social differences.
Therefore, the course aims to approach archival texts and printed sources historically and comparatively, highlighting through them the level of social relations as they were shaped during the modern era.
Lecture Topics: Bibliographic approaches to the subject, the problematic of the topic, the documentation of the subject, Sources (State Archives of Ioannina, Archive of the Society of Epirus Studies, Archive of the Central Library of the University of Ioannina, Archive of the Joseph and Esther Gani Foundation, etc.), political, economic, and social aspects of Epirus local history, the intellectual life of Epirus, issues of deviance, the phenomenon of migration, occupation, resistance, and civil war in the Epirus region.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In-person teaching with live streaming available for students enrolled in the Preparatory Postgraduate Programme (ΠΠΣ) who are residing outside of Ioannina
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	The courses are conducted with the support of PowerPoint presentations and are supplemented by printed and electronic material, as well as by the E-Course platform. During the course, there will be visits to the Society of Epirus Studies and the Historical Archive of the Municipality of Ioannina.
TEACHING METHODS *The manner and methods of teaching are*	

Activity	***Semester workload***
Lecture preparation	60

described in detail. *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*	Bibliographic research	115
	Written assignment	200
	Course total	375

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The evaluation is based on the writing of a paper in Greek, which will be presented during the seminars. It is recommended that Erasmus students have knowledge of the Greek language, as the majority of the sources are in Greek. The assessment will focus on the scientific documentation, the argumentation, the quality of the written expression, the clarity, and its engagement with both Greek and international literature.

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Από την Άπειρο χώρα στην Μεγάλη Ήπειρο, Ηπειρώτες ακολουθώντας την υπερπόντια μετανάστευση προς τις ΗΠΑ. Τέλος του 19ου αιώνα έως τον Μεσοπόλεμο (επιμέλεια Ν. Αναστασόπουλος - Κ. Λιάμπη - Ν. Κατσικούδης), Ιωάννινα 2016.
- Νικόλαος Α. Αναστασόπουλος, Παραβατικές συμπεριφορές και καταστολή στην Ελλάδα κατά τον Μεσοπόλεμο. Το παράδειγμα του νομού Ιωαννίνων, Ιωάννινα, 2012.
- Κωνσταντίνος Α. Βακαλόπουλος, Ιστορία της Ηπείρου, από τις αρχές της Οθωμανοκρατίας ως τις μέρες μας, Θεσσαλονίκη 2012.
- Κώστας Βακατσάς, Η Γενική Διοίκηση Ηπείρου, η αγροτική ιδιοκτησία (1913-1918), (Διδακτορική Διατριβή), Πανεπιστήμιο Ιωαννίνων, Τμήμα Ιστορίας και Αρχαιολογίας, Ιωάννινα 2001.
- Αργύριος Ν. Γιαννέλος, «Τα περιοδικά στα Ιωάννινα μετά την απελευθέρωση έως τις απαρχές του Β΄ Παγκοσμίου πολέμου», Ηπειρωτικά Χρονικά, τόμ. 38, Ιωάννινα 2004, σσ. 9 – 140.
- Λουκία Δρούλια – Βούλα Κόντη, Ηπειρωτική Βιβλιογραφία 1571 – 1980, α. Αυτοτελή δημοσιεύματα, Αθήνα 1984.
- Εγκυκλοπαίδεια του Ελληνικού Τύπου 1784-1974, Λουκία Δρούλια - Γιούλα Κουτσοπανάγου (επιμέλεια), ΙΝΕ/ΕΙΕ-103, Αθήνα 2008.
- Ήπειρος. Ιστορική παράδοση και δημιουργική συνέχεια. Η Εταιρεία Ηπειρωτικών Μελετών και ο θεμελιωτής της Κ. ΦΡΟΝΤΖΟΣ, Ιωάννινα 1989.
- Ιστορικοί Ελληνικοί Χώροι, Ήπειρος 4000 χρόνια Ελληνικής ιστορίας και πολιτισμού (γεν. εποπτεία Μ. Β. Σακελλαρίου), Αθήνα 1997.
- Δροσιά Κατσίλα, Ο βίος και το έργο του Χρηστοβασίλη, Ιωάννινα 2007.
- Βούλα Κόντη, Ηπειρωτική Βιβλιογραφία, Β΄ Κατάλογος εφημερίδων και περιοδικών 1886 – 1980, Αθήνα 1990.
- Βούλα Κόντη, Ηπειρωτική Βιβλιογραφία, Γ΄ Μελέτες και άρθρα 1811 – 1980, Αθήνα 1999.

ο Χαράλαμπος Μπαμπούνης – Σπύρος Τουλιάτος, Μεθοδολογία και ερμηνεία της ιστορίας, Αθήνα 2017.

- Ιωάννης Ν. Νικολαΐδης, Τα Γιάννινα του Μεσοπολέμου, τόμ. Α΄ έως τόμ. ΣΤ΄, Ιωάννινα 1992 έως 1997.
- Ελευθερία Ι. Νικολαΐδου, Το Αρχείο Ιωάννου Λάππα και αντιγόνης

Τζαβέλλα (1912 – 1913) και η απελευθέρωση των Ιωαννίνων, Ιωάννινα 1975.
- Ελευθερία Ι. Νικολαΐδου, «Η οργάνωση του κράτους στην απελευθερωμένη Ήπειρο (1913-1914)», Δωδώνη, τόμ. ΙΣΤ', τεύχ. 1, Ιωάννινα 1987, σσ. 509-512.
- Κωνσταντίνος Γ. Παπαγεωργίου, Η Διοικητική οργάνωση της Ηπείρου, Ιστορικά στοιχεία, Ιωάννινα 2000.
- Γεώργιος Σ. Πλουμίδης, «Ο Ελληνισμός της Ηπείρου στις παραμονές της απελευθέρωσής του (1905 περ.-1912), Δωδώνη, τόμ. ΣΤ', Ιωάννινα 1977, σσ. 355 - 376.
- Πρακτικά Α΄ Πανηπειρωτικού Συνεδρίου «Ιστορία – Λογιοσύνη: Η Ήπειρος και τα Ιωάννινα από το 1430 έως το 1913», 2 τ. Α-Β, Ιωάννινα 2015.
- Δημήτριος Σ. Σαλαμάγκας, Περίπατοι στα Γιάννινα, Ιστορικο- Λαογραφικά σημειώματα, Ιωάννινα 1965.
- Βαγγέλης Τζούκας, Οι οπλαρχηγοί του ΕΔΕΣ στην Ήπειρο 1942 – 44, Αθήνα 2013.
- Ελένη Χατζούδη-Τούντα, Ταξιδεύοντας από την Αθήνα στο Μπιζάνι. Μέσα από τα φύλλα των εφημερίδων του 1912-1913, Ιωάννινα 2013.
- Ι. Δ. Ψαράς, Θεωρία και Μεθοδολογία της ιστορίας, Θεσσαλονίκη 2001.

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ3212**	**SEMESTER**	B (spring semester)
COURSE TITLE	**Pop Culture and History: Interdisciplinary Approaches**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon successful completion of the seminar, students will be able to analyze the concept of “popular culture” both as content and as practice, and to understand how the social, political, historical, and economic conditions of each era shape different ideologies, which in turn produce distinct cultural artifacts. They will also be able to use products of popular culture as sources for reconstructing historical interpretations of cultural, social, and other developments in Western societies during the 20th and 21st centuries.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……*

Production of new research ideas	*Others…* *…….*

Research, analysis, and synthesis of data and information using appropriate technologies; ability to work independently and collaboratively within a team.

SYLLABUS

Theoretical approaches to mass/popular culture provide an interpretive framework for studying the relationship between individuals and societies, both in the production and the consumption of cultural products. By examining the development of mass consumption production processes from the late 19th century, the industrialization of spectacle, the formation of the public sphere, and the cultural dominance of "popular" culture after World War II, the seminar adopts an interdisciplinary approach to the multifaceted relationship between historical science and the field of "folk" and/or "popular" culture. Examples such as folk songs, material culture, popular literature and magazines, folk art, cinema, television, comics, rebetiko music, the evolution of rock music, and youth sociability are proposed as diverse historical sources.

Through dialogue between different academic disciplines, the seminar ultimately advocates for the systematic study of texts, products, and practices associated with the often-undervalued culture of everyday life in Western societies during the 20th and 21st centuries. The goal is to understand the ideas, behaviors, and mentalities that are in constant motion within contemporary societies and that cut across class boundaries in terms of cultural practices and performative processes.

In the context of the seminar, and with a focus on interdisciplinary inquiry, guest lectures by researchers and subject-matter experts are also included.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In-person teaching with live streaming available for students enrolled in the Preparatory Postgraduate Programme (ΠΠΣ) who are residing outside of Ioannina.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT (Information and Communication Technologies): 'Multimedia' applications and internet resources: PowerPoint presentations, video screenings, films, documentaries, and photographic material. Electronic communication and student support are provided through the university's e-course platform.
TEACHING METHODS *The manner and methods of teaching are described in detail.*	

Activity	***Semester workload***
Lecture preparation	40

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art	Bibliographic research	135
	Written assignment	200
	Course total	375 h.

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Assessment is based on the writing of a paper in Greek, which will be presented during the seminar sessions. Evaluation criteria include scientific documentation, strength of argumentation, quality of written expression, clarity, and engagement with international bibliography.

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Χρήστος Δερμεντζόπουλος - Γιάννης Παπαθεοδώρου (επιμέλεια), Συνηθισμένοι άνθρωποι. Μελέτες για τη λαϊκή και δημοφιλή κουλτούρα, εκδόσεις Opportuna, Πάτρα 2021
- Raymond Williams, Κουλτούρα και Ιστορία, Γνώση, Αθήνα 1994
- Βασίλης Βαμβακάς-Αγγελική Γαζή (επιμ.), Αμερικάνικες σειρές στην ελληνική τηλεόραση δημοφιλής κουλτούρα και ψυχοκοινωνική δυναμική, Παπαζήσης, Αθήνα 2017
- Αντόρνο, Λόβενταλ, Μαρκούζε, Χορκχάιμερ, Τέχνη και μαζική κουλτούρα, επιλογή κειμένων, μετάφραση και εισαγωγή Ζήσης Σαρίκας, εκδ. Ύψιλον, Αθήνα, 1984
- Αιμιλία Σαλβάνου, Πώς μαθαίνουμε Ιστορία χωρίς να την διδαχθούμε;, Ασίνη, Αθήνα 2021

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ3213**	**SEMESTER**	B (spring semester)
COURSE TITLE	**History and Digitality**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English (for Erasmus+ students)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

- Familiarisation with the changes brought about by digitalization in the conceptualisation of history and in the practices of historical research
- Capture of the concepts of historical culture and public history
- Acquaintance with the importance of history for the construction and reproduction of collective identities
- Training in the identification of online sources and material, in historical research and synthesis.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently* *Team work* *Working in an international environment* *Working in an interdisciplinary environment*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *……*

Production of new research ideas	*Others…* *…….*

Search, analysis and synthesis of data and information using digital technologies
Critical reflection, self-criticism
Respect for diversity and multiculturalism
Promotion of free, creative and inductive thinking
Working independently
Understanding the communicative dynamics of history
Critical analysis of the ideological uses of history

SYLLABUS

The postgraduate course examines the transformations of history in the context of the "digital age", from the 1990s to the present. The course aims to familiarise postgraduate students with a range of theoretical, methodological and practical issues concerning knowledge and discourse about the historical past in the digital environment. To this end, it focuses on two thematic axes: the methodological tools offered by digitality for conducting and presenting historical research, on the one hand, and the dissemination of knowledge and public discourse on history in the digital world of communication, especially the World Wide Web. The course does not aim to offer any specialised technical knowledge, but to help students critically evaluate the oversupply of "historical information" in the digital world, as well as the various digital controversies about the historical past, and to familiarise themselves with the digital media used for processing, analysing and presenting historical research. The above constitute useful skills both for participating in research projects as well for professional activity in fields related to history and culture, such as teaching and cultural journalism.

Teaching modules

1. Digitality. The concept of digitality and its evolution from the 1990s to the present day is analysed, with the Internet and the World Wide Web as a dominant example, while the widespread software programs used for digitisation, composition and presentation are discussed.
2. Dissemination of historical knowledge. The module outlines the evolution from the manuscript to the emergence of movable type printing and from the mass production of printed matter to the emergence of the digital age. At the same time, the concept of the public sphere and public history is introduced, and both their importance for the formation of social identities and their transformations in the digital environment are highlighted.
3. Digital history. The module examines the emergence of digital history as a new field of activity for historians and for institutions and social groups interested in history (museums, cultural organisations, associations). It identifies the commonalities and divergences between the various categories of digital history and professional research history. Particular attention is paid to the development of digital history projects by research centres and universities, and to the potential of digital techniques for conducting

research and exporting its results.
4. Digital public history. The module examines the emergence of a new digital public history in the global web environment and identifies its various forms: organised programmes of outreach and collaboration between historians and the general public, digital oral history programmes, and the generalisation of informal discussions and debates about history in the context of social networks. It also presents the emergence of a field of research concerned with the identification and interpretation of contemporary historical culture, a significant part of which is being shaped in the digital environment.
5. Authenticity, truth and identity. This module examines the significant changes in the creation and dissemination of opinions, information and "discourses" about history, changes that relativise existing hierarchies of knowledge, are fuelled by the formation and reproduction of social identities and are intertwined with political agendas. In this context are examined initiatives such as the online encyclopaedia Wikipedia, and the emergence of "fake news", a field of reflection for the reproduction of stereotypes and the creation of contemporary digital myths is also analysed.
6. Hypertext, databases and metadata. The module presents and explains the concept and function of hypertext as it is implemented in the web and analyses its epistemological characteristics and its differences with the older knowledge hierarchies. At the same time, it introduces specific working methods that semantically structure historical material in order to process, analyse and interpret it, as well as to manage it in the context of cultural heritage institutions, such as archives and museums.
7. Digital humanities. The field of digital humanities studies is briefly presented and specific historical research projects are identified that exploit the potential it offers. Particular emphasis is placed on programmes of Greek institutions, which can be useful in scientific research and teaching.
8. Education. The module discusses the possibilities offered by using digital methods and techniques in the teaching of history, as well as in adult education initiatives, through the presentation of various examples of educational scenarios.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Multimedia and Internet use Electronic communication Course support through the ecourse platform
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*	

Activity	***Semester workload***
Seminars	40
Preparation for the modules of the course based on bibliography and Internet browsing	80
Oral presentations related to the units of the	60

	course based on bibliography and Internet browsing	

workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Oral presentation of the essay	60
	Composition of a written essay	135
	Course total	375

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of evaluation: Greek, English (for Erasmus+ students) Evaluation methods: - Oral presentations in the context of the course modules based on bibliography and Internet browsing - Oral presentation of the progress of the essay - Essay

ATTACHED BIBLIOGRAPHY

Suggested bibliography:

- Bounegru, L., J. Gray, T. Venturini, and M. Mauri, (eds.). *A Field Guide to "Fake News" and Other Information Disorders,* Amsterdam 2018.
- Covin, Thomas, *Public History: A Textbook of Practice,* New York and London, 2016.
- Cohen, Daniel and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web,* Philadelphia 2005.
- Jordanova, Ludmilla, *Η ιστορία στην πράξη,* transl. V. Patsogiannis, Athens 2022.
- Wineburg, Sam, *Why Learn History (When It's Already on Your Phone),* Chicago 2018.
- Exertzoglou, Charis, *Η δημόσια ιστορία: Μια εισαγωγή,* Athens 2020.
- Bilalis, Mistsos, *Το παρελθόν στο Δίκτυο. Εικόνα, τεχνολογία και ιστορική κουλτούρα στη σύγχρονη Ελλάδα (1994-2005),* Athens 2015.
- Bounia, Alexandra, and Despoina Katapoti (eds.), *Αναδυόμενες τεχνολογίες και πολιτισμική κληρονομιά,* Athens 2021.
- Papaelias, Penelope, and Petros Petridis, *Ψηφιακή εθνογραφία,* Athens 2015.
- Pantazou, Ioulia, *Ιστορία σε Έκθεση: Πρακτικές ψηφιακού σχεδιασμού,* Athens 2019.

- *- Related academic journals:*
- *Historein*
- *Journal of the Association of History and Computing*

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠ3214**	**SEMESTER**	B
COURSE TITLE	**Cultural Ecology and Local Cultures**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	Seminar	

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/ For students of the Erasmus+ exchange program, assignments may be completed in English.
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course will address issues of theory and methodology at an interdisciplinary level, combined with ethnographic field research exercises, so that students acquire a comprehensive scientific training on the specific subject.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……

Production of new research ideas	*Others…* *…….*

Familiarization with folklore and anthropological theory, coupled with comprehensive understanding of local history.

SYLLABUS

Cultural Ecology is a recently established discipline within the domain of the Social Sciences, which emerged in the context of the 'coinciding' of different yet intersecting disciplines. As far as we are concerned, we could refer to the intersection between Social-Cultural Anthropology and Ecology.
The seminar will firstly refer to the epistemological origins of the discipline, with a focus on its interdisciplinary character. The relationship between Nature and Culture, as evidenced by ethnographic sources, will be examined, along with the relationship between Society and Environment, a subject that has been discussed since the 19th century. Initially, this relationship was explored between Sociology and Anthropogeography, and then in all interdisciplinary dimensions, with a focus on Anthropological Ecology or Ecological Anthropology.
In this interdisciplinary framework, the concepts of "locality" and "place" will be then explored, drawing on diverse interdisciplinary approaches. This approach will integrate Anthropology, Rural Sociology, Social and Cultural Geography, and Social Folklore.
The relationship between the local and the national scale, the concepts and contents of interlocality, transnationalism, globalization and the new international term “glocalization” will be reified as a bridge between the first and the second part.
The second part will be dedicated to the localities, the individual local anthropogeographical and cultural unities that have historically constituted the regional unit of Epirus.
Preliminarily, we will be looking at the very concept and ideology of “Epirotism”, which was essentially a launching pad for the integration of Epirus into the national corpus. We will then focus on all the cultural micro-units (Zagori, Konitsa, Pogoni, Tzoumerka, etc.) using ethnographic and folkloristic material.
The seminar will also include an exercise in ethnographic field research.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Multimedia and Internet use Electronic communication Course support through the ecourse platform

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-*	***Activity***	***Semester workload***
	Seminars-Lectures	40
	Preparation for the modules of the course based on bibliography	135

directed study according to the principles of the ECTS	Composition of a written essay	200
	Course total	375

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	The assessment is based on a written assignment in Greek, which will be presented during the seminars. Scientific justification, reasoning, quality and clarity of writing, clarity, as well as its correspondence with both the Greek and international literature will be evaluated.

ATTACHED BIBLIOGRAPHY

- Philip Smith, *Πολιτισμική Θεωρία,* Κριτική, Αθήνα,2006
- Δήμητρα Γκέφου-Μαδιανού, *Πολιτισμός και Εθνογραφία,* Ελληνικά Γράμματα, Αθήνα, 1999
- Thomas Hylland Eriksen, *Μικροί Τόποι, Μεγάλα ζητήματα*, Κριτική, Αθήνα, 2007
- Andre Leroi-Gouran, *Το έργο και η Ομιλία του Ανθρώπου,* 2τ. Μ.Ι.Ε.Τ., Αθήνα 2000
- Άλκη Κυριακίδου-Νέστορος, *Λαογραφικά Μελετήματα* , Νέα Σύνορα-Λιβάνης, Αθήνα, 1978.
- Άλκη Κυριακίδου-Νέστορος, *Λαογραφικά Μελετήματα ΙΙ,* Πορεία, Αθήνα, 1993
- Mark Q. Sutton, E.N. Anderson, *Introduction to Cultural Ecology, Roudledge. London, 2004.*
- Doreen Massey and John Allen, *Geography Matters,* Cambridge U.P. , 1984
- Kay Milton, *Environmentalism. The View from Anthropology,* Routledge, London, 1993
- Tim Ingold, *The Perception of the Environment.* Routledge, London, 2000
- Clifford Geertz, *Local Knowledge.* Basic Books, U.S.A., 1983
- Christopher Tilley, *A Phenomenology of Landscape,* Berg, Oxford? Providence, U.S.A., 1994

COURSE OUTLINE

GENERAL

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠΣ101**	**SEMESTER**	C (winter semester)
COURSE TITLE	**RESEARCH SEMINAR – MASTER'S THESIS PREPARATION**		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	30
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	Seminar	

COURSE TYPE general background, special background, specialised general knowledge, skills development	special background
PREREQUISITE COURSES:	Successful completion of the courses from the 1st and 2nd semester
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The learning objectives of the Research Seminar for the preparation of the Master's Thesis (MT) focus both on deepening the content of historical research and on developing research skills. Through their active participation in the seminar, postgraduate students will be able to connect their individual research with broader theoretical and historiographical currents, identify the theoretical framework within which their MT topic is situated, and engage creatively in discussions on the historiography of the Modern World and its contemporary interpretations.
More specifically, the learning objectives of the seminar include:

- Understanding the process of scientific research in the history and culture of the modern and contemporary world.
- Acquiring foundational knowledge of the historian's research tools and the various types of primary and secondary sources, as well as organizing them into structured datasets.
- Familiarization with the research methodology of history for accessing different types of sources and combining them according to the research question.
- Familiarization with the stages of designing, implementing, and presenting historical research and understanding research methods (qualitative, quantitative, interpretative, etc.).
- Developing the skills to formulate research questions and working hypotheses.
- Developing the ability to identify research gaps or problems and to formulate clear, focused, and analytically productive questions.
- Identifying and evaluating primary and secondary sources, as well as familiarization with archival research and the use of historical sources.
- Critically analyzing and evaluating bibliography and historical evidence.
- Preparing adequately for the ability to synthesize and utilize acquired knowledge and skills within the context of implementing original research.
- Developing skills in organizing and writing a scientific paper (introduction, methodology, analysis, conclusions), including providing scientific documentation (citations, bibliography).
- Assimilating the concepts of scientific ethics, intellectual property rights, and avoidance of plagiarism.
- Cultivating social and professional skills related to presenting and defending research in front of an audience and participating in academic dialogue.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making Working independently Team work
Working in an international environment
Working in an interdisciplinary environment

Production of new research ideas

Project planning and management
Respect for difference and multiculturalism Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……
Others…
…….

- Search, analysis, and synthesis of data and information, using the necessary technologies
- Project design and management
- Decision-making
- Autonomous work
- Teamwork
- Work in an international environment
- Work in an interdisciplinary environment
- Generation of new research ideas
- Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues
- Exercise of critical thinking and self-reflection
- Promotion of free, creative, and inductive thinking

SYLLABUS

The Research Seminar introduces students to the methodology of historical research and writing and prepares them for the development of their Master's Thesis. Students participate in regular weekly meetings (13 weeks) with the teaching staff of the Master's Program, who supervise the Master's Thesis. Supervisors guide students through the methodology of historical research and writing and assign educational and research activities that must be completed during the semester. These include archival research, fieldwork, literature review and excerpting, description and cataloging of archival sources, transcription of audio recordings, preparation of a presentation for a scientific conference, and preparation of a scientific publication.

The teaching activities and learning outcomes of the Research Seminar are organized into distinct phases and include familiarization with a variety of archival sources and methods for locating and researching different archives, the planning, implementation, and presentation of a historical research project, and the understanding of research methods. Upon completion of the course, students will be able to compile bibliographies for specific topics, utilize information and perspectives from literature, and adapt their approach in:

a) written presentations,
b) oral presentations,
c) public discussions, and
d) group work.

They will also be able to design a research proposal, write articles for academic journals, abstracts, project reports, conference papers, and have the capacity to organize podcasts on specific topics within their field of study.

Research Seminar Modules:

- The historian's research tools: bibliographies, catalogs, indexes, archival descriptions
- Literature review and excerpting: how and what to excerpt
- Archival research: archival institutions and research methodologies
- Digital archives: institutions and archival research methodologies
- Classification, description, and cataloging of archival sources: how sources are classified/described/cataloged/indexed
- Audio and visual archives: specificities, recording, processing, and analysis methodologies
- Field research: research methodologies
- Field research: data collection and processing, transcription of audio material
- Preparing a conference presentation
- Preparing a scientific publication
- Preparing a thematic panel for a scientific conference

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*

TEACHING METHODS		Activity	Semester workload
The manner and methods of teaching are described in detail. *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art*		Lectures – Seminars:	40 hours
		Educational Visits:	20 hours
		Study and Analysis of Bibliography	200 hours
		Fieldwork (Archival Research, Field Research)	150 hours
		Oral Presentations	40 hours
		Writing Assignments	250 hours
		Development of Research Project	50 hours
		Total Course Workload	750 hours

STUDENT PERFORMANCE EVALUATION	
Description of the evaluation procedure *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of assessment: Greek. Assessment methods: Oral presentations based on bibliography Written assignment: Compilation of bibliography on the chosen research topic Written assignment: Bibliographic indexing (note-taking and abstracting) Report: Archival research – description and presentation of an archive Written assignment: Cataloguing of unclassified archival material Report: Field research – research description Written assignment: Transcription of audio files Written assignment: Cataloguing and abstracting of visual archive material Written assignment: Preparation of a presentation for an academic conference (writing abstract/paper) Written assignment: Preparation of a scholarly article (bibliographic research, research questions, sources and methodology presentation) Report: Preparation of a thematic panel for an academic conference Development of a research project

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*
- In foreign languages
- John Berger, Understanding a Photograph, Penguin Books, Λονδίνο 2013.
- -Daniel J. Cohen και Roy Rosenzweig, Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web, Φιλαδέλφεια 2005.
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- -Arlette Farge, Le goût de l'archive, Seuil, Παρίσι 1989 [ελλ. μετάφραση: Arlette Farge, Η γεύση του αρχείου, μτφρ. Ρίκα Μπενβενίστε, Αθήνα: Νεφέλη, 2004].
- -Marcel Gauchet, Philosophie des sciences historiques, Seuil, Παρίσι 2002.
- -François Hartog, Régimes d'historicité. Présentisme et expériences du temps, Seuil, Παρίσι, 2003 [ελλ. μετάφραση: François Hartog, Καθεστώτα ιστορικότητας. Παροντισμός και εμπειρίες του χρόνου, μτφρ. Δ. Κουσουρής, Αλεξάνδρεια, Αθήνα 2014].
- -François Hartog, Croire en l'histoire, Paris : Flammarion, 2013
- -Roy Rosenzweig, "Scarcity or Abundance? Preserving the Past in a Digital Era", American Historical Review 108/3 (2003), 735-762. https://rrchnm.org/essay/scarcity-or-abundance-preserving-the-past-in-a-digital-era/
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- -Hayden White, «The Value of Narrativity in the Representation of Reality», Critical Inquiry, vol. 7, no 1, Φθινόπωρο 1980.
- In Greek
- Lynn Abrams, Θεωρία Προφορικής Ιστορίας, μτφρ. Λουκάς Ρινόπουλος, Πλέθρον, Αθήνα 2014.
- -Marc Bloch, Απολογία για την Ιστορία. Το επάγγελμα του ιστορικού, μτφρ. Κώστας Γαγανάκης, Εναλλακτικές Εκδόσεις, Αθήνα 1994 (γ' έκδοση).
- -Peter Burke, Αυτοψία. Οι χρήσεις των εικόνων ως ιστορικών μαρτυριών, Μεταίχμιο, Αθήνα 2003.
- -Γιώργος Γιαννακόπουλος και Βασιλική Μπουντούρη, Εισαγωγή στην Αρχειονομία, Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών, Αθήνα 2015.
- https://repository.kallipos.gr/handle/11419/6320
- -Encyclopédie de la Pléiade, Ιστορία και μέθοδοι της, Samaran Charles (δ/νση), τ. Α-τ. Δ, ΜΙΕΤ Αθήνα, 1979-1989.
- -Judith Ellis (επιμ.), Η διαχείριση των αρχείων, μτφρ. Ζωή Οικονόμου, Ελληνική Αρχειακή Εταιρεία - Τυπωθήτω/Γιώργος Δαρδανός, Αθήνα 2000
- -Arlette Farge, Η γεύση του αρχείου, μτφρ. Ρίκα Μπενβενίστε, Αθήνα: Νεφέλη, 2004.
- -Gaddis, J.L., Το τοπίο της ιστορίας. Πώς οι ιστορικοί χαρτογραφούν το παρελθόν, μτφρ. Μαρία Ακριβάκη, επ. επιμέλεια Θανάσης Δ. Σφήκας & Κατερίνα Γαρδίκα, Πεδίο, Αθήνα 2019.
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- -Ρίκη Βαν Μπούσχοτεν, Βασίλης Δαλκαβούκης, Ελένη Καλλιμοπούλου (επιμ.), Προφορική ιστορία και αντι-αρχεία: Φωνές, εικόνες και τόποι, Ένωση Προφορικής Ιστορίας, Βόλος 2021. https://drive.google.com/file/d/1saio-EQGaKpfMy09AGLDN3WdQby-8A-s/view
- -Ζακ Ντεριντά, Η έννοια του αρχείου, μτφρ. Κωστής Παπαγιώργης, Εκκρεμές, Αθήνα, 1996.
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- -Paul Thompson, Φωνές από το Παρελθόν, Προφορική Ιστορία, μτφρ. Ρίκη Βαν Μπούσχοτεν, Νίκος Ποταμιάνος, Πλέθρον, Αθήνα 2008.
- https://rchlibrary.org/KEAE/editor-uploads/issues/KEAE04.html?1=B01&2=99&4=GR

- Relevant Academic Journals:

Critical Inquiry
Cultural History
History and Theory
Journal of Historical Sociology
Representations
Rethinking History: The Journal of Theory and Practice
Mnimon (Μνήμων)
Ta Historica (Τα Ιστορικά)
Historein: A Review of the Past and Other Stories

SCHOOL	FACULTY OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM		
COURSE CODE	**ΙΠΔ201**	**SEMESTER**	D (spring semester)

COMPOSITION OF MASTER THESIS

The Master Thesis (M.T.) is an individual, original work of scientific research. It is composed in accordance with the writing guidelines and the scientific requirements laid down in the Regulations of the MA Program, which is posted on its website.

The M.T. may be composed in Modern Greek or English.

The maximum length of the thesis is 35,000-45,000 words (text and bibliography), excluding annexes and lists. It must be typed in Times New Roman font, size 12, 1,5 pt, with regular margins, and must be printed on single-sided pages.

When submitting the thesis for the award of the Diploma of Postgraduate Studies, students are required to cite the work and opinions of other researchers they have made use of, in accordance with Article 19 of the Regulations of Postgraduate Studies of the University of Ioannina.