

Modern and Contemporary History and History of Art

Postgraduate programme

Course

outlines

Academic year 2026–2027

This guide presents the course outlines for the three specialisations of the postgraduate programme. Each outline provides course information, learning outcomes, content, teaching and assessment methods, and recommended reading where supplied. Language of instruction and Erasmus availability are specified in the individual outlines.

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A. Modern and Contemporary Greek History

Greek-Venetian, Ottoman and Modern Greek World

Children and Youth in Twentieth-Century Greece

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School	SCHOOL OF PHILOSOPHY
Department	HISTORY AND ARCHAEOLOGY
Level Of Study	FIRST CYCLE OF THE POSTGRADUATE PROGRAMME
Course Code	NTEI09
Semester	FIRST
Teaching activity / Hours / Credits	— / 3 / 15
Type Of Course	Specialisation, general knowledge
Prerequisite Courses:	Undergraduate courses in Modern and Contemporary Greek History
Language Of Instruction And Examination:	Greek
Is The Course Offered To Erasmus Students	No
Course Website (Url)	https://eclass.uoa.gr/courses/ARCH1268/index.php

Learning outcomes

Upon successful completion of the seminar, students will be able to:

explain how childhood and youth are historically constructed and change in different social and cultural contexts;

analyse how other analytical categories, such as class, gender, race and sexuality, intersect with age and differentiate the experiences of children and young people;

examine the legal, institutional and symbolic categories through which children and young people were treated as objects of protection, surveillance, discipline or exploitation;

identify forms of action and contestation by children and young people during periods of war, reconstruction, social movements and cultural change;

relate developments in twentieth-century Greece to transnational processes and identify continuities, discontinuities and different temporalities;

formulate historical questions, critically assess the historiography, locate and interpret primary sources, and present a well-documented research paper.

General competences

Searching for, analysing and synthesising sources and scholarship

Independent and group work

Practising criticism and self-criticism

Formulating research questions

Promoting free and creative thinking

Course content

The seminar examines the historical forms of childhood and youth in twentieth-century Greece. Its starting point is the premise that age is not a self-evident criterion of classification but acquires different meanings in specific historical and cultural contexts and in relation to other categories such as social class, gender, race and sexuality. Through historiography and the study of primary sources, the seminar explores the ways in which childhood and youth were constructed in the legal, institutional and symbolic spheres, as well as the possibilities for children and young people to act as historical subjects. Particular emphasis is placed on experiences of war and reconstruction, child labour, welfare, health and education, juvenile justice, and young people's political and cultural mobilisations. These themes are examined in relation to intergenerational relations, reforms, and the interplay between Greek and transnational history. Through individual cases, the seminar traces patterns and exceptions, continuities and discontinuities in the relationship between age, power and historical change.

Indicative outline of seminar meetings

1. Introduction to the history of childhood and youth: sources and historiographical questions.
2. Intersecting concepts, differentiated historical experiences: age, class, gender, race, sexuality, intergenerational relations.
3. Family, upbringing and changing understandings of the child.
4. Education, schooling and the construction of childhood and youth.
5. Child labour, social inequality and the protection of childhood.
6. Health, hygiene and scientific discourses on the child.
7. Juvenile offenders, surveillance, reform and juvenile justice.
8. Children in wartime: orphanhood, displacement, welfare and memory.
9. Young men and women during the Occupation and the Resistance.
10. Children and young people during the Civil War and postwar reconstruction.
11. Youth, political activism and anti-colonial struggles.
12. Student and school pupil movements, education and political contestation.
13. Youth cultures, counterculture and self-definition from the 1960s through the post-dictatorship period.

Presentations of research papers form part of the concluding phase of the seminar.

Teaching and assessment

Mode of delivery

In-person seminar meetings involving discussion of selected scholarship and historical sources, group work and presentations.

Use of information and communication technologies

Use of ICT in teaching. The e-class platform is used to distribute materials and communicate with students.

Teaching organisation

<i>Activity</i>	<i>Semester Workload</i>
Lectures, weekly discussion, group work	3 ECTS (75 hours)
Study and critical analysis of scholarship by students; short bibliographical commentaries	2 ECTS (50 hours)
Analysis of primary sources	2 ECTS (50 hours)
Planning, presenting and writing a research paper	8 ECTS (200 hours)
Course Total	15 ECTS (375 hours)

Student assessment

Participation in weekly discussions of the thematic units (10%)

Writing short bibliographical commentaries (30%)

Individual research paper using primary sources, with an oral presentation. Assessment criteria: clarity of the research question, critical use of scholarship and sources, coherence of argument and documentation. (60%)

Recommended bibliography

Avdela, Efi, “Young People at Risk”: Surveillance, Reform and Juvenile Justice after the War, Polis, Athens 2013. (In Greek)

Ariès, Philippe, Centuries of Childhood, translated by Giouli Anagnostopoulou, Glaros, Athens 1990. (In Greek)

Valassopoulos, Evangelos V., Forms of Child Labour and the Protection of Childhood in Twentieth-Century Greece, Papazisis, Athens 2014. (In Greek)

Varon-Vassard, Odette, The Coming of Age of a Generation: Young Men and Women during the Occupation and the Resistance, Estia, Athens 2009. (In Greek)

Theodorou, Vasiliki, and Despina Karakatsani, “Precepts of Hygiene”: Medical Supervision and Social Welfare for Children in the Early Decades of the Twentieth Century, Dionikos, Athens 2010. (In Greek)

- Karamanolakis, Vangelis, Evi Olympitou, and Ioanna Papathanasiou (eds), *Greek Youth in the Twentieth Century: Political Trajectories, Social Practices and Cultural Expressions*, Themelio, Athens 2010. (In Greek)
- Katsapis, Kostas, *The “Youth Problem”: Modern Young People, Tradition and Contestation in Postwar Greece, 1964–1975*, Aprovleptes, Athens, n.d. (In Greek)
- Kornetis, Kostis, *Children of the Dictatorship: Student Resistance, Cultural Politics and the Long 1960s in Greece*, translated by Pelagia Marketou, Polis, Athens 2015. (In Greek)
- Papathanasiou, Ioanna (with Polina Iordanidou, Ada Kapola, Tasos Sakellariopoulos and Angeliki Christodoulou), *The Lambrakis Youth in the 1960s: Archival Documentation and Autobiographical Accounts*, Athens, IAEN/INE-NHRF, 2008. (In Greek)
- Papathanasiou, Maria, *Growing Up in the Mountains: Children and Childhood in Krokyleio, Doris, in the Early Decades of the Twentieth Century*, IAEN, Athens 2003. (In Greek)
- Proceedings of the International Symposium The Historicity of Childhood and Youth*, IAEN, Athens 1986. (In Greek)
- Proceedings of the International Symposium The Times of History: Towards a History of Childhood and Youth*, IAEN, Athens 1998. (In Greek)
- Sklavenitis, Dimitris, *“Watch out, Gerasimos!...”: The School Pupil Movement and School Occupations, 1974–2000*, Asini, Athens 2016. (In Greek)
- Fournaraki, Eleni, *Girls’ Education and Upbringing: Greek Debates (1830–1910)*, IAEN, Athens 1987. (In Greek)
- Hantzaroula, Pothiti, *Children Remember the Holocaust: Testimony, Historiography, Memory, Plethron*, Athens 2023. (In Greek)
- Hassiotis, Loukianos, *The Children of the Civil War: From Franco’s “Social Welfare” to Frederica’s “Fundraising Campaign” (1936–1950)*, Estia, Athens, 22020. (In Greek)
- Cunningham, Hugh, *Children and Childhood in Western Society since 1500*, translated by Pelagia Marketou, Smili, Athens 2016. (In Greek)
- Schildt, Axel, and Detlef Siegfried (eds), *Between Marx and Coca-Cola: Youth Culture and Social Change, 1960–1980*, translated by Nikos Zartamopoulos, Kastalia, Athens 2010. (In Greek)
- Van Boeschoten, Riki, and Loring M. Danforth, *Children of the Greek Civil War: Refugees and the Politics of Memory*, translated by Michalis Laliotis, Alexandria, Athens 2012. (In Greek)
- Van Steen, Gonda, *Wanted: Children from Greece: Adoptions in Cold War America*, translated by Ariadni Loukakou, Potamos, Athens 2021. (In Greek)

A. Modern and Contemporary Greek History

Greek-Venetian, Ottoman and Modern Greek World

Greece and the Middle East during the Cold War

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School	SCHOOL OF PHILOSOPHY
Department	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
Level Of Studies	POSTGRADUATE
Course Code	NTE07
Semester	2
Teaching activity / Hours / Credits	SEMINARS / THREE / 15
Course Type	SPECIALISED GENERAL KNOWLEDGE
Prerequisite Courses	NO
Language Of Instruction And Examinations	GREEK (Erasmus students have the option to write their assignments in English and also give their presentations in English.)
Is The Course Offered To Erasmus Students	YES
Course Website (Url)	https://eclass.uoa.gr/courses/ARCH1100/

Learning outcomes

By the end of this course students should:

Analyse Greece's position within the regional system of the Eastern Mediterranean and the Middle East, relating Greek foreign policy to the bipolar framework of the Cold War and to the process of decolonization in the region.

Interpret the factors that shaped Greece's stance on key issues of the period, such as the Palestine Question and relations with Israel, Arab nationalism, the Suez Crisis and the Arab-Israeli wars, taking into account their interconnection with the Cyprus question, Greek-Turkish relations and the fate of the Greek communities of Egypt and the Middle East.

Critically evaluate primary sources, such as diplomatic documents from Greek and foreign archival collections, parliamentary proceedings and the contemporary Press.

Examine the economic dimensions of Greece's relations with the states of the Middle East, including trade, shipping, oil dependence and the activity of Greek engineering and construction firms and workers in the Arab world, and assess the extent to which economic interests influenced the policy choices of Athens.

Compare Greece's policy with those of other small and medium-sized states of Southern Europe and evaluate Greece's role in international organizations.

Compare the main historiographical approaches to Greek policy in the Middle East, identifying continuities and ruptures across successive governments.

Design and carry out an original research project on Greek policy in the region, formulating research questions, combining archival material with secondary literature, and presenting well-substantiated conclusions in both written and oral form.

Searching, analyzing, and synthesizing data and information, using the necessary technologies

Independent work

Teamwork

Generating new research ideas

Exercising critical thinking and self-criticism

Respect for diversity and multiculturalism

Promoting free, creative, and inductive thinking

Course content

This course will address Greek policy in the Middle East during the Cold War era. Greek policy had been determined by a mixture of political, strategic and regional factors: the Greek security problem; the need to secure the Arab votes concerning the Greek interests before the United Nations (with special emphasis on the Cyprus problem); the existence of the Greek Orthodox Patriarchates of Jerusalem and Alexandria; commercial and economic interests in the Eastern Mediterranean; and the need to take into account the position of the Greek community of Alexandria. The students are expected to become familiar with the historiographical debates and carry out research in primary sources (state archives, personal papers, the Press etc.).

Teaching and assessment

Mode of delivery

Face-to-Face

Use of information and communication technologies

Use of ICT in teaching. The e-class platform is used to distribute materials and communicate with students.

Teaching organisation

<i>Δραστηριότητα</i>	<i>Φόρτος Εξαμήνου</i> <i>Εργασίας</i>
Seminars	39
Consultation with the instructor	26
Bibliographic research	70
Study of preparatory readings	120
Seminar Paper	120

Δραστηριότητα	Φόρτος Εξαμήνου Εργασίας
Course Total	375

Student assessment

Assessment is conducted in Greek and is based on the student's attendance at the seminars, the oral presentation of their research paper, and their seminar paper.

Recommended bibliography

Αθανασοπούλου, Εκάβη, Σύμμαχοι αλλά όχι φίλοι: ΗΠΑ-Τουρκία, 1979-1990, Θεσσαλονίκη: Επίκεντρο, 2013.

Εμμανουηλίδης, Εμμανουήλ Αντ., Οι σχέσεις της Ελλάδας με τον αραβικό και μουσουλμανικό κόσμο, 1974-1981, Θεσσαλονίκη: University Studio Press, 2017.

Hatzivassiliou, Evanthis, Greece and the Cold War: Frontline State, 1952-1967, London: Routledge, 2006.

Κούμας, Μανόλης, Η Ελλάδα και το μεσανατολικό ζήτημα, 1945-1981, Αθήνα: Εκδόσεις Παπαδόπουλος, 2026.

Nachmani, Amikam, Israel, Turkey, and Greece: Uneasy Relations in the East Mediterranean, London: Frank Cass, 1987.

Νταλαχάνης, Άγγελος, Ακυβέρνητη πολιτεία: οι Έλληνες στην Αίγυπτο, από την κατάργηση των προνομίων στην έξοδο, 1937-1962, Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης, 2015.

Σακκάς, Γιάννης, Η Ελλάδα, το Κυπριακό και ο αραβικός κόσμος, 1947-1974, Αθήνα: Εκδόσεις Πατάκη, 2012.

Χαρίτος, Γαβριήλ, Κύπρος, το γειτονικό νησί: το Κυπριακό μέσα από τα Κρατικά Αρχεία του Ισραήλ, 1946-1960. Αθήνα: Εκδόσεις Παπαζήση, 2018.

Χειλά, Ειρήνη, «Η αραβο-ισραηλινή διαμάχη και η ελληνική εξωτερική πολιτική», στο: Δ. Κώνστας και Χ. Τσαρδανίδης (επιμ.), Σύγχρονη ελληνική εξωτερική πολιτική, Αθήνα και Κομοτηνή: Εκδόσεις Σάκκουλα, 1988, σσ. 359-383.

Ρούσσος, Σωτήρης, Επανάσταση και εξέγερση στη Μέση Ανατολή, Αθήνα: Gutenberg, 2022.

Σβολόπουλος, Κωνσταντίνος, Κωνσταντίνα Ε. Μπότσιου και Ευάνθης Χατζηβασιλείου (επιμ.), Ο Κωνσταντίνος Καραμανλής στον εικοστό αιώνα: Διεθνές επιστημονικό συνέδριο Ζάππειο Μέγαρο 5-9 Ιουνίου 2007, τόμος Β', Αθήνα: Ίδρυμα «Κωνσταντίνος Γ. Καραμανλής», 2008.

Σπυρόπουλος, Γεώργιος Μ., Μέση Ανατολή: αραβο-ισραηλινή διένεξη. Ιστορία – πολιτική – διπλωματία, Θεσσαλονίκη: Πανεπιστημιακές Εκδόσεις Μακεδονίας, 2011.

A. Modern and Contemporary Greek History

Greek-Venetian, Ottoman and Modern Greek World

Paper Pasts: Historiography and Popular Culture in Twentieth-Century Greece

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School	SCHOOL OF PHILOSOPHY
Department	HISTORY AND ARCHAEOLOGY
Level Of Studies	POSTGRADUATE
Course Code	NTEI11
Semester	FIRST
Teaching activity / Hours / Credits	SEMINARS / THREE / 15
Course Type	Specialisation, general knowledge
Prerequisite Courses	NO
Language Of Instruction And Examinations	GREEK (Erasmus students have the option to write their assignments in English and also give their presentations in English.)
Is The Course Offered To Erasmus Students	YES
Course Website (Url)	https://eclass.uoa.gr/courses/ARCH1270/index.php

Learning outcomes

By the end of this course students should:

be acquainted with the main theoretical and methodological approaches to popular historiography, public history and the history of print culture;

understand and analyse the relationship between historiography, print culture and popular culture in twentieth-century Greece;

critically analyse the role of historical narratives in the construction of cultural and political identities, and assess the relationship between historical knowledge, commercial culture and the public sphere in twentieth-century Greece;

relate changes in Greek historical culture to broader political and social ruptures, such as the Asia Minor Catastrophe, the Second World War, the Civil War and the Metapolitefsi (the period following the restoration of democracy in 1974);

use primary and secondary sources for the study of popular historiography;

independently design and present a research paper, making appropriate use of theoretical tools and scholarship;

know the main categories of primary sources, as well as the content of key textual sources of the period, in their historical and textual context;

be able to write a critical review of a scholarly study related to the subject of the seminar;

be able to give a concise and accessible oral presentation on a topic concerning the relationship between historiographical production and popular culture, along the lines of a contribution to an academic workshop.

Searching, analyzing, and synthesizing data and information, using the necessary technologies

Independent work

Teamwork

Generating new research ideas

Exercising critical thinking and self-criticism

Promoting free, creative, and inductive thinking

Course content

The seminar aims to discuss the interconnections and interactions between popular culture and historiography in twentieth-century Greece. Print culture played a leading role in the workings of the public sphere from the very beginnings of the Greek state, and the phenomenon grew enormously over the following decades. For most of the twentieth century, newspapers, books and magazines remained the most widely circulated and most prestigious media in Greek society, especially as regards non-fiction content. In short, Greek popular culture was constituted to a large extent through print culture.

Throughout the Greek twentieth century, narratives of various genres about the past – from studies and memoirs to illustrated narratives and historical fiction – were produced and consumed on a mass scale in the pages of newspapers, books and magazines. This extensive body of popular historiography functioned simultaneously as an intellectual and cultural endeavour and as a commercial product, engaging its producers and consumers in everyday contact with history and contributing actively to the ongoing reworkings of the past – national and international, distant and recent. Overall, history performed multiple roles within this ecosystem, often at the same time: encyclopaedic knowledge, teaching material, entertainment, hobby, political argument, a tool for the construction of identities.

The circulation of printed matter of every kind grew particularly after 1922, with the emergence of professional book publishers and the proliferation of newspapers; at the same time, the Asia Minor Catastrophe marked a rupture in Greek historical consciousness, giving rise to new public reworkings of both the distant and the recent past. Subsequently, during the postwar period, which essentially coincided with the intensification of the Cold War, printed popular culture in Greece developed rapidly, while the divisive ruptures of the 1940s brought the legacies of the recent past to the fore and reframed collective representations of the more distant past. The Metapolitefsi, in turn, brought significant changes to the publishing and media landscape and led to a reframing of perceptions of the course of the Greek state from its foundation up to the then present.

Teaching and assessment

Mode of delivery

In-person seminar meetings involving discussion on specific thematic units, selected scholarship and historical sources, group work and presentations.

Use of information and communication technologies

Use of ICT in teaching. The e-class platform is used to distribute materials and communicate with students.

Teaching organisation

<i>Activity</i>	<i>Semester Workload</i>
Seminars	39
Collaboration with the instructors	26
Bibliographical research	70
Study of preparatory readings	120
Seminar Paper	120
Course Total	375

Student assessment

- Language of Assessment: Greek (English for Erasmus+ students)

- Assessment Methods:

A) Written Paper (40%)

B) Participation in class discussion (20%)

C) Presentation of and commentary on scholarly texts or excerpts from primary sources (20%)

D) Oral presentation of the paper in progress (20%)

Submission of the written paper and the oral presentation of and commentary on scholarly texts are prerequisites for student assessment.

Recommended bibliography

- Suggested bibliography:

(selected with the additional criterion of availability at the Library of the School of Philosophy = LSP and, more broadly, in the libraries of NKUA)

In Greek (original and translated)

Athanasiades, Haris, *The Withdrawn Books: Nation and School History in Greece, 1858–2008*, Athens, Alexandreia, 2015 (LSP)

Axelos, Loukas, *Publishing Activity and the Circulation of Ideas in Greece*, Athens, Stochastis, 2008 (LSP)

Dermentzopoulos, Christos – Papatheodorou, Yannis (eds.), *Ordinary People: Studies in Folk and Popular Culture*, Patras, Opportuna, 2021 (LSP)

Droulia, Loukia (ed.), *The Greek Press, 1784 to the Present*, Athens, National Hellenic Research Foundation, 2005 (LSP)

- Karakatsouli, Anna, *In the Land of Books: The Publishing History of the Estia Bookshop*, Athens, Ekdoseis ton Synadelfon, 2011 (LSP)
- Karamanolakis, Vangelis – Dimitropoulos, Dimitris (eds.), *Readings of 1821 and the Left*, Athens, Contemporary Social History Archives/I Avgi, 2014
- Karamanolakis, Vangelis, “History and Ideology in the 1960s”, in Alkis Rigos, Seraphim Seferiades, Evanthis Hatzivassiliou (eds.), *The “Short” Decade of the 1960s: Institutional Framework, Party Strategies, Social Conflicts, Cultural Processes*, Athens, Kastaniotis/Hellenic Political Science Association, 2008 (LSP)
- Bakounakis, Nikos, *Journalist or Reporter? Narrative in Greek Newspapers, 19th–20th Centuries*, Athens, Polis, 2014 (LSP)
- Pappas, Filippos, “The Limits of Galaxias: A Significant Publishing Story of the 1960s”, *Kondyloforos* 20 (2022), 183–206
- Paschaloudi, Eleni, *A War Without End: The 1940s in Political Discourse, 1950–1967*, Thessaloniki, Epikentro, 2010 (LSP)
- Salvanou, Emilia, *The Formation of Refugee Memory: The Past as History and as Practice*, Athens, Nefeli, 2018 (LSP)
- Storey, John, *Cultural Theory and Popular Culture: An Introduction*, Greek transl. Vasilis Ntzounis, Athens, Plethron, 2015 (LSP)
- Triantafyllou, Christos, *The Second Life of Eleftherios Venizelos: Building an Ethnarch (1936–1967)*, Athens, Themelio/National Research Foundation “Eleftherios K. Venizelos”, 2025
- Fytli, Magda – Avgeridis, Manos – Kouki, Eleni, *The Second Life of the National Resistance: Practices of Recognition and Exclusion*, Athens, Themelio, 2022
- In other languages
- Avgeridis, Manos, “The Historicization of World War II in Greece After the Civil War: Looking Back on the Public Debate over a Lecture by British Historian C.M. Woodhouse”, in Stefan Berger (ed.), *The Engaged Historian: Perspectives on the Intersections of Politics, Activism and the Historical Profession*, London/New York, Berghahn Books, 2019, 151–161
- Berger, Stefan – Lorenz, Chris – Melman, Billie (eds.), *Popularizing National Pasts, 1800 to the Present*, London/New York, Routledge, 2012
- Chakrabarty, Dipesh, “The public life of history: an argument out of India”, *Postcolonial Studies* 11 (2008), 169–190
- Conboy, Martin, *The Press and Popular Culture*, London, Sage Publications, 2002
- De Groot, Jerome, *Consuming History. Historians and Heritage in Contemporary Popular Culture*, London/New York, Routledge, 2009 (LSP)
- Gkogkou, Despoina, “The Greek Middlebrow Magazine *Μπουκέτο* (1924–46) and its Supplements”, *Journal of European Periodical Studies* 5:2 (2020), 60–79
- Hinds Jr., Harold – Motz, Marilyn – Nelson, Angela (eds.), *Popular Culture Theory and Methodology. A Basic Introduction*, Madison, Popular Press, 2006
- Howsam, Leslie, *Past into Print: The Publishing of History in Britain 1850–1950*, London, British Library, 2009
- Karamanolakis, Vangelis, “Who is the Historian? The Formation of Modern Greek History and the Historical Community in the Short Twentieth Century”, *Historein* 19:2 (2021), <https://doi.org/10.12681/historein.25282>

Korte, Barbara – Paletschek, Sylvia (eds.), *Popular History Now and Then. International Perspectives*, Bielefeld, transcript Verlag, 2012

Levine, Lawrence, “The Folklore of Industrial Society: Popular Culture and Its Audiences”, *The American Historical Review* 97:5 (1992), 1369–1399

McLeod Gilchrist, Marianne, “Bleedthrough: The Two-Way Traffic between Popular Historiography and Fiction”, *Journal of Historical Fictions* 2:1 (2019), 18–44

Paletschek, Sylvia (ed.), *Popular Historiographies in the 19th and 20th Centuries*, New York/Oxford, Berghahn Books, 2011

Pfitzer, Gregory, *Popular History and the Literary Marketplace, 1840–1920*, Amherst, University of Massachusetts Press, 2008

Popp, Susanne – Schumann, Jutta – Hannig, Miriam (eds.), *Commercialized History: Popular History Magazines in Europe*, Frankfurt, Peter Lang, 2015

Stein, Daniel – Wiele, Lisanna (eds.), *Nineteenth-Century Serial Narrative in Transnational Perspective, 1830s–1860s*, London, Palgrave Macmillan, 2019

Triantafyllou, Christos, “The Making of a Greek ‘Father of the Nation’: The Afterlives of Eleftherios Venizelos in Politics, Historiography and Public History (1936–1967)”, *Contemporary European History* 35 (2026), <https://doi.org/10.1017/S0960777325101057>

Zelizer, Barbie – Tenenboim-Weinblatt, Keren (eds.), *Journalism and Memory*, London/New York, Routledge, 2014

A. Modern and Contemporary Greek History

Greek-Venetian, Ottoman and Modern Greek World

Governance and Administration of the Venetian Colonies in the Greek Area

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School	SCHOOL OF PHILOSOPHY
Department	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
Level Of Studies	POSTGRADUATE
Course Code	NEL 05
Semester	B
Teaching activity / Hours / Credits	SEMINARS / THREE / 15
Course Type	SPECIALISED GENERAL KNOWLEDGE
Prerequisite Courses	NO
Language Of Instruction And Examinations	GREEK (Erasmus students have the option to write their assignments in English and also give their presentations in English.)
Is The Course Offered To Erasmus Students	YES
Course Website (Url)	https://eclass.uoa.gr/courses/ARCH1031/

Learning outcomes

By the end of this course students should:

Be familiar with the strategies employed by Venice for the organization of the Stato da Mar (Overseas Empire).

Have an in-depth understanding of the administration and governance of the Venetian colonies in the Greek lands during the Late Middle Ages and the Early Modern period.

Be familiar with the contemporary Greek and international bibliography on the subject under examination.

Have become familiar with the research process.

Have gained familiarity with archival sources.

Independent work.

Group work.

Development of critical and self-critical skills.

Generation of new research ideas.

Course content

The aim of this seminar is to investigate the administration of the Greek territories under Venetian rule from the 13th to the 18th c. as one of the most important parameters of the governance organization in the colonies. Among others, the structure of the administration, its transformation over the centuries, regional differentiations, military and political circumstances will be examined. In addition, emphasis will be placed on the hierarchy of administrative officials and their role sometimes as mediators between the subjects and the Venetian government and sometimes as mere coordinators of Venetian affairs. The various topics will be examined on the basis of the literature as well archival material.

Introductory classes

History of Venice

History of the Venetian colonies in the Greek lands

History of the historiography of the period of Venetian rule in the Greek lands

The Venetian archives and primary sources

Research topic selection and allocation

Research paper presentations

The Venetian administration in the Greek territories (13th–18th centuries): variations and transformations

The role and jurisdictions of the highest-ranking Venetian officials.

The Provveditori Generali (16th–18th centuries).

The administrative organization of Crete.

The administrative organization of Corfu.

The administrative organization of the Peloponnese (late 17th–early 18th century).

Lower-level local administration of the Venetian colonies in the Greek lands

Local elites and Venetian administration

Course review and general conclusions

Teaching and assessment

Mode of delivery

Face-to-Face

Use of information and communication technologies

Use of ICT in teaching. The e-class platform is used to distribute materials and communicate with students.

Teaching organisation

<i>Δραστηριότητα</i>	<i>Φόρτος Εξαμήνου</i>	<i>Εργασίας</i>
Seminars	2 (39 hours)	
Visit to Archives	1 ECTS (11 hours)	

<i>Δραστηριότητα</i>	<i>Φόρτος Εξαμήνου</i>	<i>Εργασίας</i>
Collaboration with the Professor	1 ECTS (30 hours)	
Bibliographic Research	3 ECTS (75 hours)	
Independent Study	4 ECTS (120 hours)	
Seminar Paper	4 ECTS (100 hours)	
Course Total	15 ECTS (375 hours)	

Student assessment

Language of Assessment: Greek (English for Erasmus+ students)

written paper

(Student assessment takes into account active participation in the seminar, the oral presentation of their research project, and the written paper submitted at the end of the semester)

Recommended bibliography

Arbel B., “Venice’s Maritime Empire in the Early Modern Period”, A Companion to Venetian History, 1400-1797, επιμ. E. R. Dursteler, Leiden – Boston, Brill 2013, p. 125-253.

Florio G., Micropolitica della rappresentanza. Dinamiche del potere a Venezia in età moderna, Carocci editore, Roma 2024.

Karapidakis N., Civis fidelis: L’avènement et l’affirmation de la citoyenneté corfiote (XVIème-XVIIème siècles), Francfurt am Main 1992.

Koumanoudi Marina, How a Colony Should Be Governed: The Commission of Doge Pasquale Malipiero to Leone Duodo as Duke of Crete (1459), Institute of Historical Research - Section of Byzantine Research, National Hellenic Research Foundation / Series: Digital publications, no. 10 / Athens 2020, e-book (pdf)

Lamprinos K. E., Κοινωνία και διοίκηση στο βενετοκρατούμενο Ρέθυμνο: Το ανώτερο κοινωνικό στρώμα των ευγενών (1571-1646), PhD Thesis, Κέρκυρα 1999.

Maltezou Chryssa, (επιμ.), Βενετοκρατούμενη Ελλάδα. Προσεγγίζοντας την ιστορία της, Despina Vlassi - Aggeliki Tzavara (eds), τ. 1-2, Athens – Venice, Istituto degli Studi Bizantini e post Bizantini 2010.

—, Η Εντολή του Δόγη της Βενετίας προς τον ρέκτορα Χανίων, 1589, Venice, Istituto degli Studi Bizantini e post Bizantini 2002.

O’Connell Monique, Men of Empire. Power and negotiation in Venice’s maritime state, Baltimore, The Johns Hopkins University Press 2009.

Papadaki Aspasia, «Η εντολή της βενετικής ηγεσίας στον γενικό προνοητή Κρήτης Lorenzo Da Mulla (1569)», Ministerium Historiae. Τιμή στον π. Μάρκο Φώσκολο, επιμέλεια Κ.Α. Danoussis – Κ.Γ. Tsiknakis, Tinos 2017, p. 437-453.

Rizzi Alessandra, «Rules, Norms, and Instructions for the Venetian rettori in the Subject Dominions: Between Central Authority and Local Communities (Thirteenth to Fifteenth Centuries)», *The Officer and the People: Accountability and Authority in Pre-Modern Europe*, Oxford, German Historical Institute London, Oxford University Press 2021, p. 99-131.

A. Modern and Contemporary Greek History

Greek-Venetian, Ottoman and Modern Greek World

Press, Society, Politics (1890-1940)

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School	PHILOSOPHY
Department	HISTORY AND ARCHAEOLOGY
Level Of Studies	POSTGRADUATE
Course Code	NTEI20
Semester	Second
Teaching activity / Hours / Credits	SEMINARS / 3 / 15
Course Type	SPECIALISED GENERAL KNOWLEDGE
Prerequisite Courses	NO
Language Of Instruction And Examinations	GREEK (Erasmus students have the option to write their assignments in English and give their presentations in English.)
Is The Course Offered To Erasmus Students	YES
Course Website (Url)	—

Learning outcomes

Upon completion of the seminar, students are expected to:

- (a) Have become familiar with and knowledgeable about the history of the press in Greece and the phases of major historical changes.
- (b) Have become familiar with the main historiographic trends concerning the history of press, mass media, and print.
- (c) Have understood the advantages and limitations of the press as a source for studying specific social and political issues.
- (d) Have the ability to utilize the press as a source for writing papers.
- (e) Be able to compose an original paper (individual or group) in accordance with the ethics and rules of the academic community.
- (f) Be able to present their work orally, in a structured, concise, and comprehensible manner, using PowerPoint.

- Searching, analyzing, and synthesizing data and information, using the necessary technologies

- Independent work

- Teamwork
- Working in an interdisciplinary environment
- Generating new research ideas
- Exercising critical thinking and self-criticism
- Promoting free, creative, and inductive thinking

Course content

The seminar “Press, Society, Politics (1890-1940)” will focus on the daily and periodical press in Greece from the late nineteenth century until 1940, a period during which the press underwent significant changes in both form and content: new titles were launched, specialized thematic publications made their appearance, and regional newspapers remained influential until Athenian ones became national in scope by the end of this period. Simultaneously, Greek society experienced a series of significant developments, ranging from the bankruptcy of the Greek state, the first modern Olympic Games, and the defeat in the “unfortunate” Greco-Turkish War of 1897, to the Goudi coup, the National Schism, the wartime decade of 1912-1922, the Asia Minor Catastrophe, the refugees’ arrival, the turbulent interwar years, and the imposition of the Metaxas regime.

These developments are vividly reflected in the press of the era, which thus constitutes a privileged source for their study. Newspapers and magazines contain a wealth of data, information, and opinions that allow us to gain insight into everyday life in all its breadth, from political confrontations, social events and crime reports to artistic and athletic activities, often revealing unexpected connections across simultaneous developments and offering broader perspectives on the period under examination. However, the daily and periodical press is not merely a research tool and source for historians. It also constitutes a distinct field of study that has attracted scholarly attention at the intersection of cultural history, print culture history, and media studies. Its analysis and use therefore raise a series of methodological questions.

Within the framework of the seminar, we will examine these questions by focusing on the qualitative and quantitative changes experienced by the Greek press with regard to both form (titles, size, layout, typography) and content (editorials, chronicles, reportage, crime reports, classified ads, publicity, readers’ letters, caricatures), in relation to sociopolitical developments, as well as the censorship practices exercised during the period under study.

Teaching and assessment

Mode of delivery

Face-to-Face

Use of information and communication technologies

Use of ICT in teaching and communication with students

Teaching organisation

Δραστηριότητα	Φόρτος Εξαμήνου	Εργασίας
Seminars	39	
Lectures of invited scholars	3	

<i>Δραστηριότητα</i>	<i>Φόρτος Εξαμήνου</i> <i>Εργασίας</i>
Collaboration with the instructors	30
Educational visits	6
Search and study of materials and bibliography	75
Independent non-guided study	120
Writing of final essay	100
Course Total	375

Student assessment

- Language of Assessment: Greek (English for Erasmus+ students)
- Assessment Methods:
 - a) Weekly oral and short written presentations on the thematic units (30% of the final grade)
 - (b) Final written essay (70% of the final grade)

Recommended bibliography

Agathoklis Azelis, *Press and Crisis: The Debates on Political Crisis and Reforms in the Greek Press from the Defeat of 1897 to the 1909 Goudi Coup*, Trikala, Logeion, 2014 [in Greek].

Zoi Vaiou, Thanasis Giochalis, *Kitsos the Brave and Other Classified Ads*, Athens, Hestia, 2019 [in Greek].

Loukia Droulia (ed.), *The Greek Press from 1784 to the Present: Historical and Theoretical Approaches*, Athens, Institute for Neohellenic Research/National Hellenic Research Foundation, 2005 [in Greek].

<https://helios.eie.gr/helios/handle/10442/14015>

Loukia Droulia and Gioula Koutsopanagou (eds), *Encyclopedia of the Greek Press 1784-1974: Newspapers, Periodicals, Journalists, Publishers*, 4 vols., Athens, Institute for Neohellenic Research/National Hellenic Research Foundation, 2008 [in Greek].

a. <https://helios.eie.gr/helios/handle/10442/16634>

b. <https://helios.eie.gr/helios/handle/10442/16635>

c. <https://helios.eie.gr/helios/handle/10442/16636>

d. <https://helios.eie.gr/helios/handle/10442/16637>

Kostas Mager, *History of the Greek Press*, 3 vols, Athens, no publisher, 1957-1960 [in Greek].
<https://anemi.lib.uoc.gr/metadata/e/1/d/metadata-01-0002421.tkl>

Despoina Papadimitriou, “The Press and the National Schism”, in: Th. Veremis-G. Goulimi (eds), *Eleftherios Venizelos: Society, Economy, Politics in His Era*, Athens, Gnosi, 1989 [in Greek].

Dimitris Saprannidis, *History of Greek Caricature: 3000 Years of Dissent*, Athens, Potamos, 2001 [in Greek].

Marcel Broersma, «From Press History to the History of Journalism», *Medien & Zeit*, 3 (2011), 17-28.

Georgia Eglezou, *The Greek Media in World War I and its Aftermath*, Λονδίνο, Tauris, 2009.

Julia Guarneri, *Newsprint Metropolis: City Papers and the Making of Modern Americans*, University of Chicago Press, 2017.

Jean Marie Lutes, *Front-Page Girls: Women Journalists in American Culture and Fiction, 1880-1930*, Cornell University Press, 2006.

A. Modern and Contemporary Greek History

Greek-Venetian, Ottoman and Modern Greek World

SLAVERY, SERVICE, AND LABOUR IN THE OTTOMAN AND GREEK WORLDS (14TH–19TH CENTURIES)

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School	SCHOOL OF PHILOSOPHY
Department	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
Level Of Studies	FIRST CYCLE OF THE POSTGRADUATE PROGRAMME
Course Code	NEOK01
Semester	FIRST
Teaching activity / Hours / Credits	SEMINARS / THREE / 15
Course Type	Specialized general knowledge
Prerequisite Courses	Undergraduate courses in Ottoman History and Modern Greek History
Language Of Instruction And Examinations	GREEK (Erasmus students have the option to write their assignments in English and also give their presentations in English.)
Is The Course Offered To Erasmus Students	YES
Course Website (Url)	https://eclass.uoa.gr/courses/ARCH1271/

Learning outcomes

Upon successful completion of the seminar, students will be able to:

Identify and describe the principal forms of slavery, service and labour that developed in the Ottoman and Greek worlds from the fourteenth to the nineteenth century.

Critically assess the historiography of the Janissaries and the devşirme (child levy) system.

Explain the social, economic and political development of the Janissary corps over time.

Discuss the concept of “Janissarism” and its implications for Ottoman society and governance.

Analyse slave-trading networks and practices of captivity and ransom in the eastern Mediterranean.

Compare different forms of dependent labour and service, identifying continuities and changes over time.

Explain the transition from the Ottoman Empire to the Greek state and changes in conceptions of freedom, labour and public service.

Analyse and interpret primary sources.

Apply advanced research and analytical skills in Ottoman and Modern Greek History.

Present and defend scholarly arguments effectively in a seminar setting.

General competences

Independent work

Teamwork

Practising criticism and self-criticism

Promoting free, creative and inductive thinking

Course content

This seminar examines the diverse forms of slavery, service, and labour that developed in the Ottoman and Greek worlds from the fourteenth to the nineteenth century. Taking the sultan's kul—slaves in imperial service—as its starting point, the first half of the course focuses on the Janissary corps. An initial survey of its origins and development during the Ottoman “classical period” is followed by thematic explorations of its social, economic, cultural, religious, and political roles. Topics include recruitment through the *devşirme* (child levy), training, military organization and warfare, political intervention and rebellion, participation in urban life and the crafts, social mobility and privilege, and religious and ethnic identities. Particular attention is given to “Janissarism” as a social and political phenomenon extending beyond the corps’ formal military organization, and to the circumstances surrounding the corps’ eventual abolition.

The second half of the course broadens the discussion to other forms of slavery, service, and labour. We examine the slave trade and its networks across the eastern Mediterranean, captivity and ransom, and the forms of domestic slavery and service that shaped everyday life and the organization of households. These topics provide a basis for exploring the relationships between coercion and agency, dependence and social mobility, and enslaved and free labour.

The final part of the seminar considers the continuities and transformations associated with the Greek Revolution and the establishment of the Greek state. We examine the abolition of slavery and the conceptions of freedom articulated during the Revolution, alongside the changing forms of public service and labour that emerged during the nineteenth century. Throughout, the seminar asks how the boundaries between slavery, service, and freedom were defined, contested, and transformed.

Teaching and assessment

Mode of delivery

In-person seminar meetings involving discussion of thematic units, selected scholarship and primary sources, and student presentations.

Use of information and communication technologies

Use of ICT in teaching. The eClass platform is used to distribute materials and communicate with students. PDF copies of the readings will be available on eClass.

Teaching organisation

Activity	Semester Workload
Lectures and seminar discussion	3 ECTS (75 hours)
Critical oral presentation of scholarship by students	2 ECTS (50 hours)
Analysis of primary sources	2 ECTS (50 hours)
Writing the research paper	8 ECTS (200 hours)
Course Total	15 ECTS (375 hours)

Student assessment

Language of assessment: Greek; Erasmus students may submit written assignments and give presentations in English.

Participation in seminar discussions (10%): preparation, engagement with the readings and constructive contributions to discussion.

Oral presentation of scholarship (30%): accurate understanding and critical analysis of the readings, clarity of presentation and engagement with questions.

Written research paper (60%): clarity of the research question, critical use of scholarship and primary sources, coherence of argument and appropriate documentation.

The assessment criteria are set out in this course outline.

Recommended bibliography

Conermann, Stephan, and Gül Şen (eds.), *Slaves and Slave Agency in the Ottoman Empire*, Göttingen: V&R unipress / Bonn University Press, 2020.

Davis, Robert, "The Geography of Slaving in the Early Modern Mediterranean, 1500–1800," *Journal of Medieval and Early Modern Studies* 37/1 (2007), 57–74.

Zilfi, Madeline C., "Servants, Slaves, and the Domestic Order in the Ottoman Middle East," *HAWWA: Journal of Women of the Middle East and the Islamic World* 2/1 (2004), 1–33.

Hadziiosif, Christos, "From Slavery to Wage Labour," in Andreas K. Lyberatos (ed.), *The Balkans: Modernisation, Identities, Ideas. Essays in Honour of Professor Nadia Danova*, Heraklion: Crete University Press, 2014, 63–75. (In Greek)

Spyropoulos, Yannis, "Janissaries: A Key Institution for Writing the Economic and Political History of Ottoman Muslims in the Early Modern Period," *Historical Reporter / Istoricheskii Vestnik* 29 (2019), 104–133.

Veinstein, Gilles, "On the Ottoman Janissaries (Fourteenth–Nineteenth Centuries)," in Erik-Jan Zürcher (ed.), *Fighting for a Living: A Comparative Study of Military Labour 1500–2000*, Amsterdam: Amsterdam University Press, 2013, 115–134.

Yılmaz, Gülay, "Becoming a Devşirme: The Training of Conscripted Children in the Ottoman Empire," in Gwyn Campbell, Suzanne Miers and Joseph C. Miller (eds.), *Children in Slavery through the Ages*, Athens, OH: Ohio University Press, 2009, 119–134.

Sunar, Mehmet Mert, “‘When Grocers, Porters and Other Riff-Raff Become Soldiers’: Janissary Artisans and Laborers in the Nineteenth Century Istanbul and Edirne,” *Kocaeli Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* 17 (2009/1), 175–194.

Kırlı, Cengiz, “Janissaries and Esnaf in Late Eighteenth-Century Istanbul,” in Yannis Spyropoulos (ed.), *The Janissaries: Socio-Political and Economic Actors in the Ottoman Empire (17th–Early 19th Centuries)*. *Halcyon Days in Crete XII: A Symposium Held in Rethymno, 12–14 January 2024*, Rethymno: Crete University Press, 2025, 115–133.

A. Modern and Contemporary Greek History

Greek-Venetian, Ottoman and Modern Greek World

Globalization, the post-industrial era, new forms of international cooperation, and Greece, 1965-1982

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School	SCHOOL OF PHILOSOPHY
Department	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
Level Of Studies	POSTGRADUATE
Course Code	—
Semester	SECOND
Teaching activity / Hours / Credits	SEMINARS / THREE / 15
Course Type	SPECIALISED GENERAL KNOWLEDGE
Prerequisite Courses	NO
Language Of Instruction And Examinations	GREEK (Erasmus students have the option to write their assignments in English and also give their presentations in English.)
Is The Course Offered To Erasmus Students	YES
Course Website (Url)	https://eclass.uoa.gr/courses/ARCH793/

Learning outcomes

By the end of this course students should:

Understand and assess the coming of the post-industrial age internationally in economic, social, technological and ideological terms

Evaluate the course of Greek politics from the mid-1960s until the early 1980s

Evaluate the degree to which Greece adjusted to the major changes of the new post-industrial age, and assess the progress or the inertia that impeded such adjustment.

Discuss in these terms the developments in Greece on the institutional level and political culture.

Course content

The course will discuss the emergence of new forms of social activity and international cooperation: human rights, technological developments (satellites, computers, the Sea Bed and others), the environment, the oil shocks, financial/economic deliberations, détente and the trend towards multilateralism. These themes also reflected changes in the value systems of the late postwar period, and contributed to the entry of the

Western world into the «post-industrial» era. The course will also discuss the degree of the adjustment of Greece to these trends, focusing on the 1975 Constitution, foreign policy, the economy, culture. The students are expected to make research not only in the available bibliography, but also in primary sources, mainly the press.

Teaching and assessment

Mode of delivery

Face-to-Face

Use of information and communication technologies

In-person seminar meetings involving discussion on specific themes, on the bibliography and the sources, presentations by students.

Teaching organisation

<i>Δραστηριότητα</i>	<i>Φόρτος Εργασίας Εξαμήνου</i>
Seminars	39
Lectures and preparation for them	50
Research in bibliography and primary sources, and oral presentation	200
Essay	125
Seminar Paper	
Course Total	375

Student assessment

- Language of Assessment: Greek (English for Erasmus+ students)
- Assessment Methods:

Participation in lectures and discussion

Participation in the presentation of other students

(major) research and oral presentation of paper

(major) Written essay

Recommended bibliography

Chassaigne, Philippe, *Les années 1970 : fin d'un monde et origine de notre modernité*, Paris, 2008

Ferguson, Niall, Charles S. Maier, Erez Manela, και Daniel J. Sargent (επιμ.) *The Shock of the Global: the 1970s in Perspective*, Cambridge, Mass., 2010

Krige, John, *American Hegemony and the Postwar Reconstruction of Science in Europe*, Cambridge, Mass, 2006

Pedaliu, Effie G. H., «Human Rights and International Security: The International Community and the Greek Dictators», *The International History Review*, *The International History Review*, 38 (2016), σσ. 1014-1039

Snyder, Sarah B., *Human Rights Activism and the End of the Cold War: a Transnational History of the Helsinki Network*, New York, 2011

Suri, Jeremi, *Power and Protest: Global Revolution and the Rise of Detente*, Cambridge, Mass, 2003

Weimer, Daniel, *Seeing Drugs: Modernization, Counterinsurgency, and US Narcotics Control in the Third World, 1969-1976*, Kent, Ohio, 2011

Winther-Jacobsen, Kristina και Ευάνθης Χατζηβασιλείου (επιμ.), *Δος μοι πα στω και ταν γαν κινάσω: Η Δανία, το Συμβούλιο της Ευρώπης, το NATO και τα ανθρώπινα δικαιώματα στην Ελλάδα κατά τη διάρκεια της χούντας*, Αθήνα, 2019

Χατζηβασιλείου, Ευάνθης, «Ελληνικές απουσίες: η νέα ατζέντα της διεθνούς συνεργασίας και η αποκοπή της Ελλάδας από τον κόσμο, δεκαετίες 1960-1980», στο Νίκος Μαραντζίδης, Ιάκωβος Μιχαηλίδης και Ευάνθης Χατζηβασιλείου (επιμ.), *Η Ελλάδα και ο Ψυχρός Πόλεμος: επεκτείνοντας τις ερμηνείες*, Θεσσαλονίκη, 2018, σσ. 141-155

Χρηστίδης, Χρήστος, «Η Ευρώπη έναντι της δικτατορίας των συνταγματαρχών: η περίπτωση της ελληνικής υπόθεσης στο Συμβούλιο της Ευρώπης», στο Πάυλος Σούρλας (επιμ.), *Η δικτατορία των συνταγματαρχών και η αποκατάσταση της δημοκρατίας*, Αθήνα, 2016, σσ. 405-419

B. European History

The rise of marginal society: Strategies and mechanisms of social discipline and of exclusion of marginal and deviant groups in Early Modern Europe, 16th-18th century.

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School	SCHOOL OF PHILOSOPHY
Department	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
Level Of Studies	POSTGRADUATE
Course Code	—
Semester	B'
Teaching activity / Hours / Credits	SEMINARS / 3 / 15
Course Type	SPECIALISED GENERAL KNOWLEDGE
Prerequisite Courses	NO
Language Of Instruction And Examinations	GREEK (Erasmus students have the option to write their assignments in English and also give their presentations in English.)
Is The Course Offered To Erasmus Students	YES
Course Website (Url)	https://eclass.uoa.gr/courses/ARCH1267/index.php

Learning outcomes

Upon successful completion of the seminar, students will be able to:

1. To have acquired an in-depth knowledge and critical understanding of the historiographical field of investigation.
2. To have familiarized themselves with important phases of the socio-economic transformation of the era, the social forces that played a pivotal role in the development and imposition of new strategies of social discipline, as well as the social/ethnic/religious groups that were particularly targeted.
3. To ascribe the new social, economic and political processes of the era in the broader European and Atlantic context. To have acquired an in-depth knowledge of questions of colonial policies and rivalries, as well as of changes in the European balance of power from the 16th to the 18th centuries.
4. To have acquired an in-depth knowledge of questions of formation and dissemination of the new collective identities through the press, symbolic representations and cultural practices of the governing elites. Equally, to have familiarized themselves with questions of collective resistance to the new disciplinary universe promoted by the elites of the era, as well as survival strategies and the “hidden transcripts” of the plebeians.

General competences

- Searching for, analyzing, and synthesizing data and information, using the necessary technologies

Independent work

- Teamwork

- Generating new research ideas

- Practising criticism and self-criticism

- Promoting free, creative, and inductive thinking

Course content

The rise of the social margins in early modern West was the product of a multileveled interaction between processes of state formation, pressure from the violent socio-economic transformation and the religious upheaval generated by the crisis of the Reformation. A particularly important development in the period was the revision of the notion – and feeling – of “belonging” by the communities, signalling a distancing from the late medieval relative tolerance towards “aliens” and the establishment of a systematic drive for social discipline which, when it failed to meet its goals, led to the physical exclusion of deviant groups.

Early modern historians have stressed that marginality did not simply constitute a social status but was rather an invented identity, often imposed by authorities for the implementation of the norms of the rising centralist state and of the new confessional Churches.

The “social margins” included a broad spectrum of people and groups, whose experiences of exclusion varied in intensity and duration. Amidst the groups systematically placed on the margins, the unworthy poor and wandering paupers occupied a major place. With the demographic growth of the era and the rise of national competitive economies focusing on transatlantic trade and the European colonies, poverty underwent a systematic and profound stigmatization. Wandering paupers were often denounced as members of criminal gangs threatening private property, a climate of fear that generated campaigns of exclusion and of forced labour.

Then followed social and professional categories that were deemed stigmatized and yet necessary for the communities: Executioners, prostitutes, pedlars and colonial slaves were essential for the proper functioning of society and economy, yet they were treated as pariahs.

Racial and religious minorities: The early modern era was marked by the rise of the transatlantic slave trade and the expulsion of minorities like the Moriscos in Spain. The Jews, spatially segregated in their ghettos, faced new exclusions, based on accusations of ritual violence against Christians and their “natural depravity”.

Mechanisms of social disciplining: The elites used a combination of physical, spatial control and of moral policing in order to impose social discipline on the targeted groups. Civic oligarchies drastically reshaped the urban geography, promoting a spatial separation of the “pure” inhabitants from the “impure” aliens. Venice was first in establishing its official Jewish ghetto in 1516, while the establishment of “zones of prostitution” served the requisites of moral policing.

In the campaigns for social discipline launched by urban, territorial and monarchical governments, the law and language were systematically instrumentalized to deny agency from individuals and groups and relegate them to an inferior status. Legislative initiatives defined and redefined who was considered an “alien” or “vagabond”, while intellectuals of the era asserted that certain people (women, colonial slaves, foreigners, heterodox groups) were “ontologically inferior” thus they were legally excluded from the civic communities.

Facing this new bleak reality of exclusion and intolerance, the targeted marginal groups did not remain passive, but they struggled to re-incorporate themselves in society. Especially the exiled religious minorities

(such as the Huguenots or the Quakers) created transnational diasporic communities of memory and mutual assistance, turning their marginalization into an identity statement and a manifestation of resilience.

The obsession of Western elites with social discipline and exclusion had profound effects on the shaping of Western communities. By regulating who was – and who was not – member of society, the authorities legitimized the extension of the state's reach into private life, the policing of poverty, sexuality and of religion. Despite the fact that Protestants and Catholics were entangled in a permanent state of war, they were united in their fear of radicalism, atheism and the “wandering beggars”, thus forming a common “moral majority” against the deviant groups. The ghettos and the legal restrictions of the early modern period set the foundations for modern racism and for discriminations between the citizen and the “alien” that still govern our lives today.

Ultimately, the history of the social margins is not separate from “actual” history but constitutes an integral and major part of it. The rise of the “marginal society” was the direct outcome of the pursuit for order by the centralist states of the 17th century, revealing that the identity of “civilized” citizens/subjects was equally forged on the basis of the antithesis with the “deviant” outcast.

Teaching and assessment

Mode of delivery

Face-to-face

Use of information and communication technologies

Use of ICT in Teaching and in Communication with Students

Teaching organisation

<i>Activity</i>	<i>Semester Workload</i>
Seminars	39
Collaboration with the instructor	26
Bibliographic Research	70
Study of preparatory texts	120
Seminar paper	120
Course Total	375

Student assessment

- Evaluation Language: Greek (English for Erasmus+ students)

- Evaluation Methods:

A) Written Assignment (40%)

B) Participation in class discussion (20%)

C) Presentation and commentary on scientific texts or excerpts from primary sources (20%)

D) Oral Presentation of the Written Assignment in progress (20%)

1) Submitting a written assignment and 2) giving an oral presentation and commentary on scientific texts are required for students to be evaluated.

Recommended bibliography

Fontaine, Laurence. *The Moral Economy: Poverty, Credit, and Trust in Early Modern Europe*, Cambridge, CUP, 2014.

Gorski, Philip S. *The Disciplinary Revolution: Calvinism and the Rise of the State in Early Modern Europe*, Chicago, University of Chicago Press, 2014.

Harris Tim, *The Politics of the Excluded, C. 1500-1850*, London, Palgrave, 2001.

Hitchcock, David J. *Vagrancy in English Culture and Society, 1650-1750*, London, Bloomsbury Academic, 2016.

Jütte, Robert. *Poverty and Deviance in Early Modern Europe*, Cambridge, CUP, 1994.

Kinney Arthur F., *Rogues, vagabonds, & sturdy beggars. A new gallery of Tudor and early Stuart rogue literature*, Amherst, Massachusetts University Press, 1990.

Lis Catharina, Hugo Soly, James Coonan, *Poverty and Capitalism in Pre-Industrial Europe, 1350-1850*, Atlantic Highlands, Humanities Press, 1979.

Nichols, Tom, (ed). *Others and Outcasts in Early Modern Europe: Picturing the Social Margins*, London, Ashgate, 2007.

Roodenburg Herman, Pieter Spierenburg, *Social control in Europe, 1500-1800*, Columbus, Ohio State UP, 2004.

Spicer Andrew, Jane L. Stevens Crawshaw (eds.), *The Place of the Social Margins, 1350-1750*, London, Routledge, 2017.

- Scholarly Journals:

Past & Present

French History

The Sixteenth Century Journal

The American Historical Review

Journal of Social History

The Journal of Modern History

B. European History

Britain in the Victorian era (EY15)

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School	SCHOOL OF PHILOSOPHY
Department	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
Level Of Studies	POSTGRADUATE
Course Code	EY15
Εξαμηνιο Σπουδων	A'
Teaching activity / Hours / Credits	SEMINARS / 3 / 15
Course Type	SPECIALISED GENERAL KNOWLEDGE
Prerequisite Courses	NO
Language Of Instruction And Examinations	GREEK (Erasmus students have the option to write their assignments in English and also give their presentations in English.)
Is The Course Offered To Erasmus Students	YES
Course Website (Url)	https://eclass.uoa.gr/courses/ARCH972/

Learning outcomes

Upon successful completion of the seminar, students will be able to:

1. Know the main subjects of historiographical discussions about Victorian Britain.
2. Be familiar with the core bibliography and/or web resources, as well as the main databases related to the Victorian period.
3. Understand the internal periodization of the era under study, the key characteristics of each sub-period, and have basic knowledge of the biographies of some of the prominent figures in public life at the time (politicians, intellectuals, writers) within their historical context.
4. Grasp the reasons, practices, and cultural codes of different social classes during the Victorian period, in relation to gender and age.
5. Understand the central role of the industrial economy and urban space in shaping the Victorian era.
6. To delve into the idea and content of Britishness as it is constituted during the period under consideration.
7. To know the main categories of primary sources, as well as specific textual primary sources of the period in their historical context.

8. To be able to use textual primary sources as well as visual material for the study of specific issues (such as the history of Victorian cities, or the history of everyday life, or discourses about gender and women) and with the appropriate method.

9. To be able to write a book review / critical presentation of a scholarly study /studies concerning the period

10. To be able to present orally, in a concise and understandable way, and using power point, a topic related to the Victorian period, following the model of participation in scientific workshops.

General competences

- Searching for, analyzing, and synthesizing data and information, using the necessary technologies

Independent work

- Teamwork

- Generating new research ideas

- Practising criticism and self-criticism

- Promoting free, creative, and inductive thinking

Course content

- During the so-called Victorian era, Britain, the cradle of industrialization, the home of political and economic liberalism, as well as of parliamentarism, a rising and then dominant colonial power, was the center of fundamental developments that had a significant impact on both the European and non-European world. In the seminar, we will focus on the structures, transformations, and turning points in the social, economic, political, and cultural life of Victorian England (roughly 1837-1901):

on social stratification, the formation of urban and working-class groups, the development and character of urban centers (especially London), politics, political ideologies, political parties, the functioning of the parliamentary system, more broadly the development of political and social movements, the political and economic role of dominant classes, male and female models and stereotypes, the positions, roles, and trajectories of men and women, the ideal of the bourgeois family, the central role of children within it, child labor, the approach to poverty and the resulting action of charitable organizations, work, everyday life, cultural norms, and the perceptions and interpretations of the era by contemporaries.

Throughout the seminar, the following theoretical and methodological question is examined: To what extent does the term 'Victorian era,' which is widely and almost automatically used in scholarly literature, correspond to a historical period with specific coherent, distinct characteristics, in which areas or fields, and to what extent and in what ways does it serve as a useful tool for historical analysis?

B European History

Bourgeoisie and Middle Classes in modern and contemporary Europe

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School	SCHOOL OF PHILOSOPHY
Department	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
Level Of Studies	POSTGRADUATE
Course Code	EY16
Semester Of Study	B'
Teaching activity / Hours / Credits	SEMINARS / 3 / 15
Course Type	SPECIALISED GENERAL KNOWLEDGE
Prerequisite Courses	NO
Language Of Instruction And Examinations	GREEK (Erasmus students have the option to write their assignments in English and also give their presentations in English.)
Is The Course Offered To Erasmus Students	YES
Course Website (Url)	https://eclass.uoa.gr/courses/ARCH419/

Learning outcomes

Upon successful completion of the seminar, students will:

1. Be familiar with historiographical developments concerning the history of the bourgeoisie and the middle classes in modern and contemporary Europe.
2. Know the benefits of studying the history of the bourgeoisie and the middle classes.
3. Be familiar with the basic sources on the history of the bourgeoisie and the middle classes.
4. Have understood the significance of the bourgeoisie and the middle classes for the economic, social, political and cultural history of 19th- and 20th-century Europe.
5. Be able to identify similarities and/or differences between the middle classes of major countries in Western, Central and Eastern Europe.
6. Have gained a fuller and more in-depth understanding of the nature of the European elites, focusing on the relations between the bourgeoisie and the nobility.
7. Be able to highlight the gender dimensions and differences within the middle classes.
8. Distinguish the processes of formation and the factors of cohesion and differentiation of the middle classes in European societies.

9. Be able to present orally, in a concise and understandable way, and using power point, a topic related to the Bourgeoisie and Middle Classes in modern and contemporary Europe, following the model of participation in scientific workshops

General competences

- Searching for, analyzing, and synthesizing data and information, using the necessary technologies

Independent work

- Teamwork

- Generating new research ideas

- Practising criticism and self-criticism

- Promoting free, creative, and inductive thinking

Course content

The seminar examines the course of the bourgeoisie and the middle classes from the late 18th century onwards, namely from the era of their rising and gradual prevalence till the age of new liberal challenge and undermining of the postwar social model. It aims to stress the conditions/factors of the making, the factors of strengthening or weakening, of cohesion and differentiation of the middle classes according to their economic, professional, social and political status or to their regional or state origins. The seminar takes turning points such as French and Industrial Revolution, 1848, World War I and II, 1989-1991, etc. into account and approaches the middle classes as a continuously redefinable historical category in the context of the fundamental transformations in the age of modernity.

Teaching and assessment

Mode of delivery

Face-to face

Use of information and communication technologies

Use of ICT in teaching and in communication with Students

Teaching organisation

<i>Activity</i>	<i>Semester Workload</i>
Seminars	39
Collaboration with the instructor	26
Bibliographic Research	70
Study of preparatory texts	120
Seminar paper	120
Course Total	375

Student assessment

- Evaluation Language: Greek (English for Erasmus+ students)
- Evaluation Methods:

A) Written Assignment (50%)

B) Participation in class discussion and presentation-commentary on scientific texts or excerpts from primary sources (25%)

C) Oral Presentation of the written Assignment in progress (25%)

1) Submitting a written assignment and 2) giving an oral presentation and commentary on scientific texts are required for students to be evaluated.

Recommended bibliography

Kocka J., «Το ευρωπαϊκό πρότυπο και η γερμανική περίπτωση», στο Αναζητήσεις της νεότερης γερμανόφωνης ιστοριογραφίας, ΕΜΝΕ-ΜΝΗΜΩΝ 2000, σελ. 129-236

Mann M., Οι πηγές της κοινωνικής εξουσίας, τόμος Β', εκδ. ΠΟΛΙΣ, Αθήνα 2009

Ράπτης Κ., «Αστικές τάξεις και αστικότητα στην Ευρώπη, 1789-1914: Προσανατολισμοί της σύγχρονης ιστοριογραφίας», ΜΝΗΜΩΝ, 20 (1998), 211-243

Raptis, K., «From the Periphery to the Centre of European Social History: The Case of the Middle and Upper Classes in Nineteenth- and Twentieth-Century Europe», *Historein*, 22/1 (2025). <https://doi.org/10.12681/historein.30323>

Bottomore T., *Classes in Modern Society*, Λονδίνο 1991

Kocka J., Mitchell A. (επιμ.), *Bourgeois Society in Nineteenth-Century Europe*, Λονδίνο 1992

Kocka J. (επιμ.), *Bürgertum im 19. Jahrhundert*, 3 τόμοι, Γκέτινγκεν 1995

Pilbeam P., *The Middle Classes in Europe 1789-1914. France, Germany, Italy and Russia*, Λονδίνο 1990

Therborn G., *European Modernity and Beyond: The Trajectory of European Societies, 1945-2000*, Λονδίνο 1995

Vidich A., *The New Middle Classes*, Λονδίνο 1995

B. European History

Medieval Europe through the Development of Urban Networks II. Historiographical Approaches and Contemporary Sources.

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School	SCHOOL OF PHILOSOPHY
Department	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
Level Of Studies	POSTGRADUATE
Course Code	—
Semester	—
Teaching activity / Hours / Credits	SEMINARS / THREE / 15
Course Type	SPECIALISED GENERAL KNOWLEDGE
Prerequisite Courses	NO
Language Of Instruction And Examinations	GREEK (Erasmus students have the option to write their assignments in English and also give their presentations in English.)
Is The Course Offered To Erasmus Students	YES
Course Website (Url)	See the course's online page of Professor Nicoletta Giantsi

Learning outcomes

By the end of this course students should:

Understand and critically assess major historiographical approaches to medieval European urban history and the development of urban networks.

2Identify, analyse, and interpret a range of contemporary sources relating to medieval cities and their political, economic, social, and cultural connections.

Evaluate the role of urban networks in shaping patterns of communication, mobility, exchange, and interaction across medieval Europe.

Course content

This course explores medieval Europe through the development of urban networks, focusing on the ways in which cities and towns interacted within broader political, economic, social, and cultural frameworks. Particular attention is given to patterns of communication, mobility, trade, institutional exchange, and the circulation of people, goods, and information. By examining urban communities not as isolated entities but as interconnected centres, the course considers the role of urban networks in shaping the structures and transformations of medieval European society.

The course also introduces students to major historiographical approaches to the study of medieval urban history and familiarises them with a wide range of contemporary sources. Chronicles, administrative and legal records, municipal documents, correspondence, commercial records, and other textual and material evidence are examined both as sources of historical information and as products of specific social and institutional contexts. Students will develop the ability to critically evaluate different types of evidence, engage with historiographical debates, and understand how changing methodological approaches have shaped interpretations of medieval European cities and their networks.

Teaching and assessment

Mode of delivery

Face-to-Face

Use of information and communication technologies

YES.....

Teaching organisation

<i>Δραστηριότητα</i>	<i>Φόρτος Εξαμήνου</i>	<i>Εργασίας</i>
Seminars	39	
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Seminar Paper		
Course Total	375	

Student assessment

- Language of Assessment: Greek (English for Erasmus+ students)
- Assessment Methods:

A) Written Paper

Recommended bibliography

Urban and Commercial Networks

Abulafia, David. *The Two Italies: Economic Relations between the Norman Kingdom of Sicily and the Northern Communes*. Cambridge: Cambridge University Press, 1977.

Abulafia, David, ed. *The New Cambridge Medieval History, Volume V: c. 1198–c. 1300*. Cambridge: Cambridge University Press, 1999.

Constable, Olivia Remie. *Trade and Traders in Muslim Spain: The Commercial Realignment of the Iberian Peninsula, 900–1500*. Cambridge: Cambridge University Press, 1994.

Keene, Derek. "Towns and the Growth of Trade." In *The New Cambridge Medieval History*. Cambridge: Cambridge University Press, 2004, 47–85.

Lantschner, Patrick, and Maarten Prak, eds. *The Cambridge Urban History of Europe, Volume II: Urban Societies and Urban Economies*. Cambridge: Cambridge University Press, 2026.

Lopez, Robert S. *The Commercial Revolution of the Middle Ages, 950–1350*. Cambridge: Cambridge University Press, 1976.

Pirenne, Henri. *Medieval Cities: Their Origins and the Revival of Trade*. Princeton: Princeton University Press, 1925.

Postan, M. M., and Edward Miller, eds. *The Cambridge Economic History of Europe, Volume II: Trade and Industry in the Middle Ages*. 2nd ed. Cambridge: Cambridge University Press, 1987.

Pryor, John H. *Geography, Technology, and War: Studies in the Maritime History of the Mediterranean, 649–1571*. Cambridge: Cambridge University Press, 1988.

Spufford, Peter. *Money and Its Use in Medieval Europe*. Cambridge: Cambridge University Press, 1988.

Verhulst, Adriaan E. *The Rise of Cities in North-West Europe*. Cambridge: Cambridge University Press, 1999.

Wickham, Chris. *Framing the Early Middle Ages: Europe and the Mediterranean, 400–800*. Oxford: Oxford University Press, 2005.

B. European History

A Persecuting Society? Construction of Alterities in Medieval Europe

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School	SCHOOL OF PHILOSOPHY
Department	HISTORY AND ARCHAEOLOGY
Level Of Study	POSTGRADUATE – MA (First Cycle)
Course Code	EY19
Semester	Spring
Teaching activity / Hours / Credits	— / 3 / 15
Type Of Course	Specialisation, general knowledge
Prerequisite Courses:	No
Language Of Instruction And Examination:	Greek
Is The Course Offered To Erasmus Students	No
Course Website (Url)	https://eclass.uoa.gr/courses/ARCH1082/

Learning outcomes

Upon successful completion of the seminar, students will be able to:

- Understand and describe key concepts (such as otherness, heresy, minority, repression, and marginalization) by situating them within the historical context of medieval Europe.
- Be familiar with the major historiographical milestones in the study of heresies, Jewish communities, and other marginalized groups in medieval European society.
- Present the various forms of institutional and social marginalization and repression faced by these groups.
- Explain and analyze the attitudes adopted by key institutional actors—such as the Church and various secular authorities—towards these groups.
- Compare the treatment of these groups, both in relation to one another and over time.
- Explain the ways and the types of rhetoric used to emphasize the "otherness" of various groups during the period under study.
- Understand and describe the medieval roots of antisemitism.
- Construct arguments regarding fundamental historiographical questions in the field, such as whether we can speak of the "formation of a persecuting society" (R.I. Moore) during the High Middle Ages.

- To recognize and present the key primary sources (as well as the issues associated with them) regarding the subject under examination.
- To formulate relevant research questions and to identify and utilize appropriate scholarly literature to investigate them.

General competences

Searching for, analysing and synthesising data and information, using the necessary technologies

Independent work

Teamwork

Respect for diversity and multiculturalism

Practising criticism and self-criticism

Promoting free, creative and inductive thinking

Generating new research ideas

Course content

This seminar focuses on various (religious, ethnic, social, etc.) groups that found themselves on the margins of European society during the High and Late Middle Ages on account of certain characteristics, real or alleged, that differentiated them from the majority of the population. This included, among others, the Jewish and Muslim communities, those considered as heretics, the lepers, et al. The seminar will explore the factors that led to the foregrounding and the increasing categorisation of alterity during the period – as well as the methods of restriction, marginalisation and persecution that these groups faced. A central question is to what extent these observable tendencies led to the “formation of a persecuting society”, in the famous formulation of Robert Ian Moore. Among other aspects, the seminar will examine the strengthening of centralisation and the bureaucratic structures of both the Church and lay authorities, the role of intellectuals, the social and demographic transformations, the intellectual developments and the reform movements of the era.

Teaching and assessment

Mode of delivery

In-person seminar meetings involving discussion on specific thematic units, selected scholarship and historical sources, group work and presentations.

Use of information and communication technologies

Use of ICT in teaching. The e-class platform is used to distribute materials and communicate with students.

Teaching organisation

<i>Activity</i>	<i>Semester Workload</i>
Seminars	3 ECTS (75 hours)

Activity	Semester Workload
Study and critical analysis of scholarship, short bibliographical commentaries by students	2 ECTS (50 hours)
Analysis of primary sources	2 ECTS (50 hours)
Planning, presenting and writing a research paper	8 ECTS (200 hours)
Course Total	15 ECTS (375 hours)

Student assessment

Participation in weekly seminar discussions (10%)

Writing and presenting short bibliographical commentaries (20%)

Individual research paper with an oral presentation. Assessment criteria include: clarity of research questions, critical use of scholarship and primary sources, coherence of argument and documentation (70%)

Recommended bibliography

P. Biller & A. Hudson (eds.), *Heresy and Literacy, 1000-1530* (Cambridge University Press, 1994)

C. Bruschi & P. Biller (eds.), *Texts and the Repression of Medieval Heresy* (York Medieval Press, 2003)

M. Carr, N. Chrissis & G. Raccagni (eds.), *Crusading against Christians in the Middle Ages* (Palgrave Macmillan, 2024)

R. Chazan, *Medieval Stereotypes and Modern Antisemitism* (University of California Press, 1997)

R. Chazan, *The Jews of Medieval Western Christendom, 1000-1500* (Cambridge University Press, 2006)

J. Cohen, *Living Letters of the Law: Ideas of the Jew in Medieval Christianity* (University of California Press, 1999)

N. Cohn, *The Pursuit of the Millenium: Revolutionary Millenarians and Mystical Anarchists of the Middle Ages*, revised and expanded edition (Oxford University Press, 1970)

J.K. Deane, *A History of Medieval Heresy and Inquisition* (Rowman & Littlefield, 2011)

M. Frassetto (ed.), *Heresy and the Persecuting Society in the Middle Ages: Essays on the Work of R.I. Moore* (Brill, 2006)

J.B. Given, *Inquisition and Medieval Society: Power, Discipline and Resistance in Languedoc* (Cornell University Press, 2001)

A.Γ. Κοφινάκης, *Η αίρεση των Μπεγκίνων του Λανγκντόκ. Αιρετικός λόγος και ριζοσπαστικός φραγκισκανισμός. Χιλιαστικές και συνοδικές μορφές αντίστασης στην παπική εξουσία των αρχών του 14ου αιώνα* (Ηρόδοτος, 2021)

M. Lambert, *Medieval Heresy: Popular Movements from the Gregorian Reform to the Reformation*, 3rd ed. (Blackwell, 2002)

E. Le Roy Ladurie, *Montaillou: village Occitan, 1294-1324* (Gallimard, 1978)

- G. Leff, *Heresy in the Later Middle Ages: The Relation of Heterodoxy to Dissent c.1250-c.1450* (Manchester University Press, 1999)
- R.I. Moore, *The War on Heresy* (Belknap Press, 2012)
- R.I. Moore, *The Formation of a Persecuting Society*, 2nd ed. (Blackwell, 2006)
- R.I. Moore, *The Origins of European Dissent*, rev. ed. (Blackwell, 1985)
- D. Nirenberg, *Communities of Violence: Persecution of Minorities in the Middle Ages* (Princeton University Press, 1996)
- G. Schwerhoff (Γ. Σβέρχοφ), *Η Ιερά Εξέταση*, μτφρ. Η. Τσιρικιάκης (Εστία, 2010)
- A. Sennis (ed.), *Cathars in Question* (York Medieval Press, 2016)
- W.L. Wakefield and A.P. Evans (eds.), *Heresies of the High Middle Ages: Selected Sources Translated and Annotated* (Columbia University Press, 1969)

C. History of Art

PUBLIC MONUMENTS IN POSTWAR GREECE

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School	SCHOOL OF PHILOSOPHY
Department	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
Level Of Studies	POSTGRADUATE
Course Code	—
Semester	SECOND
Teaching activity / Hours / Credits	SEMINARS / THREE / 15
Course Type	SPECIALISED GENERAL KNOWLEDGE
Prerequisite Courses	NO
Language Of Instruction And Examinations	GREEK (Erasmus students have the option to write their assignments in English and also give their presentations in English)
Is The Course Offered To Erasmus Students	YES
Course Website (Url)	—

Learning outcomes

By the end of this course students should:

Know the typology (heroes, statues, busts, installations) of the monuments,

Find the creators (sculptors, architects, designers) of the works.

Have information for the institutions and the donors/sponsors of the works.

Analyze the iconographic forms and the iconology of the monuments.

Study the monuments especially in postwar Europe.

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Course content

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Teaching and assessment

Mode of delivery

Face-to-Face

Use of information and communication technologies

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Teaching organisation

<i>Δραστηριότητα</i>	<i>Φόρτος Εξαμήνου</i>	<i>Εργασίας</i>
Seminars	39	
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Seminar Paper		
Course Total	375	

Student assessment

- Language of Assessment: Greek (English for Erasmus+ students)

- Assessment Methods:

A) Written Paper

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Recommended bibliography

Adamopoulou, Areti, Ελληνική Μεταπολεμική Τέχνη. Εικαστικές παρεμβάσεις στο χώρο, Thessaloniki, University Studio Press 2000.

Adamopoulou, Areti, Τέχνη & ψυχροπολεμική διπλωματία. Διεθνείς εικαστικές εκθέσεις στην Αθήνα (1950-1967), Thessaloniki, University Studio Press 2019.

Adamopoulou, Areti, (ed.), Η τέχνη στην Ελλάδα. Το θεσμικό πλαίσιο μετά το 1945, Thessaloniki, University Studio Press 2024.

Avgitidou, Angeliki (ed.), Δημόσια Τέχνη – Δημόσια Σφαίρα, Thessaloniki, University Studio Press 2021.

Kotidis, Antonis, Μοντερνισμός και “Παράδοση” στην ελληνική μεταπολεμική και σύγχρονη τέχνη. Ζωγραφική – Γλυπτική – Αρχιτεκτονική 1940-2010, τ. II, Thessaloniki, University Studio Press 2015.

Lydakis, Stelios, Η νεοελληνική γλυπτική. Ιστορία – Τυπολογία, Αθήνα, Melissa 2011.

Michailidou, Mary, Μνημεία – Ηρώα – Ανδριάντες. Μελέτη για την υπαγωγή τους σε ενιαίο φορέα, Αθήνα, Aropsi 1989.

Moutsopoulos, Thanassis, Όχι ακριβώς τέχνη. Η υπερδιόγκωση του πολιτισμικού φαινομένου, Αθήνα, Plethron 2021.

Papanikolaou, Miltiadis M., Η Ιστορία της Τέχνης στην Ελλάδα, 18ος-21ος αιώνας, Thessaloniki, Epikentro 2026.

Teneketzis, Alexandros, Τα μνημεία για τον Β΄ Παγκόσμιο Πόλεμο. Εικονομαχίες στην Ευρώπη του Ψυχρού Πολέμου (1945-1975), Preface: Evgenios D. Matthiopoulos, Athens, Asini 2020.

C. History of Art

Art Exhibitions after 1945: Institutions, Artistic Movements, and the Making of Art-Historical Narratives

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School	SCHOOL OF PHILOSOPHY
Department	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
Level Of Studies	POSTGRADUATE
Course Code	ITX01
Semester	A, C
Teaching activity / Hours / Credits	SEMINARS / 3 / 15
Course Type	SPECIALISED GENERAL KNOWLEDGE
Prerequisite Courses	NO
Language Of Instruction And Examinations	GREEK (Erasmus students have the option to write their assignments in English and also give their presentations in English.)
Is The Course Offered To Erasmus Students	YES
Course Website (Url)	https://eclass.uoa.gr/courses/ARCH1253/

Learning outcomes

Upon successful completion of the seminar, students will be able to:

Understand art exhibitions and exhibition institutions as complex historical and cultural phenomena.

Demonstrate knowledge of key methods for the critical study and analysis of art exhibitions.

Engage with relevant scholarly literature and analyse case studies related to the subject of the course.

Assess the role of the exhibitions examined in the seminar in shaping the art-historical canon and postwar artistic production.

Approach art institutions (museums, exhibitions, art criticism), the art works, and the artists from a historical perspective, and understand their role in establishing art movements and shaping art-historical narratives.

General competences

Promotion of free, creative, and critical thinking

Research skills

Independent work

Teamwork

Development of critical and self-critical skills

Work in an interdisciplinary environment

Ability to identify and access appropriate scholarly information through relevant academic literature and reliable bibliographic sources, both print and digital

Development of skills in academic writing and oral presentation

Generation of new research ideas

Development of social awareness

Development of a sense of responsibility and adherence to academic and research ethics

Respect for diversity and multiculturalism

Course content

Over the last decades, art exhibitions have become a significant field of inquiry within Art History. Temporary exhibitions organized by museums and other institutions, as well as large-scale international exhibitions, are no longer regarded as neutral sites for the presentation of art. Rather, they are understood as complex historical events that require contextualization and critical analysis in order to illuminate the ways in which institutions, curators, and (state-sponsored) cultural policies shape the production, circulation, and reception of artistic practices, while simultaneously constructing, reaffirming, or challenging established art-historical narratives and canons.

Against this background, the seminar examines landmark temporary and travelling exhibitions, as well as major exhibition-making institutions, from 1945 to 1990. Particular attention will be paid to exhibitions organized in Germany in the immediate aftermath of WWII (1945–1949), to exhibitions staged in Europe (including Greece) within the framework of U.S. Cold War cultural diplomacy, and to exhibitions that played a decisive role in the institutional recognition and canonization of artistic movements such as Pop Art, Minimalism, and Conceptual Art. Special emphasis will be placed on documenta, with particular focus on its first five editions, while a number of less widely studied case studies will also be discussed. The seminar will further address artists' institutional critique, as well as the phenomenon of exhibition reenactment and the reconstruction of "landmark" historical exhibitions.

COURSE TOPICS

"Zero Hour," "Re-education," and Art Exhibitions in Germany after the War (1945–1949).

Politics of Memory and the Instrumentalization of Modern Art in the Early documenta Exhibitions.

Exhibitions of American Artists in Europe: The Role of USIS/USIA, the Congress for Cultural Freedom (CCF), and the Museum of Modern Art (MoMA).

The Cultural Cold War and Art Exhibitions in Greece.

This Is Tomorrow (Whitechapel Gallery, London, 1956).

Primary Structures: Younger American and British Sculptors (Jewish Museum, New York, 1966).

Live in Your Head: When Attitudes Become Form: Works, Concepts, Processes, Situations, Information (Kunsthalle Bern, 1969) and the "Birth" of the Curator.

Working Drawings and Other Visible Things on Paper Not Necessarily Meant to Be Viewed as Art (School of Visual Arts, New York, 1966).

Institutional Critique and Artists' Protests in Exhibition Institutions and Museums in the 1960s and 1970s.

East Germany at documenta and the Venice Biennale.

After the Wall: Die Endlichkeit der Freiheit (The Finitude of Freedom), Berlin 1990.

Reconstructing “Iconic” Exhibitions: New Narratives.

Teaching and assessment

Mode of delivery

In-person teaching: lectures by the instructor, student presentations, critical discussion, and small-group seminars.

Where possible: guest lectures by invited scholars and museums curators and visits to museums and art institutions.

Use of information and communication technologies

Specialized teaching material in PowerPoint format, complemented by online sources and multimedia materials.

Support for the learning process and communication with the students through the e-class online learning platform.

Teaching organisation

<i>Activity</i>	<i>Semester Workload</i>
Lectures	39
Collaboration with the instructor	26
Bibliographic Research	70
Study of preparatory texts	120
Seminar paper	120
Course Total	375

Student assessment

Evaluation Language:

Greek (English for Erasmus+ students)

Evaluation Methods:

A) Written Assignment (Seminar paper) (40%)

B) Participation in class discussion (20%)

C) Presentation and commentary on scientific texts or excerpts from primary sources (20%)

D) Oral Presentation of the Written Assignment in progress (20%)

Submission of a written assignment, together with its oral presentation, as well as an oral presentation and commentary on scholarly texts, are required for students to be assessed.

Recommended bibliography

Αδαμοπούλου, Αρετή, Τέχνη και ψυχροπολεμική διπλωματία. Διεθνείς εικαστικές εκθέσεις στην Αθήνα (1950-1967), Θεσσαλονίκη, University Studio Press, 2019.

Αλεξάκη, Ευγενία, «Εκθέσεις που έγραψαν τη δική τους ιστορία (της τέχνης). Πολιτικές της μνήμης και τεχνοϊστορικά αφηγήματα στην πρώτη documenta», Ιστορία της Τέχνης, 11 (2022), 52-77.

Altshuler, Bruce, Salon to Biennial. Exhibitions that Made Art History, τ. I, Λονδίνο/Νέα Υόρκη, Phaidon Press Limited, 2008.

Altshuler, Bruce, Biennials and Beyond. Exhibitions that Made Art History, τ. II, Λονδίνο/Νέα Υόρκη, Phaidon Press Limited, 2013.

Δασκαλοθανάσης Νίκος, Ιστορία της τέχνης 1945-1975. Από τη μοντέρνα στη σύγχρονη τέχνη. Ζωγραφική-Γλυπτική-Αρχιτεκτονική, futura, Αθήνα, 2021.

documenta. Politics and Art, κατάλογος έκθεσης, επιμέλεια Raphael Gross, Lars Bang Larsen, Julia Voss και Dorothee Wierling, Βερολίνο, Deutsches Historisches Museum & Prestel, 2021.

Haro García, Noemi de, Mayago, Patricia και Carrillo, Jesús (επιμ.), Making Art History in Europe After 1945, Νέα Υόρκη, Routledge, 2020.

Ιωαννίδης, Κώστας, Έργα τέχνης, άνθρωποι και ιδέες: Ελλάδα – ΗΠΑ και Ψυχρός Πόλεμος, Αθήνα, futura, 2025.

Λαλιούτη, Ζηνοβία, Ο «άλλος» Ψυχρός Πόλεμος. Η αμερικανική πολιτιστική διπλωματία στην Ελλάδα 1953-1973, Ηράκλειο, Πανεπιστημιακές Εκδόσεις Κρήτης, 2019.

Μπουρνάζος, Στρατής, Η ιστορία μιας ματαίωσης. Το CCF και ο πολιτισμικός ψυχρός πόλεμος στην Ελλάδα (1950-1967), Αντίποδες, Αθήνα 2024.

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C. History of Art

Raphael's Roman Period: Patronage and Artistic Projects

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School	SCHOOL OF PHILOSOPHY
Department	DEPARTMENT OF HISTORY AND ARCHAEOLOGY
Level Of Studies	POSTGRADUATE
Course Code	—
Semester	Winter
Teaching activity / Hours / Credits	SEMINARS / THREE / 15
Course Type	Specialisation, general knowledge
Prerequisite Courses	Undergraduate courses in Art History
Language Of Instruction And Examinations	GREEK (Erasmus students have the option to write their assignments in English and also give their presentations in English.)
Is The Course Offered To Erasmus Students	YES
Course Website (Url)	https://eclass.uoa.gr/courses/ARCH919/

Learning outcomes

By the end of this course students should:

Analyse Raphael's artistic production within the intellectual, cultural, religious, and political context of Renaissance Rome.

Evaluate the influence of papal patronage, humanism, and classical antiquity on Raphael's artistic practice.

Interpret Raphael's paintings, frescoes, drawings, and architectural projects through formal, iconographic, and contextual analysis.

Assess Raphael's engagement with and response to contemporaries such as Leonardo da Vinci and Michelangelo.

Critically examine major historiographical debates concerning Raphael's style, workshop practice, influence, and reception.

Formulate and communicate art-historical arguments through the critical use of visual evidence and bibliography.

Develop advanced critical and analytical thinking through the study of Renaissance art and visual culture.

Demonstrate independent research skills through the identification, evaluation, and synthesis of primary and secondary sources.

Formulate relevant and critically informed research questions concerning Raphael's artistic practice, patronage, and cultural context in Renaissance Rome.

Demonstrate effective academic communication through structured written, oral, and visual presentations.

Course content

The seminar will examine the diverse artistic production of Raphael in Rome from 1508 to 1520. During this period the master had undertaken large-scale projects and his workshop –headed by Gianfrancesco Penni and Giulio Romano who would prove themselves to be successful artists after Raphael's premature death– was actively involved in the creation and execution processes. The role of distinguished patrons, including two popes and some of Rome's most prominent men, is explored.

Indicative outline of seminar meetings

Raphael Before Rome: Formation and Artistic Context

Rome at the beginning of the 16th century

Raphael and papal patronage

Raphael and Antiquity

Raphael and Michelangelo: Competition and Dialogue

The Vatican Stanze: Narrative, Politics, and Religion

Raphael as Architect

Portraiture: Raphael and the Representation of Power

Raphael and classical mythology

Raphael's Workshop and the Problem of "Raphael"

Late Raphael

Raphael After Raphael: Legacy and Reception

Presentations of research papers form part of the concluding phase of the seminar.

Teaching and assessment

Mode of delivery

In-person seminar meetings involving discussion on specific thematic units, selected scholarship and historical sources, group work and presentations.

Use of information and communication technologies

Use of ICT in teaching. The e-class platform is used to distribute materials and communicate with students.

Teaching organisation

<i>Δραστηριότητα</i>	<i>Φόρτος Εργασίας Εξαμήνου</i>
Lectures, weekly discussion, group work	3 ECTS (75 hours)

<i>Δραστηριότητα</i>	<i>Φόρτος Εξαμήνου Εργασίας</i>
Study and critical analysis of scholarship, short bibliographical commentaries by students	2 ECTS (50 hours)
Analysis of primary sources	2 ECTS (50 hours)
Planning, presenting and writing a research paper	8 ECTS (200 hours)
Course total	15 ECTS (375 hours)

Student assessment

- Language of Assessment: Greek (English for Erasmus+ students)
- Assessment Methods:

Participation in weekly discussions of the thematic units (10%)

Writing short bibliographical commentaries (30%)

Individual research paper using primary sources, with an oral presentation. Assessment criteria are the clarity of the research questions, critical use of scholarship and sources, coherence of argument and documentation. (60%)

Recommended bibliography

Christian K. W., *Empire Without End: Antiquities Collections in Renaissance Rome, c. 1350-1527*, New Haven 2010

Culotta A.R., *Finding Rome in Rome: Reexamining Raphael's Transformation Through His Roles at the Villa Farnesina*, Ph.D. dissertation, University of Washington 2014.

Dacos N., *The Loggia of Raphael: a Vatican Art Treasure*, New York / London 2008.

Elet Y., *Architectural Invention in Renaissance Rome: Artists, Humanists, and the Planning of Raphael's Villa Madama*, Cambridge 2018

Franklin D. (ed.), *From Raphael to Carracci: the Art of Papal Rome*, Ottawa 2009

Frommel C.L., Ray S., Tafuri M., *Raffaello architetto*, Milan 1984.

Gnann A. – Oberhuber, K., 1999, *Raphael und der klassische Stil in Rom 1515-1527*, κατ. έκθεσης Palazzo Te / Graphische Sammlung Albertina, Milan 1999.

Hall M. (ed.), *Artistic Centers of the Italian Renaissance*, Rome, Cambridge 2005

Hall M. (ed.), *The Cambridge Companion to Raphael*, Cambridge / New York 2005

Hall M., *After Raphael: Painting in Central Italy in the Sixteenth Century*, Cambridge 1999

Henry T. – Joannides P. (ed.), *Late Raphael*, κατ. Έκθεσης Museo Nacional del Prado, Madrid 2012

Jones R. – Penny N., *Raphael*, New Haven, 1983

Kleinbub C.K., *Vision and the Visionary in Raphael*, Pennsylvania 2011

Lafranconi M., Faietti M. (ed.), *Raffaello, 1520-1483*, Rome 2020

Meyer Zur Capellen J., Raphael: a Critical Catalogue of his Paintings, 5 vol., Landshut 2001-2015

Raffaello a Roma: il convegno del 1983, Rome 1986

Salmi M. (ed.), The Complete Work of Raphael, New York 1969

Sherman J., Raphael's Cartoons in the Collection of Her Majesty the Queen, and the Tapestries for the Sistine Chapel, London 1972

Wouk E.H. – Morris D. (ed.), Marcantonio Raimondi, Raphael and the Image Multiplied, κατ. έκθεσης The Whitworth, Manchester 2017.