

Doc. 300.1.2

Date: 2/6/2023

Higher Education Institution's Response

- Higher Education Institution:
European University Cyprus

- Town: Nicosia

- Programme of study
Name (Duration, ECTS, Cycle)

In Greek:

«Ελληνικές Σπουδές (18 Μήνες/90 ECTS,
Μεταπτυχιακό)»-Εξ Αποστάσεως

In English:

“Hellenic Studies (18 Months/90 ECTS, Master of
Arts)”-E-Learning

- Language(s) of instruction: English and Greek
- Programme's status: Currently Operating
- Concentrations (if any):

In Greek: 1. Ιστορία 2. Αρχαιολογία και Τέχνη 3.
Πολιτιστική Διαχείριση

In English: 1. History 2. Archaeology and Art 3.
Heritage Management



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
The program not only aims at the transmission of (inter)disciplinary knowledge and the training in academic research skills (critical attitude, analytical skills, writing skills), but also focuses on the training in transferable skills (and so-called "soft skills"), like science communication. It is not entirely clear from the program outline how the different skills are interwoven with the organization of the program in terms of courses and phases (compulsory/concentration/thesis). It is advisable to design/describe separate learning lines for the most important skills (academic/professional and transferable) in order to make clear how they relate to -and are further developed within- the subsequent phases and courses of the program.	The Programme curriculum and its learning outcomes were designed based on the mapping documents appearing in Appendix 1a and Appendix 1b. These documents demonstrate how learning outcomes are mapped in each of the courses offered and the assessment methods used. Based on the suggestions of the EEC, these documents have now been revised and demonstrate how the Academic and Transferable skills (soft skills) are interwoven with the organization of the Programme in terms of: 1. courses and phases (compulsory/concentration/thesis); please see Appendix 1a, and 2. its three phases (compulsory/concentration/thesis); please see Appendix 1b.	Choose an item.
Initially the program attracted students with a professional background (already having jobs in secondary education etc.), but it now attracts young students without professional experience as well (having finished a BA elsewhere). It is advisable to investigate if the current program is still optimal for this last group when the student numbers are increasing and while distinct student populations with different profiles may form. This issue is not a problem yet, but it is recommended to anticipate it at an early stage to maintain the high level of education within the program for different target groups.	We would like to express our agreement with the EEC comment that the Programme increasingly attracts young students without professional experience in the domains related to the three concentrations, namely History, Archaeology and Art and Heritage Management. As the Committee observed, we also admit that due to the Programme's high standards this could be a problem in the future. We have therefore already taken pre-emptive measures to anticipate this issue as follows: 1. The two introductory compulsory courses (HEL600 and HEL610) for all Concentrations have been appropriately designed and implemented in order to obtain our	Choose an item.

	<p>major objective: offer all students a smooth introduction to the Programme. These courses introduce students from dissimilar backgrounds to the Research Methods in Hellenic Studies, and specifically in the fields of History, Archaeology and Art and Heritage Management. They provide them with a valuable comparative, interdisciplinary and diachronic overview of certain fundamental methodological aspects of Hellenic Studies and help them decide which method(s) are more compatible with their preferred research field, paving the way for both the continuation and the completion of the MA “Hellenic Studies”.</p> <p>2. Furthermore, one positive element is that the great majority of the young students hold Bachelor degrees in History, Archaeology and/or Art, and Museology, and therefore have a good background in one or more of these disciplines already. They possess the necessary skills and knowledge to complete the programme of study successfully and a number of students from these groups have already obtained their MA in Hellenic Studies.</p>	
<p>The thesis phase, as well as its intended learning outcomes, is described in a very concise way. Although this is not reported by the students as insufficient, it could be good for new students to know at an early stage what will be expected from them in this final phase and - more importantly- what the different possibilities and formats look like. The program description seems to suggest that the main goal is learning to write an academic essay about a self-chosen and original research topic, although -in reality- this final phase is more flexible and could also contain the design of a museum</p>	<p>In the current version of the Programme, during the course HEL690 <i>Master Thesis</i>, students have the opportunity to put into practise the theoretical and methodological principles that they acquired in the Programme. In the new edition of the Programme, we added a new interactive activity: during the 6th week of the course HEL690 <i>Master Thesis</i>, a <i>Master’s Thesis Workshop</i> is organised, where students present aspects of their work and receive feedback from the instructors, their supervisor, and from fellow students.</p> <p>Hence now, in accordance with the suggestion of the EEC:</p>	<p>Choose an item.</p>

<p>exhibition, conservation plan (heritage management) or similar topics. This is a true asset of the program and it should be advertised more explicitly.</p>	<ul style="list-style-type: none"> From the academic year 2023-2024, the <i>Thesis Workshop</i> will be available to <u>all</u> the students of the Programme and not exclusively to those who selected the course HES690 <i>Master Thesis</i> from the first semester of their studies. Thus, even students in their 1st semester, will have the opportunity to be informed, from the very first phase of their studies, of what is expected from them in the final phase of their studies (composition of the Master Thesis) and -more importantly- what the different Master Thesis possibilities and formats look like. During this meeting, the Coordinator of the Programme will proceed with an in-depth presentation of the main axes of the Course <i>Master Thesis</i>. In addition, during the <i>Thesis Workshop</i>, the Coordinator will present the different formats that the <i>Master Thesis</i> could take (please see Syllabus HEL690, Appendix 2). 	
<p>Theses are of a high academic level, like the courses in the first two phases of the program, but it seems that students devote (much) more time to finish them than the program anticipates, leading to inevitable delays. Although this may seem understandable from the perspective of both students and staff, and while this is the case in many European master programs in history, archaeology and heritage studies, it is advisable to investigate how this effect can be mitigated.</p>	<p>The Master's thesis is, indeed, a key component of the Programme, and we agree that its completion in certain cases takes a lot longer than the Programme anticipates, leading to inevitable delays.</p> <p>Until now, full-time students had the opportunity to select during the third semester of their studies the course <i>Master Thesis</i> (20 ECTS) and <u>one</u> <i>Elective Concentration Course</i> (10 ECTS). In this case, as the EEC recognises they could not devote all their time to the course <i>Master Thesis</i> and this has led to inevitable delays.</p> <p>Our determination to deal effectively with this issue is best reflected in increasing the number of ECTS for the Master Thesis (30 ECTS), compared to the existing version of the Programme (20 ECTS). Within the new structure of the Programme, students will thus have the</p>	<p>Choose an item.</p>

	<p>opportunity to devote an entire semester to their thesis and submit it within the standard period of study of the Programme.</p> <p>Furthermore, following the completion of the <i>Master Thesis Workshop</i> (the new interactive activity that we added in the course HEL690 – please see the comment in the item above) a written early-stage feedback report will be provided by supervisors (approximately at the end of the seventh Week of the semester); this will contribute decisively to the avoidance of delays.</p>	
<p>It may well be that the program is sustainable with the current student numbers. These seems to be stabile for several years now, at c. 30 students. Additionally, as said, drop-rates are low. However, when there is the need to attract more students, we recommend reconsidering the labelling of the program, the teaching language and the recruitment strategy. The program holds a huge potential in terms of attracting a larger student population, not only from Cyprus and Greece, but in fact from the Eastern Mediterranean region as a whole and other regions in the Near East, Europe and North America, where the history and heritage of ancient and modern Greece has (had) an impact on culture, science and society. This potential now remains hidden in the Greek language program and in labels like “Hellenic Studies”. It is advisable to explore alternatives like “History, Archaeology and Heritage of the Greek World”. More actively advertising the English-language version will help as well, by organizing online open days, the summer school, etc.</p>	<p>We agree with the EEC that the numerous potentialities of the Programme now remain hidden in the Greek language Programme and in labels like “Hellenic Studies”. This is the reason why in the new edition of the Programme the title has been modified. The new title of the Programme will be:</p> <p>Hellenic Studies:</p> <ul style="list-style-type: none"> -History -Archaeology and Art -Heritage Management. <p>It thus becomes immediately apparent that the MA in Hellenic Studies at European University Cyprus covers all the above three scientific fields.</p> <p>Regarding advertising the English-language version of the Programme and attracting students from the regions suggested by the EEC:</p> <ul style="list-style-type: none"> • We organise online events in Greek and English (for example ISTORIAI- Online Public Conferences, please see in Appendix 3 the announcements for these events since 2020) as to ensure that we reach a wider population and target audience. 	<p>Choose an item.</p>

	<p>In complying with the suggestion of the EEC we are now additionally organizing:</p> <ol style="list-style-type: none"> 1. Online Open days: The 8th of September 2023, and in collaboration with the Department of Marketing, we are organising an online event where the Academic Staff of the MA Hellenic Studies will present the philosophy, the structure and the courses of the English-language version (please see Appendix 4). 2. International Conferences: In agreement with the EEC that the program holds a huge potential in terms of attracting a larger student population, namely from the Eastern Mediterranean region, the Programme of Hellenic Studies became a founding member and Co-Coordinator of the International Programme <i>The Ptolemies and the Eastern Mediterranean</i>. The kick-off meeting (1st Workshop) was organised by the European University Cyprus and the MA in Hellenic Studies. The 2nd International Workshop will take place at the European University Cyprus (Nicosia, 18-21 of October 2023). The event will be in English, and it will also be streamed online and recorded. Therefore, the event will be accessible to the wider public and especially to those who hold bachelor's degrees in fields related to Hellenic Studies. <p>This will be a great opportunity to promote the English-language version of the MA Hellenic Studies on an international level and the Coordinator of the Programme will present the subject <i>“MA Hellenic Studies (History, Archaeology and Art, Heritage Management): An innovative European programme of studies in the Eastern Mediterranean”</i> (please see Appendix 5).</p>	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Communication, cooperation and interaction among students could be strengthened further by introducing special assignments explicitly demanding from fellow students to provide feedback on other students work. In a next step, the student receiving feedback could show how his/her work has been revised, or not, due to the feedback. That could be a natural way for students to interact with each other and at the same time learn from each other.	Following the suggestion of the EEC we have created for each course of the Programme a Group Peer-Review Assignment which encourages student to student interaction (please see an example in Appendix 6). As the sample indicates, fellow students through such Peer-Review Assignments provide feedback on their other fellow students work, and the student receiving feedback demonstrates how his/her work has been revised, or not, due to the feedback. Hence, students interact with each other and at the same time learn from each other in a natural way.	Choose an item.

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>In response to the EEC's questions, we were told that the incoming salaries are determined by perceived market value, that is, a faculty member in the Humanities will be offered a smaller incoming salary than a colleague in a STEM discipline. Moreover, merit increases are not exclusively based on objective criteria but on informal evaluations or input offered by the faculty members' supervisors. This type of informal evaluation happens in addition to student evaluations, but it is not entirely clear which evaluations carry more weight. Salaries do go up if the instructor has more than 10 students in one course, and again after the next 10 students. On 24 February, we were informed that the average gross salary of the full-time academic staff of the Department of Humanities is €3,750 per month (X13). But we realize that this average would not apply to adjunct faculty, who are hired on a course-by-course basis.</p> <p>Already in the on-site session, the EEC members pointed out the lack of transparency in this remuneration system. The system also risks de-incentivizing qualified faculty members who may use their EUC position as a springboard to a better paid position. We appreciate the collegiality and enthusiasm that the MA faculty and their supervisors brings to the program, but they are no substitute for transparency and equity. In other words, the salary system and the merit pay scale are structural problems of a serious nature that need to be addressed at the highest levels. There may even be liabilities to this</p>	<p>We appreciate the recommendation of the EEC. Their suggestions have been taken into knowledge and consideration by the involved administration bodies of the University.</p>	<p>Choose an item.</p>

system from a legal point of view. Our advice: drop the “penny wise pound foolish” approach and put in place a more transparent system that will be robust enough to sustain itself through the near future.		
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
We recommend the establishment of a day-long Welcome Event for incoming students at a university-wide level, as the program of study has a particularly interesting structure.	<p>We welcome the suggestion of the EEC. We have already established a Welcome Event for incoming students at a university-wide level. This event takes place (Online-Blackboard Collaborate Learn) during the first Week of every new Semester (Fall and Spring). The recorded meeting is uploaded on the platform of the compulsory introductory courses. Please see the latest Welcome Events that took place in September 2022 and June 2023 in the links below:</p> <p>(F2022) https://eu-lti.bbcollab.com/recording/a7fc2e88246e430fb56a84d7422582b1</p> <p>(S2023) https://eu-lti.bbcollab.com/recording/8d0ae6e74188436ea2b0a09fe254e655</p>	Choose an item.
We recommend that the Department continues to closely monitor the completion and progression rates of students.	<p>The completion and progression rates of students is monitored closely via reports sent to the Department by the Department of Enrollment.</p> <p>Furthermore, at the beginning of the Fall semester, the Chairperson requests from the Department of Enrollment the list of the students with low GPA. Then the Chairperson forwards the list to the Coordinators of all the programmes. The Coordinators communicate with each student, inform him/her about his/her low performance and discuss with him/her how to improve his/her performance. Then, the Coordinators inform the Chairperson regarding their actions. The Chairperson meets with some of the students with very low GPA in cases it is necessary. At the end of the Spring semester, the Chairperson requests again from the Department of Enrollment the list of the students with low GPA. Then the Chair checks whether the students with low GPA had the expected progress. In cases where this is not true, the Chairperson has a meeting with the student and the Coordinator in order to discuss the non-positive development regarding the performance of the student.</p> <p>The full detailed procedure followed appears in our EUC Low GPA Policy as this is described in Appendix 7.</p>	Choose an item.
We recommend that the Department	The University offers a three-tier support system in terms of student advising: through the Course Instructor and Course	Choose an item.

<p>considers enhancing the role of the student advisor, by appointing more members of staff in that role, so that students can be further supported in their studies.</p>	<p>Coordinator, the Programme Coordinator, and the Advising Centre and the Distance Education Unit.</p> <ul style="list-style-type: none"> Students are guided and supported in all their academic activities by the instructors teaching in the E-Learning programmes of study. Course instructors provide tutoring and mentoring on the content of student's courses and their evaluation and assessment. The course instructor is the person in charge for the teaching and learning process of each course. They provide students with all the necessary information and resources for the delivery of the course. All members of academic staff assign six (6) hours of office hours every week for consultation and support to students. Students are encouraged and advised to make use of these office hours as an important academic support structure in place that provides direct, personal and personalized contact with course instructors. The University has an established policy for re-scheduling office hours. <p>In addition, in alignment with relevant CY.Q.A.A. guidelines and respective open university international practices, for each course a Course Coordinator is appointed. Their role is to coordinate the course in case there are more than one sections regarding issues of content, design and elaboration of the learning activities, procedures and student evaluation.</p> <ul style="list-style-type: none"> Then, the Programme Coordinator is the person in charge of the structure and the content of each Programme, as well as for resolving conflicts between instructors and the students or between the students and the administrative services of the University. Further, Programme coordinators monitor student progress and provide advice and guidance to students with low GPA (as well as students who score higher academically, if needed) twice a year, based on the Department's and University' relevant policy. Finally, students are also supported by Student Advisors and the members of the Distance Education Unit who counsel them on administrative related issues, the planning of their study, problem resolution, and decision-making issues (e.g. course selection and enrolment, the registration and payment of tuition fees, etc.). All students are assigned a student advisor from the Advising Center of the University. The student advisor's task is to provide guidance as to the choice of courses of the student and maintain a track of the student's academic path. 	
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
The skills of teachers can be developed further and be supported more if a stronger focus is placed on the possibilities of e-learning technology for reaching the educational goals of the program.	<p>Academic staff of the Departments and Schools teaching on E-Learning programmes of study have extensive experience of instruction in tertiary education and research in their fields of study. All instructors receive ongoing professional development and training in e-learning, particularly in the use of communication technologies for teaching and learning.</p> <p>The University has established a rich Professional Development Programme under the C.I.Q.A Committee for Professional Development which comes under the Office of the Vice Rector of Academic Affairs. The Professional Development Programme is available to new and existing staff, both full-time and part-time faculty, and consists of a compulsory component on e-learning and other issues relating to teaching and e-learning in particular. The optional component is ongoing for all members of staff, part time and full time, via dedicated blackboard platform with available resources which are regularly updated and include webinars and materials on the latest developments affecting e-learning such as for example, the use of AI and Chat GPT for education.</p> <p>The Committee has an annual system of receiving the suggestions by colleagues on the topics they would like to receive bespoke training on, such as for example, teaching of foreign languages via e-learning. Training at School level is also available to cater to the needs of more discipline specific exchange of good practices such as for example use of tools for teaching literary texts via e-learning.</p>	Choose an item.
A plan for promoting and advertising the program to students from different countries, cultures and interests could be very important in order to secure	We agree with the EEC recommendation that it is imperative to consider a plan for promoting and advertising the Programme to students from different countries.	Choose an item.

satisfactory participation.	future	<p>Therefore, in collaboration with the Department of Marketing, we have designed a new webpage for the MA Hellenic Studies (Greek and English), aiming to make the structure, the courses and the objectives of the Programme more visible. With the new format each concentration has its own page and thus it becomes easier for those who are interested in the Programme to obtain the necessary information. Please see how the newly accredited Programme will appear upon accreditation on the EUC website in Appendix 8.</p> <p>In addition, for additional promotion of the Programme in English, please see also Appendices 3, 4, 5.</p>	
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6. Additional for doctoral programmes (ALL ESG)

N/A



7. Eligibility (Joint programme) (ALL ESG)

N/A

B. Conclusions and final remarks

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Implement an equitable and transparent salary and merit pay system.	We thank the EEC for the recommendation. Please see our response in Section 3, page 9.	Choose an item.
Develop an advertising and marketing strategy for the whole Eastern Mediterranean and the East, in particular, with an emphasis on English-language course offerings	The EEC recommendations are highly appreciated. Please see our response in Section 1, pages 6 & 7, and accompanying Appendices, 3, 4, & 5.	Choose an item.
Develop the summer school as a recruiting tool for the MA program. Support for this marketing strategy needs to come from the upper echelons of the EUC. Develop specialty topics such as 1) numismatics and 2) history and archaeology of Cyprus. Allow two such accelerated summer courses (maximum two) to count towards the electives of the MA, which then give the student a head-start and additional incentive to pursue the full MA degree.	<p>As suggested by the EEC, a Summer School is planned for this year and is scheduled on June 8-11, 2023: https://euc.ac.cy/el/events/hellenic-studies-mithos-istoria-eikona-may23/</p> <p>The goal of the Summer School is to:</p> <ol style="list-style-type: none"> 1. present to the wider public subjects related to the three Concentrations of the Programme; 2. encourage the active participation of persons most likely to be interested in joining the MA Hellenic Studies; 3. establish further links with the local communities and memory institutions. <p>It gives us great satisfaction that this event will take place in a museum with which we look forward to developing a permanent collaboration (please see Appendix 9).</p> <p>However, we agree with the EEC recommendation that it is imperative to further develop the Summer School of Hellenic Studies. Thus, in addition to the educational activities of the Summer School, in the following year, 2024, the Summer School will include two summer courses which will count towards one elective concentration course of the Programme and will bear the respective ECTS load. The two courses are: 1) <i>Heritage Management and local Identities</i>, and 2) <i>Reception of the Greek and Cypriot Past in the 19th and 20th Centuries</i>. These two courses correspond to the course HEL635 <i>History and Places of Memory: Old and New Perceptions of the Ancient and Byzantine/Medieval Past in Greece and Cyprus (19th – 21st Century)</i> – Concentration of</p>	Choose an item.

	<i>History</i> of the Greek and English language version of the Programme. We are expecting that these courses will attract the interest of local and foreign students.	
The teacher training component can still benefit from a stronger focus on pedagogical aspects.	As part of the Professional Development Programme this remains a priority for the University which is committed in expanding its already growing portfolio of activities and resources available to instructors across the University. Please see our full response to this EEC recommendation in Section 5, page 13.	Choose an item.
The faculty should continue to support and augment learning procedures that formalize and enhance student-student interaction and cooperation.	<p>E-learning at EUC is designed in ways to promote interaction in various levels (learner-learner, learner-instructor, learner-content, learner-technology). The ultimate goal is to enhance the interaction between students and the learning that can only occur among motivated individuals working together. Interactive learning is a hands-on/real life approach to education founded upon building student engagement through guided social interaction connected with existing knowledge and their own experience and interests, with carefully designed and structured activities to facilitate learning in groups and challenge students to develop practical skills. Interactive learning seeks to enhance the interaction between learners and:</p> <ol style="list-style-type: none"> 1. the course materials 2. the instructor 3. their peers <p>Interactive learning emphasizes the active engagement of the learner in enrichment activities which aim at the practical and critical application of the theoretical knowledge. When interactive learning takes place within the contexts of student-material interaction, the student should be able to receive immediately feedback during her/his interaction with the course materials, and thus interactive learning will provide self-assessment opportunities. Interactive learning is, thus, a hands-on, real-life approach to education founded upon building activities to facilitate learning individually and/or in groups, challenging students to develop and apply practical scientific-specific skills and knowledge which are meaningful,</p>	Choose an item.

	<p>connected to their existing theoretical knowledge, personal experiences, interests and (academic and professional) goals. The focal point of interactivity is always on the skills of learners, not the capabilities of the technology that seeks to facilitate learning. Self-assessment and interactive exercises/activities are presented on a weekly basis. Such activities uphold the interest of students, motivate consistent participation and long-term engagement.</p> <p>Examples of such interactive exercises are the following:</p> <ul style="list-style-type: none"> • role playing • simulations • real-life scenarios • learning tools • online discussions for debating • the use of visualization tools to come to a specific outcome • brainstorming activities for answering a theoretical question • problem-solving questions in groups • preparing group PowerPoint presentations (e.g. after watching a video or studying a specific source) • answering quizzes and peer reviewing assignments of other students, etc. <p>Gamification strategies are also embedded in EUC's E-Learning programmes of study. In addition, great emphasis is placed on communities of learning and collaboration. Learning collaboratively refers to using teamwork, through communication and discussion with the instructor and other student mates, to solve problems, develop projects, create products, either independently or jointly, etc. The construction of new knowledge is combined with the professional and personal experience of students, individual and group research processes and activities, knowledge management via the Blackboard Learn Ultra tools, etc. Collaboration is intertwined, supplemented and complemented with independent and autonomous learning, a necessary and needed condition of deep learning which is combined in a flexible way with other methodological approaches.</p>	
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C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Panos Christodoulou	Programme Coordinator	
Dr. Charis Xinari	Chairperson, Department of Humanities	
Prof. Stavros Stavrou Karayanni	Dean, School of Humanities, Social and Education Sciences	

Date: 2/6/2023

Mapping of Learning Outcomes, Assessment Methods and Timelines**PROGRAM: HELLENIC STUDIES (18 Months/90 ECTS, Master of Arts)” E-Learning**

- History
- Archaeology and Art
- Heritage Management

PROGRAM LEARNING OUTCOMES	
1. At the Cognitive level, students are expected to:	
1.1.	Discuss the socio-political, economic and ideological structures of the Hellenic world from prehistoric to modern times.
1.2.	Explain roles, contributions and interactions of the Greek and Cypriot World in the context of inter-regional contacts with eastern Mediterranean regions, Europe and the world.
2. At the Epistemological level, students will:	
2.1.	Obtain specialized research skills required for scientific approaches and analyses towards developing a critical approach in subjects related to Hellenic Studies (History, Archaeology and Art, Heritage Management).
2.2.	Acquire the methodology in terms of scientifically approaching and analysing data that form the basis of the study of the scientific fields of History, Archaeology and Art, and Heritage Management.
2.3.	Gather, evaluate, study and analyse specialized bibliography, scientific texts and other sources (historical, archaeological, social).
3. In terms of Comprehension, students are expected to:	
3.1.	Estimate and describe similarities, differences, and evolution processes and developments of the approaches and perceptions on subjects related to the Hellenic Studies (History, Archaeology and Art, Heritage Management).
3.2.	Recognize the necessity of linking Hellenic Studies (History, Archaeology and Art, Heritage Management) with modern educational systems and the education in general, as well as with the past as heritage requiring special management approaches.
4. In terms of Application, students are expected to:	
4.1	Use their knowledge to design and implement activities (real or virtual/simulated) related to History, Archaeology and Art, and Heritage Management.
4.2	Apply comparative methods and approaches in order to propose improvements and changes at all levels.

5. In terms of Analysis, students are expected to:

- 5.1 Analyse the parameters of case studies (real or virtual/simulated) including research papers, excavations, heritage policies and strategies, museum exhibitions, educational activities.
- 5.2 Debate the historical development of the Hellenic Studies (History, Archaeology and Art, Heritage Management) and place every development stage in its historical, social, political and ideological context.

6. In terms of Synthesis, students are expected to:

- 6.1 Assemble information gained from the application of real or virtual/simulated examples and use these pieces of information as the feedback of their theoretical training.
- 6.2 Plan innovative educational programmes and to the development of new technologies in cultural environments, connecting them to cultural policies and strategies related to the development of the Hellenic Studies (History, Archaeology and Art, Heritage Management).
- 6.3 Compose original scientific/academic essays and papers following rules relating to content, structure and academic presentation of specific material.

7. In terms of Evaluation, students are expected to:

- 7.1. Evaluate work related to the Hellenic Studies -History, Archaeology and Art, Heritage Management- (including research papers, historical and archaeological studies, excavations, museum exhibitions, educational Programmes and activities, heritage policies, strategies and actions).
- 7.2. Critique and argue effectively on modern theoretical concepts and on examples of their application, indicating points for improvement, review and revision.
- 7.3. Assess and define the value and the variety of the use of new technologies and the Internet in the Hellenic Studies (History, Archaeology and Art, Heritage Management) and their advancement.

8. In terms of Generic/transferable (soft) skills, students are expected to:

- 8.1 Work effectively within a group as leaders or members.
- 8.2 Clarify tasks and make appropriate use of the capacities of group members.
- 8.3 Be able to negotiate and handle conflict with confidence.
- 8.4 Have the independent learning ability required for continuing professional study, making professional use of others where appropriate.
- 8.5 Engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently.
- 8.6 Be independent and self-critical learners, guiding the learning of others and managing their own requirements for continuing professional development.
- 8.7 Understand and analyze sources of information and to apply new information to different professional settings and tasks.
- 8.8 Communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication.

8.9 Work, independently and collaboratively, on research projects that require the integration of knowledge with skills in analysis, discovery, problem solving, and communication.				
COURSE LEARNING OUTCOMES	RELATED PROGRAM LEARNING OUTCOMES	ASSESSMENT OF COURSE LEARNING OUTCOMES		
		Time Point of Teaching that the Assessment is taking place (Week)	Assessment Method	Learning Outcomes that are assessed

HEL600: Research Methods in Hellenic Studies: History and Archaeology				
a. Define the most important research methods in the disciplines of history and archaeology. b. Identify both the common ground and the differences in the research methods of history and archaeology. c. Organize in a scientifically rigorous way the bibliographical and other sources that they have selected. d. Use for their research the conventional data bases (public and private libraries, public and private archives, museums, etc.). e. Select the most appropriate digital tools and digital data bases for their research. f. Recall the major primary/secondary and other resources related to methodological guidelines for the writing and oral presentation of historical and archaeological papers. g. Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication.	(Academic/professional skills) 1.1 2.1 2.2 3.1 5.1 5.2 6.3 7.2	Due date (Week 13)	Written Essay	b. d. g. h.
	(Transferable skills) 8.1 8.2 8.5 8.7	Due date (Week 5)	Oral Presentation	a. g. d.
	8.8	Weekly Activities (1-13)	Self-Assessment & Interactive Exercises/Activities	a. b. c. d. f.
		14/15	Final Exam	b. d. g. h.

h. Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources.				
HEL 610: Research Methods in Hellenic Studies: Heritage Management				
a. Outline a concise picture of the conceptual and semantic course of the notions of culture, cultural capital, cultural asset and cultural management to date. b. Contrast the content of the concepts of culture, cultural capital, cultural goods and cultural management with the relevant political and social conditions and feasibility in every place and every age. c. Identify the names and contributions of well-known theoreticians of culture (for example, T. Moore, J. G. Herder, R. Williams, etc.). d. Distinguish and evaluate the processes of shaping cultural identities. e. Link cultural identities with the ideological and social context that accompanies each time. f. Debate a personal opinion, substantiated by knowledge and arguments, about the content and identities of cultural identities, heritage (material, tangible, intangible, other), heritage management. g. Distinguish and evaluate the processes of preservation and formation of cultural heritage	(Academic/professional skills) 2.1 2.3 3.1 4.1 5.2 6.4 7.2 (Transferable skills) 8.1 8.4 8.5 8.6 8.7 8.9.	Due date (Week 13)	Written Essay	a. f. i. j. k.
		Due date (Week 7)	Oral Presentation	b. c. e. g. i. j. k.
		Weekly Activities (1-13)	Self-Assessment & Interactive Exercises/Activities	a. b. c. e. d. h. k. j.

<ul style="list-style-type: none"> h. Recall the main cultural management institutions and organizations and their functions. i. Appraise the functions of a cultural management organization or organization according to its range (thematic, local, state, national, international, global). j. Determine the main actors, institutions and organizations of cultural and artistic creation. k. Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication. l. Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources. 		14/15	Final Exam	<ul style="list-style-type: none"> a. f. i. j. k.
<p align="center">HEL 615: Special Topics in Hellenic Studies (The course focuses on the analysis and presentation of a specific topic related to Hellenic Studies. This topic will be selected every semester) See examples p.16, 17, 18.</p>				
<p>The content of the course will be determined by the instructor. Objectives and directions will be set in cooperation with the Coordinator.</p>	<p>(Academic/professional skills) (Transferable skills)</p>	Due date	Written Essay	
		Due date	Oral Presentation	
		Weekly Activities (1-13)	Self-Assessment & Interactive Exercises/Activities	
		14/15	Final Exam	

HEL 620: Myth and Politics in Ancient Greece				
<div>a. Determine the most important historiographical approaches of the concept of mythos in Ancient Greece.</div> <div>b. Recall the most important historiographical approaches of the concept of politics in Ancient Greece.</div> <div>c. Interpret the primary sources which are relevant to the foundation myths and integrate them in their historical and political context.</div> <div>d. Evaluate the importance of adopting an emic-etic approach in order to understand the terms myth and politics.</div> <div>e. Appraise the most important scientific studies on myth and politics.</div> <div>f. Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication.</div> <div>g. Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources.</div>	<div>(Academic/professional skills)</div> <div>2.1</div> <div>2.3</div> <div>3.1</div> <div>4.1</div> <div>5.2</div> <div>6.4</div> <div>7.2</div> <div>(Transferable skills)</div> <div>8.1</div> <div>8.4</div> <div>8.5</div> <div>8.6</div> <div>8.7</div> <div>8.9.</div>	Due date (Week 13)	Written Essay	<div>a.</div> <div>b.</div> <div>c.</div> <div>g.</div>
		Due date (Week 8)	Oral Presentation	<div>d.</div> <div>f.</div> <div>g.</div>
		Weekly Activities (1-13)	Self-Assessment & Interactive Exercises/Activities	<div>a.</div> <div>b.</div> <div>c.</div> <div>d.</div> <div>e.</div> <div>f.</div>
		14/15	Final Exam	<div>a.</div> <div>b.</div> <div>d.</div> <div>e.</div> <div>f.</div>
HEL 625: Greece and Cyprus in the Postwar world. 1945-1991				
<div>a. Debate the way that the break-up of the World War II alliance between the USA and the Soviet Union affected and determined postwar developments in Greece and Cyprus.</div> <div>b. Debate the successive phases of the Cold War and of the different historical interpretations of why it occurred.</div> <div>c. Describe the historical and geopolitical situation of Greece and Cyprus during these years.</div> <div>d. Recognize of just how complex historical interpretations are and the underlying reasons for major shifts in historical paradigms.</div> <div>e. Interpret basic features of the post-war international system.</div>	<div>(Academic/professional skills)</div> <div>1.2</div> <div>2.1</div> <div>2.3</div> <div>4.1</div> <div>5.1</div> <div>6.1</div> <div>6.3</div> <div>7.2</div> <div>(Transferable skills)</div>	Due date (Week 13)	Written Essay	<div>a.</div> <div>b.</div> <div>d.</div> <div>e.</div> <div>h.</div> <div>k.</div> <div>g.</div>
		Due date (Week 8)	Oral Presentation	<div>c.</div> <div>d.</div> <div>g.</div> <div>k.</div>

f. Analyze local, regional and international developments in their historical perspective. g. Link the various phases of post-war history and bring forward their various interconnections. h. Determine Greek and Cypriot foreign policies in the context of the Cold War. i. Evaluate post-war international politics from the superpowers, especially the USA and USSR, perspective. j. Practice independent critical thought, rational inquiry and self-directed learning. k. Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication. l. Develop skills in organization, research and analysis that will be highly prized in any field of work.	8.1 8.3 8.5 8.6 8.7 8.9.			l.
		Weekly Activities (1-13)	Self-Assessment & Interactive Exercises/Activities	c. d. e. f. j. l.
		14/15	Final Exam	a. b. c. e. f. g. i.
HEL 630: Byzantine and Latin States after the Fall of Constantinople in 1204: Politics, Society, Cultural Identities				
a. Debate the causes behind the Crusaders' turn against Byzantium. b. Understand the internal structure of power in Byzantium in the period preceding the Fourth Crusade and how it contributed to the Crusaders' meddling in Byzantine affairs and their eventual sack of the capital. c. Comprehend the level of significance of the Fourth Crusade and the impact of the destruction of the Byzantine Empire on the historical development of the Eastern Mediterranean and the entire Europe. d. Name the main Byzantine and Western personalities and their attitudes and policies.	(Academic/professional skills) 3.1 4.2 5.1 6.1 6.3 7.2 (Transferable skills) 8.1 8.3 8.5 8.6 8.7	Due date (Week 13)	Written Essay	b. d. e. g,
		Due date (Week 8)	Oral Presentation	b. d. f. g.
		Weekly Activities (1-13)	Self-Assessment & Interactive	a. b. f.

e. Practice independent critical thought, rational inquiry and self-directed learning. f. Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication. g. Develop skills in organization, research and analysis that will be highly prized in any field of work. h. Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources.	8.9.		Exer- cises/Activities	g. l.
		14/15	Final Exam	a. b. c. e. f.
HEL 635: History and Places of Memory: Old and New Perceptions of the Ancient and Byzantine/Medieval Past in Greece and Cyprus (19 th – 21 st Century)				
a. Determine the most important historiographical approaches about the relations between History and Memory. b. Recall the most important historiographical approaches of the concept Reception of Antiquity. c. Interpret the main intellectual debates which determined the term Places of Memory. d. Evaluate the importance of adopting an emic-etic approach in order to study the creation of Places of Memory. e. Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication. f. Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources.	(Academic/professional skills) 1.2 2.2 2.3 4.1 5.1 6.3 7.2 (Transferable skills) 8.1 8.5 8.6 8.8 8.9.	Due date (Week 13)	Written Essay	a. b. c. f.
		Due date (Week 8)	Oral Presentation	c. d. e.
		Weekly Activities (1-13)	Self-Assessment & Interactive Exer- cises/Activities	a. b. c. d. e.

		14/15	Final Exam	a. b. d. e.
HEL 640: Aspects of Aegean Prehistory				
a. Have a clear overview of the periodization, the chronology, and the cultural development of the Aegean prehistory. b. Define the theoretically and methodologically more appropriate ways to approach the problem of the origins of the Greek civilization. c. Demonstrate a good command of the main aspects of the Indo-European problem and acknowledge its highly interdisciplinary nature. d. Recall the main chronological “windows” of the Aegean prehistory, which have been related by various scholars to the “Coming of the Greeks”. e. Critically assess the advantages and disadvantages of the main research hypotheses regarding the very first occurrence of the Proto-Greek language in the Greek peninsula. f. Acknowledge the great complexity of the concept of cultural identity as well as the contribution of the various scientific fields engaged in its study. g. Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources.	(Academic/professional skills) 1.1 1.2 2.1 4.2 5.1 6.2 6.3 7.2 (Transferable skills) 8.1 8.3 8.5 8.6 8.8 8.9.	Due date (Week 10)	Written Essay	b. c. e. f. g.
		Due date (Week 7)	Oral Presentation	a. c. d.
		Weekly Activities (1-13)	Self-Assessment & Interactive Exercises/Activities	a. b. f. e.
		14/15	Final Exam	a. b. c. d. f.
HEL 645: The Archaeology of the Early Iron Age Aegean and the Mediterranean				
a. Define and compare the developments in the Aegean in relation to other important sites in the Eastern and Western Mediterranean during the Early Iron Age.	(Academic/professional skills) 1.2 2.1	Due date (Week 10)	Written Essay	a. c. d.

b. Identify the most important surviving monuments and works of art of the early 1st millennium BC. c. Appraise the importance of the study of written sources, in particular the Homeric epics and the work of Hesiod, for a better approach and understanding of Late Bronze Age and Early Iron Age society. d. Elaborate the changes and transformation in the social and political structure of the EIA communities. e. Assess the role of the sanctuaries, cult activities and religious continuities and discontinuities between the Late Bronze Age and the Early Iron Age. f. Become familiar with relative and absolute chronologies and calibrations around the Mediterranean. g. Practise independent critical thought, rational inquiry and self-directed learning.	4.2 5.1 6.1 6.3 7.1 7.2 (Transferable skills) 8.1 8.5 8.6 8.8 8.9.			f. g.
		Due date (Week 8)	Oral Presentation	a. b. d.
		Weekly Activities (1-13)	Self-Assessment & Interactive Exercises/Activities	a. b. f. e.
		14/15	Final Exam	a. b. c. d. f.
HEL 650: Architecture and Art of the Ancient Greek World				
a. Describe the cultural sequence of ancient Greece, from the prehistoric to the Roman period. b. Review the development of ancient Greek architecture and identify the main features of the basic architectural traditions. c. Identify the main phases of development of the ancient Greek pottery from the prehistoric to the Roman period. d. Explore the basic aspects of ancient Greek pottery making and metalworking. e. Investigate the role of different technologies and materials. f. Appreciate how economy is directly connected to the arts and politics of ancient Greece.	(Academic/professional skills) 2.1 3.1 4.1 4.2 5.1 6.3 7.2 (Transferable skills)	Due date (Week 13)	Written Essay	b. d f. g h. i.
		Due date (Week 6)	Oral Presentation	a. b. e. g.

g. Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication. h. Develop skills in organization, research and analysis that will be highly prized in any field of work. i. Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources.	8.1 8.5 8.6 8.8 8.9.	Weekly Activities (1-13)	Self-Assessment & Interactive Exercises/Activities	b. c. d. h. f. e.
		14/15	Final Exam	b. c. d. f. e.
HEL 655: Archaeology and Art of Byzantine and Post-Byzantine Cyprus				
a. Analyse and evaluate the important of historical context in the examination of artistic production and material culture. b. Define and interpret the distinctive characteristics of Cypriot art and material culture. c. Assess the influence of non-Cypriot traditions on Cypriot art and material culture. d. Examine Byzantine/post-Byzantine art and material culture in the Eastern Mediterranean as part of a broader medieval world, moving beyond false dichotomies of East vs. West. e. Practise independent critical thought, rational inquiry and self-directed learning. f. Develop skills in organization, research and analysis that will be highly prized in any field of work. g. Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources. h. Demonstrate the ability to communicate knowledge to different audiences (specialists and the broader public), and develop various transferable skills (critical thinking, organisation, research and data/source analysis).	(Academic/professional skills) 1.2 2.3 5.1 6.1 6.3 7.1 7.2 7.3 (Transferable skills) 8.1 8.5 8.6 8.8 8.9.	Due date (Week 10)	Written Essay	a. c. d. e. g.
		Due date (Week 6)	Oral Presentation	b. e. h.
		Weekly Activities (1-13)	Self-Assessment & Interactive Exercises/Activities	a. b. c. d. f.,
		14/15	Final Exam	a. b. c. d. e.

HEL 660: Museum Education and Digital Technologies				
<p>a. Evaluate and analyze the learning role of the Museum as a place of non-formal and informal education.</p> <p>b. Recall the names and contributions of well-known theorists regarding the terms "museum education" and "learning theories" (for example: E. Hooper - Greenhil, G. Hein, H. Gardner, J.H. Falk, L.D. Dierking, etc.).</p> <p>c. Understand the meaning, content and purpose of a museum-educational program.</p> <p>d. Determine the role and characteristics of the museum educator.</p> <p>e. Outline correlations and collaborations between a museum educator and a teacher in the creation and implementation of a museum education program.</p> <p>f. Develop ideas and proposals, substantiated with knowledge, for the creation of a museum educational program.</p> <p>g. Understand the presence and scope of digital applications and options in the museum space.</p> <p>h. Recognize the possibilities that digital technologies provide in terms of museum experiences and learning / education.</p> <p>i. Demonstrate critical thinking on current digital realities and challenges in museum spaces in terms of learning, entertainment and experience.</p> <p>j. Analyze the historical evolution of digital technologies in museum spaces.</p> <p>k. Apply their knowledge of digital technologies and museum education with emphasis on interaction, engagement and participation.</p> <p>l. Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication.</p> <p>m. Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources.</p> <p>n.</p>	<p>(Academic/professional skills)</p> <p>2.3</p> <p>4.1</p> <p>4.2</p> <p>5.1</p> <p>6.1</p> <p>6.2</p> <p>6.3</p> <p>7.2</p> <p>7.3</p>	Due date (Week 10)	Written Essay	<p>a.</p> <p>c.</p> <p>d.</p> <p>e.</p> <p>j.</p> <p>k.</p> <p>m.</p>
	<p>(Transferable skills)</p> <p>8.1</p> <p>8.3</p> <p>8.5</p> <p>8.8</p> <p>8.9.</p>	Due date (Week 7)	Oral Presentation	<p>b.</p> <p>e.</p> <p>h.</p>
		Weekly Activities (1-13)	Self-Assessment & Interactive Exercises/Activities	<p>b.</p> <p>c.</p> <p>e.</p> <p>f.</p> <p>h.</p> <p>k.</p>
		14/15	Final Exam	<p>a.</p> <p>c.</p> <p>d.</p> <p>h.</p> <p>i.</p> <p>j.</p> <p>k.</p>

HEL 665: The Hellenic Studies in World Educational Curricula				
<div>a. Identify, define, describe and summarize the content of curricula at secondary and higher education around the world in terms of Greek history and Greek culture.</div> <div>b. Associate, compare and assess perceptions and ways of presentation of Greek history and culture in education curricula at primary, secondary and higher education around the world.</div> <div>c. Identify, explain and analyze the context of the creation of such curricula.</div> <div>d. Argue about the mentalities, attitudes and related challenges.</div> <div>e. Evaluate, modify and propose new positions regarding the place and presentation of Greek history and Greek culture in education curricula at primary, secondary and higher education around the world.</div> <div>f. Practise independent critical thought, rational inquiry and self-directed learning.</div> <div>g. Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication.</div> <div>h. Develop skills in organization, research and analysis that will be highly prized in any field of work.</div> <div>i. Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources.</div>	<div>(Academic/professional skills)</div> <div>2.1</div> <div>2.3</div> <div>4.1</div> <div>4.2</div> <div>5.1</div> <div>6.1</div> <div>6.2</div> <div>6.3</div> <div>7.3</div> <div>(Transferable skills)</div> <div>8.1</div> <div>8.3</div> <div>8.5</div> <div>8.7</div> <div>8.8</div> <div>8.9.</div>	Due date (Week 10)	Written Essay	<div>b.</div> <div>c.</div> <div>d.</div> <div>f.</div> <div>h.</div> <div>i.</div>
		Due date (Week 7)	Oral Presentation	<div>a.</div> <div>e.</div> <div>g.</div> <div>h.</div>
		Weekly Activities (1-13)	Self-Assessment & Interactive Exercises/Activities	<div>a.</div> <div>d.</div> <div>e.</div> <div>h.</div>
		14/15	Final Exam	<div>a.</div> <div>b.</div> <div>c.</div> <div>d.</div> <div>e.</div>
HEL 670: Museums, Monuments and the Tourism Industry: Old and New Approaches				
<div>a. Analyze the interdisciplinary nature of cultural heritage management and the research needs it requires.</div> <div>b. Comment on concepts and parameters that govern cultural management and promotion.</div> <div>c. Identify aspects of the legal framework and the basic principles of the Code of Conduct.</div>	<div>(Academic/professional skills)</div> <div>2.3</div> <div>4.1</div> <div>4.2</div> <div>5.1</div>	Due date (Week 10)	Written Essay	<div>b.</div> <div>e.</div> <div>i.</div> <div>j.</div> <div>p.</div>

<div>d. Distinguish the particular characteristics that connect the cultural identity of a place.</div> <div>e. Understand the theoretical framework that connects cultural heritage with the historical past.</div> <div>f. Explore practices of creating a strong cultural identity.</div> <div>g. Justify the relationship of cultural identity with other factors of social and cultural differentiation.</div> <div>h. Outline the different categories of cultural organizations and the way they are organized and managed, as well as with the financial parameters of cultural management.</div> <div>i. Approach educational programs as part of the business planning of cultural institutions.</div> <div>j. Critique the institutions and policies of cultural management and promotion.</div> <div>k. Describe cultural policy and governance models, and analyze the role of international actors in cultural heritage management.</div> <div>l. Recognize the concepts of special / alternative forms of tourism and cultural tourism, tourism management, visitor management, and cultural marketing,</div> <div>m. Specify the role of alternative forms of tourism in the reception and promotion of culture.</div> <div>n. Record the role of International Organizations in the development of cultural tourism and understanding of the situation in Greece and Cyprus.</div> <div>o. Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication.</div> <div>p. Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources.</div>	<div>6.1</div> <div>6.2</div> <div>6.3</div> <div>7.2</div> <div>7.3</div> <div>(Transferable skills)</div> <div>8.1</div> <div>8.2</div> <div>8.3</div> <div>8.4</div> <div>8.5</div> <div>8.7</div> <div>8.8</div> <div>8.9.</div>	<div>Due date (Week 7)</div>	<div>Oral Presentation</div>	<div>a.</div> <div>c.</div> <div>f.</div> <div>i.</div> <div>k.</div> <div>o.</div>
		<div>Weekly Activities (1-13)</div>	<div>Self-Assessment & Interactive Exercises/Activities</div>	<div>b.</div> <div>d.</div> <div>h.</div> <div>f.</div> <div>l.</div> <div>m.</div> <div>n.</div>
		<div>14/15</div>	<div>Final Exam</div>	<div>c.</div> <div>e.</div> <div>g.</div> <div>h.</div> <div>k.</div> <div>l.</div> <div>n.</div>
<div>HEL 675: Greek Artistic and Intellectual Production (1922-1991): Culture through the prism of Modernity</div>				
<div>a. Define modernity in the Greek context of the period in question.</div>	<div>(Academic/professional skills)</div> <div>2.1</div>	<div>Due date (Week 13)</div>	<div>Written Essay</div>	<div>b.</div> <div>e.</div> <div>i.</div>

<div>b. Recall the major literary Greek figures of the period in question and situate them chronologically.</div> <div>c. Recall the major Greek composers of the period in question and situate them chronologically.</div> <div>d. Define the most important cultural, intellectual and artistic currents in Greece during the period in question.</div> <div>e. Demonstrate an ability to make good use of the advantages of the advantages of digital research tools and digital databases, as well as the websites of cultural institutions relevant to the course subjects (Museums, Musical Libraries and Archives).</div> <div>f. Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication.</div> <div>g. Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources.</div>	2.2	(Transferable skills)	Due date (Week 8)	Oral Presentation	j.	
	2.3				p.	
	3.1					
	4.2					a.
	5.1					c.
	6.1					f.
	6.2					i.
	6.3					k.
	7.2					0.
	7.3			Weekly Activities (1-13)	Self-Assessment & Interactive Exercises/Activities	b.
	8.1					d.
	8.2					h.
	8.3					f.
8.4				l.		
8.5				m.		
8.6				n.		
8.8		14/15	Final Exam	c.		
8.9.	e.					
					g.	
					h.	
					k.	
					l.	
					n.	
HEL 690: MASTER THESIS						
<div>a. Implement academic writing rules.</div> <div>b. Produce original academic work and confirm their academic authoring capabilities.</div> <div>c. Engage in systematic discovery and critical review of appropriate and relevant information sources.</div> <div>d. Understand and apply ethical standards of conduct in the collection and evaluation of data and other resources.</div>	(Academic/professional skills)	Due date (end of the semester)	Written Essay	a.		
	2.1			b.		
	2.2			c.		
	2.3			d.		
	4.1			e.		
5.1		Due date (three week after the	Oral Presentation	a.		
6.1				b.		
6.2				c.		
6.3						

e. Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources. f. Communicate research concepts and contexts clearly and effectively both in writing and orally	7.3	submission of the Master Thesis)		d. e. f.
	(Transferable skills) 8.2 8.3 8.4 8.5 8.7 8.8.	Weekly Activities (1-13)	Self-Assessment & Interactive Exercises/Activities	.
		14/15	Final Exam	

EXAMPLES HEL 615: Special Topics in Hellenic Studies

HEL 615: Special Topics in Hellenic Studies: (Archaeological Theory and Method)				
a. evaluate the history of archaeology as the study of the past through its material remains. b. state that the study of the past in archaeological means started long before the emergence of modern archaeology. c. define the role of archaeology within the political, historical and ideological context of modern Western societies. d. review the main phases of development of modern archaeological theory. e. explain the importance of both theory and practice for modern archaeological research and summarizing the main aspects of archaeological method, including scientific excavation and dating techniques.	(Academic/professional skills) 1.2 2.1 4.2 5.1 6.1 6.2 6.3 7.1 7.2	Due date (13)	Written Essay	a. b. c. d. f.
	(Transferable skills) 8.1	Due date (7)	Oral Presentation	c. d. e. f.
		Weekly Activities (1-13)	Self-Assessment & Interactive	a. b. c.

f. demonstrate an ability to write academic essays applying critical thinking and using relevant literature and other scientific/academic sources.	8.5 8.6 8.8 8.9.		Exer- cises/Activities	e. f.
		14/15	Final Exam	a. b. c. d. e.
HEL 615: Special Topics in Hellenic Studies: (The Hellenic Past and Present in the Media)				
a. Identify the synchronic nature of the study of the past and its inevitable reflection in the modern media. b. Define the important role of the media as a constituent part of modern culture. c. Evaluate the great potential of analyzing media texts and accounts of audience responses for understanding modern approaches and attitudes towards the past. d. Summarize the factors that shape cultural habits and audience preferences and understand the importance of audience research. e. Examine the best practices in utilizing mass media, including the powerful digital and social media. f. Explain the important role of the film industry for shaping various reception patterns of the Ancient and contemporary Greek past and present. g. Practise independent critical thought, rational inquiry and self-directed learning. h. Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication. i. Develop skills in organization, research and analysis that will be highly prized in any field of work.	(Academic/profession- al skills) 2.1 2.2 2.3 4.1 5.1 6.1 6.2 6.3 7.2 (Transferable skills) 8.1 8.5 8.6 8.8 8.9.	Due date (13)	Written Essay	b. c. f. g.
		Due date (6)	Oral Presentation	c. d. e. f.
		Weekly Activities (1-13)	Self- Assessment & Interactive Exer- cises/Activities	a. b. c. e. h.
		14/15	Final Exam	a. b. c. d. e. f.

HEL 615: Special Topics in Hellenic Studies: (Ancient Cyprus and the Mediterranean World (500-294 B.C.): Politics, Society, Economy)				
<ul style="list-style-type: none"> a. Recall the most important primary sources for the study of classical Cyprus. b. Define and interpret aspects of the politics, the society, and the economy of the island during the Classical period. c. Describe the relationships and interactions between the island's city-kingdoms and other cities and kings of the Mediterranean. d. Assess and handle primary sources such as texts (ancient literature), coins and inscriptions, for the documentation of ancient history. e. Evaluate local aspects in the culture, society, language, and economic policy of Cyprus. f. Examine the place of the Cypriot Kingdoms in the Mediterranean as part of a broader world, moving beyond false dichotomies of East vs. West. g. Practise independent critical thought, rational inquiry and self-directed learning. h. Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication. i. Develop skills in organization, research and analysis that will be highly prized in any field of work. 	(Academic/professional skills) 1.2 2.1 2.3 3.1 4.1 5.2 6.4 7.2	Due date (11)	Written Essay	d. c. e. f. i.s
	(Transferable skills) 8.1 8.4 8.5 8.6 8.7 8.9.	Due date (8)	Oral Presentation	b. c. d. e. h.
		Weekly Activities (1-13)	Self-Assessment & Interactive Exercises/Activities	a. b. c. e. h. i.
		14/15	Final Exam	a. b. c. d. e. f.

***Mapping of Learning Outcomes, Academic and Transferable (soft skills)
as they are interwoven with the organization of the Programme in terms
of its three phases (compulsory/concentration/thesis).***

PROGRAM: HELLENIC STUDIES (18 Months/90 ECTS, Master of Arts)" E-Learning

- History
- Archaeology and Art
- Heritage Management

PROGRAMME REQUIREMENTS	ECTS
Compulsory courses	30
Concentration courses	30
Master Thesis	30
Total ECTS	90

PROGRAM LEARNING OUTCOMES
<p>1. At the Cognitive level, students are expected to:</p> <p>1.1. Discuss the socio-political, economic and ideological structures of the Hellenic world from prehistoric to modern times.</p> <p>1.2. Explain roles, contributions and interactions of the Greek and Cypriot World in the context of inter-regional contacts with eastern Mediterranean regions, Europe and the world.</p> <p>2. At the Epistemological level, students will:</p> <p>2.1. Obtain specialized research skills required for scientific approaches and analyses towards developing a critical approach in subjects related to Hellenic Studies (History, Archaeology and Art, Heritage Management).</p> <p>2.2. Acquire the methodology in terms of scientifically approaching and analysing data that form the basis of the study of the scientific fields of History, Archaeology and Art, and Heritage Management.</p> <p>2.3. Gather, evaluate, study and analyse specialized bibliography, scientific texts and other sources (historical, archaeological, social).</p> <p>3. In terms of Comprehension, students are expected to:</p> <p>3.1. Estimate and describe similarities, differences, and evolution processes and developments of the approaches and perceptions on subjects related to the Hellenic Studies (History, Archaeology and Art, Heritage Management).</p> <p>3.2. Recognize the necessity of linking Hellenic Studies (History, Archaeology and Art, Heritage Management) with modern educational systems and the education in general, as well as with the past as heritage requiring special management approaches.</p> <p>4. In terms of Application, students are expected to:</p> <p>4.1 Use their knowledge to design and implement activities (real or virtual/simulated) related to History, Archaeology and Art, and Heritage Management.</p> <p>4.2 Apply comparative methods and approaches in order to propose improvements and changes at all levels.</p>

5. In terms of Analysis, students are expected to:

- 5.1 Analyse the parameters of case studies (real or virtual/simulated) including research papers, excavations, heritage policies and strategies, museum exhibitions, educational activities.
- 5.2 Debate the historical development of the Hellenic Studies (History, Archaeology and Art, Heritage Management) and place every development stage in its historical, social, political and ideological context.

6. In terms of Synthesis, students are expected to:

- 6.1 Assemble information gained from the application of real or virtual/simulated examples and use these pieces of information as the feedback of their theoretical training.
- 6.2 Plan innovative educational programmes and to the development of new technologies in cultural environments, connecting them to cultural policies and strategies related to the development of the Hellenic Studies (History, Archaeology and Art, Heritage Management).
- 6.3 Compose original scientific/academic essays and papers following rules relating to content, structure and academic presentation of specific material.

7. In terms of Evaluation, students are expected to:

- 7.1. Evaluate work related to the Hellenic Studies -History, Archaeology and Art, Heritage Management- (including research papers, historical and archaeological studies, excavations, museum exhibitions, educational Programmes and activities, heritage policies, strategies and actions).
- 7.2. Critique and argue effectively on modern theoretical concepts and on examples of their application, indicating points for improvement, review and revision.
- 7.3. Assess and define the value and the variety of the use of new technologies and the Internet in the Hellenic Studies (History, Archaeology and Art, Heritage Management) and their advancement.

8. In terms of Generic/transferable (soft) skills, students are expected to:

- 8.1 Work effectively within a group as leaders or members.
- 8.2 Clarify tasks and make appropriate use of the capacities of group members.
- 8.3 Be able to negotiate and handle conflict with confidence.
- 8.4 Provide substantive and timely feedback.
- 8.5 Be open to receiving personal feedback.
- 8.6 Accurately report results.
- 8.7 Engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently.
- 8.8 Communicate effectively across cultures.
- 8.9 Create materials targeting a particular audience.
- 8.10 Uses correct language that is appropriate for the purpose and target group of the text.
- 8.11 During presentations, contacts the audience by inviting people to ask questions and give responses.
- 8.12 Uses attractive language and examples so that others listen attentively.
- 8.13 Understand and analyze sources of information and to apply new information to different professional settings and tasks.
- 8.14 Communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication.
- 8.15 Work, independently and collaboratively, on research projects that require the integration of knowledge with skills in analysis, discovery, problem solving, and communication.
- 8.16 Be independent and self-critical learners, guiding the learning of others and managing their own requirements for continuing professional development.

	Academic Skills	Transferable Skills
Compulsory courses	1.2 2.1 2.2 3.2 5.2 6.1 6.3 7.3	8.1 8.2 8.4 8.5 8.7 8.8 8.11 8.13
Concentration courses	1.1 2.3 3.1 4.1 4.2 5.1 6.1 6.2 6.3 7.1 7.3	8.3 8.4 8.6 8.8 8.9 8.10 8.12 8.13 8.14 8.15
MASTER THESIS	3.1 3.2 4.2 5.1 6.2 6.3 7.2	8.6 8.9 8.10 8.13 8.14 8.15 8.16

Appendix 2

Course Title	Master Thesis				
Course Code	HEL690				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st Year/Fall Spring Semester				
Teacher's Name	Panos Christodoulou				
ECTS	30	Lectures / week	Up to 6 teleconferences	Laboratories / week	Optional
Course Purpose and Objectives	<p>The course aims to provide an opportunity for students to pursue academic research in a specialized area in History and/or in Archaeology & Art and/or Heritage Management. By completing the Master's thesis, students demonstrate their academic ability to reflect on a specific subject, conduct original research and write and compose a scientific essay independently, critically, methodically and systematically. Under the guidance of the Coordinator of the Programme and in collaboration with their supervisors the students will work out a clearly defined goal and research question for the envisaged Master's thesis. During the course students will have the opportunity to practise and put forward the theoretical and methodological principles that they acquired in the Programme. Special emphasis is given to the application of the various modern tools for digital bibliographical research, in order to facilitate and accelerate their research work.</p>				
Learning Outcomes	<p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Implement academic writing rules. • Produce original academic work and confirm their academic authoring capabilities. • Deeper knowledge of methods in the major subject/field of study. 				

	<ul style="list-style-type: none"> • Engage in systematic discovery and critical review of appropriate and relevant information sources. • Understand and apply ethical standards of conduct in the collection and evaluation of data and other resources. • Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources. • Communicate research concepts and contexts clearly and effectively both in writing and orally. 		
Prerequisites	None	Co-Requisites	None
Course Content	<ul style="list-style-type: none"> • Submission and approval of project proposal, chapter drafts and supervision. • Familiarization with the Study guide for the Master Thesis • Discussion of the rules for conducting a successful Master Thesis • <i>Master's Thesis Workshop</i>: A central part of every research process is also the oral presentation of the research results. In that context a <i>Master's Thesis Workshop</i> is organised (sixth week of the semester) where students present aspects of their work and receive feedback from the instructors, their supervisor, and from fellow students. The <i>Workshop</i> is open to all the students of the Programme and not exclusively only to those who selected the course HES690 <i>Master Thesis</i>. Thus, even students from the 1st semester, will have the opportunity to be informed, from the very first phase of their studies, of what is expected of them during the final phase (composition of the Master Thesis) and -more importantly- what the different possibilities and formats look like. During this meeting, the Coordinator of the Programme will proceed to an in-depth presentation of the main axes of the Course <i>Master Thesis</i> (See Syllabus HES690). In addition, during the <i>Thesis Workshop</i>, the Coordinator will present the different formats that the <i>Master Thesis</i> could take. • Discussion of the written early-stage feedback provided by the supervisors. • Discussion of the final feedback provided by the supervisors. • Presentation of the Master Thesis. 		
Teaching Methodology	E-Learning		
Bibliography	<p>Lovitts, Barbara E. and Ellen Wert. <i>Developing Quality Dissertations in the Humanities: A Graduate Student's Guide to Achieving Excellence</i>. 2008. Stylus Publishing.</p> <p>U. Eco, <i>How to write a Thesis</i>, MIT, 2015.</p>		

Assessment	Master Thesis	Oral Presentation: 15% Written Essay: 85% Total: 100%	
Language	English and Greek		

ISTORIAI –Online Public Conferences

Academic Year 2020-2021

<https://euc.ac.cy/el/events/webinars-hellenic-studies-nov20/>



Τμήμα Ανθρωπιστικών Επιστημών
Μεταπτυχιακό Πρόγραμμα
[Ελληνικές Σπουδές](#)

ΙΣΤΟΡΙΑΙ
Δημόσιες
Διαδικτυακές
Διαλέξεις



2020-2021

Χειμερινό
Εξάμηνο

*Το Μεταπτυχιακό Πρόγραμμα Ελληνικές Σπουδές του Ευρωπαϊκού Πανεπιστημίου
Κύπρου σας προσκαλεί στις δωρεάν δημόσιες διαδικτυακές διαλέξεις:*

4/11/2020 19:00 Κώστας Βλασόπουλος (Πανεπιστήμιο Κρήτης)

**Οι δούλοι στην αρχαιότητα: παθητικά θύματα της ιστορίας ή
ενεργά ιστορικά υποκείμενα;**

30/11/2020 19:00 Paolo Vitti (University of Notre Dame (Rome
Global Gateway) / European University Cyprus)

Architecture and Art of the Pharos of Alexandria. (in English)

17/12/2020 19:00 Anne Hertzog (Université de Cergy-Pontoise)

**War heritage as a tool of local development: memory and
heritage policies in France. (in English)**

*Για το πλήρες πρόγραμμα και τη διαδικασία δωρεάν εγγραφής για διαδικτυακή
παρακολούθηση των διαλέξεων:*

ΠΑΤΗΣΤΕ ΕΔΩ

Συντονιστής ΜΑ Ελληνικές Σπουδές:

Πάνος Χριστοδούλου (Phd Αρχαία Ιστορία) | Επίκουρος καθηγητής, Ελληνικές Σπουδές
Τμήμα Ανθρωπιστικών Επιστημών | [Ευρωπαϊκό Πανεπιστήμιο Κύπρου](#)
email : p.christodoulou@euc.ac.cy

Academic Year 2020-2021

<https://euc.ac.cy/el/events/webinar-hellenic-studies-mar21/>

<https://event.webinarjam.com/register/173/ylo48iv6>



Ευρωπαϊκό
Πανεπιστήμιο Κύπρου

Τμήμα Ανθρωπιστικών Επιστημών
Μεταπτυχιακό Πρόγραμμα
Ελληνικές Σπουδές

ΙΣΤΟΡΙΑΙ
Δημόσιες
Διαδίκτυακές
Διαλέξεις



2020-2021

Εαρινό
Εξάμηνο

Το Μεταπτυχιακό Πρόγραμμα Ελληνικές Σπουδές του Ευρωπαϊκού Πανεπιστημίου
Κύπρου σας προσκαλεί στις δωρεάν δημόσιες διαδικτυακές διαλέξεις:

23/03/2021 19:00 Χρυσοβαλάντης Κυριάκου (Ευρωπαϊκό
Πανεπιστήμιο Κύπρου)

«Της γης οι δούλοι κι οι ραγιάδες μοναχοί τους θα σωθούν».
Η κυπριακή εξέγερση των χωρικών του Ρε Αλέξη (1426-1427)

13/5/2021 19:00 Mantha Zarmakoupi (University of Pennsylvania)

The Blue Marble of Greek Architectural History: Delos and the
Delos Symposia.

20/05/2021 19:00 Σοφία Διαμαντοπούλου (UCL Institute of Education)

Πολυτροπικότητα, εκπαίδευση και πολιτισμική διαχείριση.

Για το πλήρες πρόγραμμα και τη διαδικασία δωρεάν εγγραφής για διαδικτυακή
παρακολούθηση των διαλέξεων:

ΠΑΤΗΣΤΕ ΕΔΩ

Συντονιστής ΜΑ Ελληνικές Σπουδές:

Πάνος Χριστοδούλου (Phd Αρχαία Ιστορία) | Επίκουρος καθηγητής, Ελληνικές Σπουδές
Τμήμα Ανθρωπιστικών Επιστημών | [Ευρωπαϊκό Πανεπιστήμιο Κύπρου](https://euc.ac.cy)
email : p.christodoulou@euc.ac.cy

Academic Year 2022-2023

<https://euc.ac.cy/en/events/webinar-history-horizon-museum-sep22/>

 European University Cyprus  SOSCIEATH <small>The Center of Excellence in Research & Innovation in Social Sciences, the Arts & Humanities</small> Μεταπτυχιακό Πρόγραμμα "Ελληνικές Σπουδές"	
ΙΣΤΟΡΙΑΙ – Δημόσια Διαδικτυακή Διάλεξη Ορίζοντας το μουσείο: Ο νέος ορισμός του Διεθνούς Συμβουλίου Μουσείων (ICOM)	ΟΜΙΛΗΤΗΣ: Γεώργιος Παπαϊωάννου Αντεπιστέλλων Καθηγητής, Ελληνικές Σπουδές: Εκπαίδευση και Πολιτιστική Διαχείριση, Ευρωπαϊκό Πανεπιστήμιο Κύπρου
» Πέμπτη, 15 Σεπτεμβρίου 2022, 19:00	» ΜΑΘΕ ΠΕΡΙΣΣΟΤΕΡΑ ΚΑΙ ΣΥΝΔΕΣΟΥ ΕΔΩ

Academic Year 2022-2023

<https://euc.ac.cy/el/events/hellenic-studies-webinar-nov22/>

 European University Cyprus  SOSCIEATH <small>The Center of Excellence in Research & Innovation in Social Sciences, the Arts & Humanities</small> Μεταπτυχιακό Πρόγραμμα "Ελληνικές Σπουδές"	
ΙΣΤΟΡΙΑΙ – Δημόσια Διαδικτυακή Διάλεξη Πόθεν οι Κύπριοι; Η Αρχαία Ελληνική Ιστορία στην κλίνη του Προκρούστη (1830-1930)	ΟΜΙΛΗΤΗΣ: Πάνος Χριστοδούλου Επικουρος Καθηγητής, Ελληνικές Σπουδές, Συντονιστής ΜΑ Ελληνικές Σπουδές, Ευρωπαϊκό Πανεπιστήμιο Κύπρου
» Τετάρτη, 23 Νοεμβρίου 2022, 19:00	» ΜΑΘΕ ΠΕΡΙΣΣΟΤΕΡΑ ΚΑΙ ΣΥΝΔΕΣΟΥ ΕΔΩ

Academic Year 2022-2023

<https://euc.ac.cy/en/events/hellenic-studies-webinars-may23/>



ΙΣΤΟΡΙΑΙ ΔΗΜΟΣΙΕΣ ΔΙΑΔΙΚΤΥΑΚΕΣ ΔΙΑΛΕΞΕΙΣ

Το Μεταπτυχιακό Πρόγραμμα Ελληνικές Σπουδές (Ιστορία, Αρχαιολογία και Τέχνη, Εκπαίδευση και Πολιτιστική Διαχείριση) και η Ερευνητική Μονάδα ISTÓS-MRU7 *History, Archaeology, Heritage Management* του Κέντρου Αριστείας SOSCIEATH (The Centre of Excellence in Research & Innovation in Social Sciences, the Arts and the Humanities) του Ευρωπαϊκού Πανεπιστημίου Κύπρου σας προσκαλούν στη σειρά διαλέξεων *ΙΣΤΟΡΙΑΙ-Δημόσιες Διαδικτυακές Διαλέξεις*. Οι διαλέξεις αυτές αποσκοπούν αφενός να αναδείξουν ζητήματα που άπτονται της Ιστορίας, Αρχαιολογίας και Τέχνης, Εκπαίδευσης και Πολιτιστικής Διαχείρισης και αφετέρου να συμβάλουν στον δημιουργικό αναστοχασμό των ερευνητικών μεθόδων που ακολουθούμε για να δημιουργήσουμε συγκροτημένη γνώση.

25/04/2023 19.00

Paolo Vitti (University of Notre Dame)

Lessons from the past: Architecture and Heritage Management for the future.

03/05/2023 19.00

Εύη Γκοτζαρίδη (Université Polytechnique Hauts-de-France/Adjunct Professor, European University Cyprus)

Η Ζωή και ο Θάνατος του Γρηγόρη Λαμπράκη. Ένας ειρηνιστής στη δίνη του Εμφυλίου Διχασμού.

17/05/2023 19.00

Αθηνά-Μαρία Ρωμανίδου (Αρχαιολόγος/Μεταπτυχιακή Φοιτήτρια, MA Ελληνικές Σπουδές, Ευρωπαϊκό Πανεπιστήμιο Κύπρου)

Ο αρχαιολόγος πεδίου στις σωστικές ανασκαφές.

Εγγραφή Διαδικτυακής Παρακολούθησης [ΕΔΩ](#)

Σε όσες και όσους παρακολουθήσουν τις διαλέξεις θα δοθεί πιστοποιητικό παρακολούθησης.

Πάνος Χριστοδούλου (PhD Αρχαία Ιστορία) | Επίκουρος καθηγητής, Ελληνικές Σπουδές
Συντονιστής MA Ελληνικές Σπουδές | Τμήμα Ανθρωπιστικών Επιστημών
p.christodoulou@euc.ac.cy

Online Open Day**Hellenic Studies:**

- History
- Archaeology and Art
- Heritage Management

**(18 Months/90 ECTS, Master of Arts)
E-Learning**

Join us on **Friday, 8 September 2023 at 5:00 pm CET** for our Online Open Day for the **E-Learning MA Programme, Hellenic Studies (18 Months/90 ECTS): History, Archaeology and Art, Heritage Management** and learn more about this Programme which aims at scientifically examining issues relating to the political, cultural, intellectual, economic and social activity of the Greeks from antiquity to modern times. It also aims to contribute to the development of the interdisciplinary dialogue that will underscore the worldwide importance of this scientific field. Offered in Greek and English, this programme of study provides students with the opportunity to gain scientific knowledge, to understand historical continuities and discontinuities and to reflect on the complicated and valuable importance of Hellenic Studies in the modern world.

This event is addressed to whoever wishes to acquire more information about the English edition of the MA Hellenic Studies of the European University Cyprus:

REGISTER HERE

Event Programme:

- **Presentation of the MA Hellenic Studies: *History, Archaeology & Art, Heritage Management***

Panos CHRISTODOULOU (Assistant Professor, Hellenic Studies, Coordinator of the MA Hellenic Studies)

Charis XINARI (Chairperson of the Department of Humanities, Academic Staff of the MA Hellenic Studies)

Vicky VLACHOU (Adjunct Professor, Hellenic Studies: Archaeology and Art)

Georgios PAPAIOANNOU (Adjunct Professor, Hellenic Studies: Heritage Management)

EUC's E-learning pedagogical model (Asynchronous and Synchronous e-learning platform *Collaborate Learn*): The case of the MA Hellenic Studies

Panos CHRISTODOULOU (Assistant Professor, Hellenic Studies, Coordinator of the MA Hellenic Studies)

Academic Staff of the MA Hellenic Studies

- **Current students and alumni/ae discuss the MA Hellenic Studies and their experience of studying at the European University Cyprus**

Coordination: Jennifer Potter (graduate student of the MA Hellenic Studies)

Admissions @ EUC

The Head of Admissions outlines admission procedures and criteria

Throughout the event, you can **Chat with our Admission Officers and Student Ambassadors**. Participants will have the opportunity to ask questions about the program, admission criteria, and other important topics related to the University and the MA Hellenic Studies.

The MA in Hellenic Studies was accredited through the rigorous standards and procedures of the CY.Q.A.A. (2018).



HELLENIC STUDIES

Master of Arts
E-Learning
18 months | 90 ECTS



International Project 2021-2024

The Ptolemies and the Eastern Mediterranean

Coordinators of the Project

Panos CHRISTODOULOU – European University Cyprus

Anne-Emmanuelle VEÏSSE – Université Gustave Eiffel

Stéphanie WACKENIER – Université Paris 1 Panthéon-Sorbonne

Damien AGUT-LABORDERE – CNRS-ArScAn, Nanterre

This research project aims at providing a better understanding of the process of the construction of royal ideology and the exercise of power in the various territories of the Ptolemaic kingdom located in the eastern Mediterranean: Egypt, Cyprus, Cyrenaica, southern Syria. Through in-depth case studies, the aim will be to reflect on the notion “external possessions”, commonly implicated to qualify the territories administrated by the Ptolemies outside Egypt, an approach which does not necessarily take into consideration the specificity of the relationship between each one of these regions and Alexandria. Special attention will be given to institutional, social, and cultural transformations within the regions concerned. The project will be developed in three phases. The first Workshop, entitled *External possessions or affairs of the King? The case of Cyprus and Cyrenaica*, took place in 2022 (European University Cyprus, Nicosia, 20-22/5), bringing together specialists on Cyprus, Cyrenaica and Egypt. The objective is to rethink and re-evaluate the position of these two regions within the Ptolemaic kingdom and the wider Mediterranean area.

The second workshop will take place in 2023 (18-21), again in Cyprus with the participation of the members of the Project as also of Erasmus students. The event, which is supported by the European University, it will be in English, and it will be also available online and accessible to the large public and mainly to those who are studying History or Archaeology or Heritage Management.

Members:

Panos Christodoulou (European University Cyprus) /Anne-Emmanuelle Veïsse (Université Gustav Eiffel) / Stéphanie Wackenier (Paris I Panthéon-Sorbonne)/Damien Agut- Labordère (CNRS/ ArScAn, Nanterre)/ Antigone Marangou (Université Rennes 2)/ Gilles Gorre (Université Rennes 2)/Julien Olivier (Bibliothèque Nationale de France)/Evangelini Markou (National Hellenic Research Foundation, Institute for Historical Research)/ Paolo Vitti (University of Notre Dame, Rome Global Gateways)/Hugues Berthelot (Université d'Angers)/ Christelle Fischer Bovet (University of Southern California)/Aurélié Cuenod (UMR 8546 AOrOc, EPHE, PSL)/Anais Michel (National Hellenic Research Foundation, External collaborating researcher)

Workshop II

European University Cyprus

Nicosia, 18-23/6/2022

**“External possessions or affairs of the King? The case of Cyprus,
Syria and Cyrenaica”**

Programme

(The final programme will be announced in September)

Thursday 19/10

European University Cyprus

09.00-09.10

Welcomes

(Vice Rector of Research and External Affairs)

09.10-10.00

“MA Hellenic Studies (History, Archaeology and Art, Heritage Management): An innovative European programme of studies in Eastern Mediterranean”.

Panos Christodoulou (Assistant Professor, Hellenic Studies, Coordinator of MA Hellenic Studies)

10.30-13.30

Round Table: External possessions or affairs of the King? The case of Cyprus, Syria and Cyrenaica

(Nicosia, European University Cyprus)

Lunch

15.30-17.00

Round Table: External possessions or affairs of the King? The case of Cyprus, Syria and Cyrenaica

Friday 20/10

10.00-13.00

Archaeological Museum of Limassol

Lunch

16.30-19.30

Archaeological site of Kourion

Saturday 21/10

11.00-14.00

Round Table: Final Conclusions

(Nicosia, European University Cyprus)

Institutions

European University Cyprus
ISTÓS– MRU7 History, Archaeology, Heritage Management
Université Gustave Eiffel
Université Paris 1 Panthéon-Sorbonne
Centre National de la Recherche Scientifique
UMR 7041 ARSCAN
Equipe ACP, Analyse Comparée des Pouvoirs
UMR 8210 Anhima

HES610 – Research Methods in History
Group Peer-Review Assignment

IMPORTANT NOTICE: Please ensure that you have checked your course calendar for the due date for this assignment.

Guidelines

1. Make sure that you have carefully read and fully understood the questions before answering them. Answer the questions fully but concisely and as directly as possible.
2. Answer all questions in your own words. Do not copy any text from the notes, readings, or other sources. The assignment must be your own work only.
3. Read very carefully the section referring to Team/ Group disputes.
4. **Your answer should not be more than 400 words.**

1. Question

You are invited to comment on the following statement by Francois Hartog: "In a way, both the future and the past are cannibalized by the expanding present. In the previous regime of historicity the light came from the future and illuminated the present and the past. When the present becomes, so to speak, the only horizon, it is very difficult to formulate a vision or make predictions. To put it differently, on the one hand you have smarter and faster computers that do all the work and on the other you have unemployed people, for whom the word “plan” means absolutely nothing”.

Source: (Εφ.Συντ. 1/2/2015 https://www.efsyn.gr/politiki/synenteyxeis/13433_i-proskollisi-sto-paron-syskotizei-parelthon-kai-mellon)

Additionally, you should include all sources you have used in a separate references section using the documentation style that you use in your Major Assignment. As a tip, you can use the free referencing manager tool – Zotero – and its Word citation plugin for automatic citations and referencing.

2. Grade allocation

The question receives five marks (5/100).

3. Peer marking – grading guidelines

This is a double peer review assignment – which means that two other randomly assigned peers will mark your assignment (you will be a peer marker of some of your colleague(s) as well). Here are some guidelines:

- Before you even make your first comment, read the document all the way through.
- Point out the strengths as well as the weaknesses of the document.
- Editorial comments should be appropriate and constructive. There is no need to be rude. Be respectful and considerate of the writer's effort and work.
- Be sure that your comments are clear and text-specific so that your peer will know what you are referring to (for example, terms such as "unclear" or "vague" are too general to be helpful).
- As a reader, raise questions that cross your mind, points that may not have occurred to your peer author.
- Try not to overwhelm your peer with too much commentary. Follow the feedback form and the issues you are supposed to address.
- Be careful not to let your own biases influence your review (for example, don't suggest that your peer completely rewrite the paper just because you don't agree with his/her point of view).
- Reread your comments before passing them on to your peer. Make sure all your comments make sense and are easy to follow.

There is a rubric already prepared for this assignment, and you are requested to use that for your marking. If you would like to provide further feedback, please follow the guidelines above.

CYP.HES610X.S2023

Course Content



PEER REVIEW ASSIGNMENT

Due date: 01/05/2023, 00:00

2 peer reviews | Reviews due: 07/05/2023, 12:20

Visible to students +

Assignment Settings



Due date

[01/05/2023, 00:00 \(CEST\)](#)



Peer review

[2 reviews per student](#)

[Reviews due: 07/05/2023, 12:20 \(CEST\)](#)



Mark category

[Assignment](#)



Marking

[Percentage](#) | [5 maximum points](#)

Post marks manually when assessment has been marked. [Change mark posting setting.](#)



Marking rubric

[PEER REVIEW ASSIGNMENT](#)



Attempts allowed

[1 attempt](#)



Originality Report

[Enable SafeAssign](#)



INTERNAL REGULATION ON

“EUC”s PROCEDURES FOR SUPPORTING STUDENTS WITH LOW GRADE POINT AVERAGE (GPA)”

71st Senate Decision: 7 February 2020

Aiming to develop a proposal/framework on the process and actions to be taken, in order to address and reduce the phenomenon of students' low G.P.A. and its effects, the actions to be taken in order to help reduce the phenomenon, are:

- the provision of correct information to all students, namely undergraduate, postgraduate, Conventional and Distance Learning;
- ensure that students are aware of the role of GPA and the impact of low GPA on the progress of their studies;
- increase of the support provided at the Program, Department and School level;
- proper implementation of procedures by the Student Advising Centre.

These actions are additional to the efforts/support that each individual instructor provides to each student and aim for a timely and early enough diagnosis of the phenomenon in order to facilitate an effective, early intervention.

The following steps will be followed for all students (both conventional and distance education):

1. **The Department of Enrollment** provides the Schools at the beginning of each academic semester (e.g. third week of October and February, respectively) with a list of their students with a low GPA (for undergraduate courses: below 1.80 except for the School of Medicine where the threshold has been set to 2.0; for postgraduate courses: below 2.5; for Ph.D. courses the issues concern late progress in completing the Ph.D-see sample letter attached).
2. **The School** (this concerns all undergraduate and postgraduate Conventional and Distance Learning Programs of Study):
 - (1) ***For first year students at the end of the 1st semester of their studies or for students included in the list for the first time:***
Each affected student is called by the Program Coordinator, in order to ensure that, students are aware of the concern of the Department and School, and that students are indeed properly informed that the Department is available to provide support (e.g. Specifically, students are informed about the role and

importance of the GPA, the possible reasons and causes of the low GPA, and ways for improvement of the situation, which may either involve the student (e.g. further effort) or the Department and School).

(2) *For new students, which continue to be in the same situation at the end of the second semester of their studies or for students appearing in the list for a second time:*

The process presented in Item 1 above is repeated in the presence of the Chairperson of the Department, for further discussion and enhancement of the process, aiming at the most tangible academic targets and the procedures involved. If needed, the Chairperson of the Department and the Program Coordinator will request the presence of the Dean.

(3) *For students who exhibit the phenomenon on a continuous basis:*

The possibility of sending a letter from the Dean to the student (registered, in the home address) is considered (see attached "Sample" letters).

For the School of Medicine (undergraduate degrees) in more specific: The students with a GPA lower than 2.0 receive a "Letter of Probation" before the beginning of the second academic year of their studies (September). Students who received a "Letter of Probation" and still maintain an unacceptably low GPA will be given only one last opportunity to correct their GPA during the coming semester (Spring). At the end of the Spring semester of their second year of studies,, these students (e.g. those who have already received a letter of warning in the past), and continue to maintain a very low GPA will receive a "Letter of Dismissal", with the option to either change their program of study (e.g. transfer to biology) or to withdraw from the School. Those students who, on the other hand, have not yet received a "Letter of Probation" in the past, but perform unsatisfactorily, will receive a "Letter of Probation" at the end of the Spring semester of their second year of studies, with subsequent consequences should their performance not improve. This option will be provided this one and only time to those students with failures; no other opportunity will be provided to improve "F" grades. Each student will be notified accordingly, depending on their status.

3. The Department of Enrollment:

Each Student Advisor:

- (1) Contacts/communicates with students and ensures that each student is well informed and advised about the University's grading system and the role of GPA ;
- (2) In the case of students not passing a course, the advisor re-registers them to the same course in order to immediately delete the received F, and thus avoid accumulation of F's. This takes places in the exact following semester in case the affected course is a prerequisite to other courses, in order to avoid accumulation of F's;
- (3) Student advisors are in constant communication with the Program Coordinators in order to secure this process.

Encl.: (1) Sample Letters (Greek and English version)
(2) Sample Letter of Probation (School of Medicine)
(3) Sample Letter of Dismissal (School of Medicine)
(4) Sample Letter for Ph.D. Students (Department of Enrollement)

..... 2020

Προς

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Θέμα: Χαμηλός Μέσος Όρος Βαθμολογίας (G.P.A.)

Αγαπητή/έ.....,

Σε συνέχεια της αναφοράς του/της Προέδρου του Τμήματος και του/της Συντονιστή/τριας του Προγράμματος που παρακολουθείτε κατά το περασμένο ακαδημαϊκό εξάμηνο, παρακαλώ σημειώστε ότι ο μέχρι τώρα μέσος όρος της βαθμολογίας σας (G.P.A.) είναι

Θα ήθελα να σας υπενθυμίσω, επί του προκειμένου, τους κανονισμούς του Πανεπιστημίου μας αναφορικά με τις προϋποθέσεις απόκτησης πτυχίου, οι οποίοι προβλέπουν μέσο όρο βαθμολογίας (G.P.A.) 2.00 και άνω.

Ο/η Πρόεδρος του Τμήματος και ο/η Συντονιστής/τρια του Προγράμματος που παρακολουθείτε μπορούν να σας δώσουν περισσότερες πληροφορίες και σχετική υποστήριξη.

Ελπίζω ότι, κυρίως με την αναβάθμιση των δικών σας προσπάθειών, θα καταστεί δυνατή τόσο μια ποιοτική συνέχιση των σπουδών σας, όσο και η τελική επίτευξη των στόχων σας.

Με εκτίμηση,

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Κοσμήτορας,

Σχολή

Κοιν.:

-Συντονιστής/τρια Προγράμματος Σπουδών

-Πρόεδρος Τμήματος

European University Cyprus
6 Diogenous str, 2404 Engomi,
P.O.Box 22006, 1516 Nicosia, Cyprus
Telephone: +35722559514
Fax: +357 22559515

Date XXX

Student's Name: xxxxx
ID: xxxx
Program: Doctor of Medicine, MD

Re: Letter of Probation for G.P.A. of less than 2.0

Dear [Name of Student],

I regret to inform you that, due to your low cumulative Grade Point Average (GPA), you are being placed on academic probation. You will remain on probation and will be subject to dismissal until your cumulative GPA reaches or exceeds 2.00.

Academic Probation status is serious. You must raise your cumulative GPA to 2.00 to return to good standing and to receive your degree. According to European University Cyprus bylaws and the decision outlined by the EUC 48th Senate, students with a GPA lower than 1.7 at the end of their second year (year 2) are subject to dismissal (termination).

The School of Medicine is committed to helping you improve your academic performance so that you can return to good standing and make progress toward your degree. We will provide you with the services and activities to help you achieve academic success. In return, you must commit yourself to work diligently. It is my sincere hope that you will be successful next semester.

Sincerely,

Professor Elizabeth O. Johnson
Acting Dean
School of Medicine
European University Cyprus

CC: Professor Ioannis Patrikios, Chair, Department of Medicine
Professor Loizos Symeou, Vice-Rector of Academic Affairs
Dr. Christos Tsiappas, Director of Enrollment

European University Cyprus
6 Diogenous str, 2404 Engomi,
P.O.Box 22006, 1516 Nicosia, Cyprus
Telephone: +35722559514
Fax: +357 22559515

Date XXX

Student's Name: xxxxx
ID: xxxx
Program: Doctor of Medicine, MD

Re: Letter of Dismissal
Dear [Name of Student],

As you are aware, on [date of probation letter] you were placed on academic probation because your cumulative Grade Point Average (GPA) was below 2.00.

After careful review of your academic performance, the School of Medicine must regrettably inform the Rectorate and Director of Admissions that you have not made satisfactory progress and are recommended for dismissal from the Doctor of Medicine, MD, program.

According to European University Cyprus bylaws and the decision outlined by the EUC 48th Senate, students with a GPA lower than 2.0 will not be eligible for graduation.

While you are being dismissed from the program of Doctor of Medicine, you may wish to explore your options of transferring to another program in Life Sciences, such as Biology, offered by European University Cyprus. We will be happy to assist you in this process. We wish you the best in your future endeavors.

Sincerely,

Professor Elizabeth O. Johnson
Acting Dean
School of Medicine
European University Cyprus

CC: Professor Ioannis Patrikios, Chair, Department of Medicine
Professor Loizos Symeou, Vice-Rector of Academic Affairs
Dr. Christos Tsiappas, Director of Enrollment

..... 2020

Προς

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Αγαπητή κα,

Με την παρούσα επιστολή θα ήθελα να σας ενημερώσουμε για τα παρακάτω:

Η διάρκεια των διδακτορικών σπουδών του Πανεπιστημίου είναι 3-6 χρόνια με τη δυνατότητα χορήγησης αναστολής φοίτησης μέχρι και ένα (1) ακαδημαϊκό έτος.

Είστε εγγεγραμμένη στο πρόγραμμα διδακτορικών σπουδών στις από το Φθινοπωρινό Εξάμηνο 201....., και συνεπώς αναμένεται να ολοκληρώσετε τις σπουδές σας μέχρι το τέλος του Εαρινού Εξαμήνου 202..... Αυτό σας δίνει περιθώριο ακόμη τεσσάρων (4) εξαμήνων φοίτησης. Δείτε αναλυτικά τη σχετική αναλυτική σας βαθμολογία στο συνημμένα.

Επιπρόσθετα, θα ήθελα να σημειώσω ότι είστε εγγεγραμμένη στάδιο υποστήριξης πρότασης διατριβής (PHD801) για έξι (6) συνεχή εξάμηνα (από το S20.....).

Με βάση τα πιο πάνω δεδομένα, και επειδή μας προβληματίζει η καθυστέρηση που παρατηρείται στην πρόοδό σας στο Πρόγραμμα, σας ενημερώνω ότι για την εντός του εναπομείναντα χρόνου ολοκλήρωση των διδακτορικών σας σπουδών, απομένουν οι εξής επιλογές:

(α) Μέχρι το επίσημο τέλος του τρέχοντος εξαμήνου (Φθινοπωρινό 20...), θα πρέπει να ολοκληρώσετε επιτυχώς το μάθημα PHD801. Στη συνέχεια θα έχετε στη διάθεσή σας ακόμη τρία (3) εξάμηνα για να ολοκληρώσετε το στάδιο συλλογή και ανάλυση δεδομένων (PHD802) και συγγραφή και υποστήριξη διδακτορικής διατριβής (PHD803).

β) Εάν τυχόν δεν ολοκληρώσετε επιτυχώς το μάθημα PHD801 μέχρι το τέλος του Φθινοπωρινού Εξαμήνου 20..., το Πανεπιστήμιο θα προχωρήσει στην καταχώρηση βαθμολογίας F. Θα μπορείτε να επανεγγραφείτε στον ίδιο κωδικό μαθήματος το επόμενο εξάμηνο με επιπρόσθετο κόστος 1.500 ευρώ. Στη συνέχεια θα έχετε ακόμη τρία (3) εξάμηνα για να ολοκληρώσετε τα μαθήματα PHD801, PHD802, PHD803.

Τέλος, σε περίπτωση που τα πιο πάνω δεν μπορούν να εφαρμοστούν, θα σας δοθεί η δυνατότητα, μετά από υποβολή αίτησης στο Τμήμα Εγγραφών και κοινοποίηση στο/την Πρόεδρο του Τμήματος, να επιλέξετε να μετεγγραφείτε από το διδακτορικό στο οποίο φοιτάτε σε ένα μεταπτυχιακό του Ευρωπαϊκού Πανεπιστημίου Κύπρου με αντιστοίχιση μαθημάτων που έχετε ήδη παρακολουθήσει και παρακολουθήσει των μαθημάτων που υπολείπονται.

Βασική επιδίωξη του Πανεπιστημίου είναι η στήριξη των φοιτητών και φοιτητριών μας με απώτερο σκοπό την ακαδημαϊκή τους πρόοδο και επιτυχή αποπεράτωση των σπουδών τους.

Τόσο εγώ, όσο και η επόπτριά σας, ο συντονιστής του διδακτορικού προγράμματος και ο/η Πρόεδρος του Τμήματος παραμένουμε στη διάθεσή σας για οτιδήποτε περαιτέρω.

Χρίστος Τσιάππας

Διευθυντής Τμήματος Εγγραφών

Ελληνικές Σπουδές:

- Ιστορία
- Αρχαιολογία και Τέχνη
- Πολιτιστική Διαχείριση

(18 Μήνες/90 ECTS, Μεταπτυχιακό) Εξ Αποστάσεως

Hellenic Studies:

- History
- Archaeology and Art
- Heritage Management

(18 Months/90 ECTS, Master of Arts) E-Learning

Περιγραφή/Description

Το Μεταπτυχιακό Πρόγραμμα Ελληνικές Σπουδές: Ιστορία, Αρχαιολογία και Τέχνη, Πολιτιστική Διαχείριση, είναι ένα διεπιστημονικό πρόγραμμα που προσφέρει στους/στις φοιτητές/τριες τη δυνατότητα να εξοικειωθούν με τις ερευνητικές μεθόδους στα επιστημονικά πεδία της Ιστορίας, Αρχαιολογίας και Τέχνης, και Πολιτιστικής Διαχείρισης. Στοχεύει επίσης στο να προσφέρει μεταβιβάσιμες δεξιότητες στην ανάλυση, οργάνωση και μελέτη, δεξιότητες οι οποίες είναι απαραίτητες σε όλα τα επιστημονικά και επαγγελματικά πεδία.

Το πρόγραμμα προσφέρει στους/στις φοιτητές/τριες τη δυνατότητα να αποκτήσουν εξειδίκευση σε ένα από τα ακόλουθα πεδία: Ιστορία, Αρχαιολογία και Τέχνη, Πολιτιστική Διαχείριση. Φοιτητές/τριες που δεν επιθυμούν να αποκτήσουν Μεταπτυχιακό Δίπλωμα σε μία από τις πιο πάνω κατευθύνσεις (Ιστορία, ή Αρχαιολογία και Τέχνη, ή Πολιτιστική Διαχείριση) μπορούν να αποκτήσουν Μεταπτυχιακό Δίπλωμα στις Ελληνικές Σπουδές χωρίς κατεύθυνση.

Η απόκτηση του Μεταπτυχιακού τίτλου προϋποθέτει την επιτυχή παρακολούθηση επτά (7) μαθημάτων:

3 Υποχρεωτικά Μαθήματα για όλες τις κατευθύνσεις

3 Μαθήματα κατεύθυνσης

1 Διπλωματική Διατριβή

The MA in Hellenic Studies: History, Archaeology and Art, Heritage Management is an interdisciplinary programme that aims to provide students with the theoretical and practical knowledge which forms the basis of original research in the fields of History, Archaeology and Art, and Heritage Management. The Programme meets the high demand for postgraduate studies in these scientific fields and provides a toolkit of

transferable skills in work and information organisation, management, research and analysis.

The Programme offers students the possibility to obtain a specialisation in one of the following three concentrations: History, Archaeology and Art, and Heritage Management. Students not wishing to follow a concentration may select elective courses from different concentrations and thus obtain an MA in Hellenic Studies.

To obtain the MA degree, students must successfully complete and pass the examinations for seven (7) courses.

3 compulsory courses for all Concentrations

3 Concentration courses

1 compulsory Master Thesis

Μαθησιακά Αποτελέσματα/Learning Outcomes

Τα Μαθησιακά Αποτελέσματα του Προγράμματος είναι συμβατά με τις πιο πρόσφατες ερευνητικές, επαγγελματικές και εκπαιδευτικές εξελίξεις στις Ελληνικές Σπουδές, ιδιαίτερα στα επιστημονικά πεδία της Ιστορίας, Αρχαιολογίας και Τέχνης, και Πολιτιστικής Διαχείρισης. Επιπλέον, οι στόχοι και το περιεχόμενο των προσφερόμενων μαθημάτων ανταποκρίνονται πλήρως στις επιστημονικές και εκπαιδευτικές δεξιότητες του Ακαδημαϊκού προσωπικού, πράγμα που καθιστά εφικτή την όσο το δυνατό πληρέστερη εκπλήρωση των στόχων του Προγράμματος.

Οι φοιτητές αναμένεται να:

- Κατέχουν δεξιότητες επιλογής, αξιολόγησης, ανάλυσης και οργάνωση εξειδικευμένης βιβλιογραφίας, επιστημονικών κειμένων και άλλων ιστορικών και αρχαιολογικών δεδομένων.
- Αναγνωρίζουν την αναγκαιότητα σύνδεσης των Ελληνικών Σπουδών με σύγχρονα εκπαιδευτικά συστήματα και γενικότερα με την εκπαίδευση.
- Συνθέτουν πρωτότυπα επιστημονικά/ακαδημαϊκά κείμενα, ακολουθώντας κανόνες σχετικούς με τα περιεχόμενα, τη δομή και την ακαδημαϊκή παρουσίαση συγκεκριμένου υλικού.
- Να αξιολογούν και να προσδιορίζουν τις ποικίλες χρήσεις των νέων τεχνολογιών και του διαδικτύου στις Ελληνικές Σπουδές.
- Οργανώνουν την πληροφορία που απέκτησαν από την εφαρμογή πραγματικών ή εικονικών παραδειγμάτων, και να χρησιμοποιούν αυτές τις πληροφορίες για την ανατροφοδότηση της θεωρητικής τους εξάσκησης.
- Αναπτύξουν δεξιότητες αυτοεκπαίδευσης, απαραίτητες για τη συνεχή επαγγελματική τους βελτίωση, και προσαρμογής σε νέα εργασιακά περιβάλλοντα.

The current Learning Outcomes of the Programme reflect the latest research, professional and educational developments in Hellenic Studies, particularly the fields

of History, Archaeology and Art, and Heritage Management. Furthermore, objectives and course materials reflect faculty research interests and publication fields so that faculty may apply their full academic potential to the degree.

Students are expected to be able to:

- Gather, evaluate, study and analyse specialized bibliography, scientific texts and other sources (historical, archaeological, social).
- Recognize the necessity of linking Hellenic Studies with contemporary education systems, as well as with education in general.
- Compose original scientific/academic essays following rules relating to content, structure and academic presentation of specific material.
- Assess and define the value and the variety of the use of new technologies and the Internet in Hellenic Studies.
- Acquire the methodology in terms of scientifically approaching and analysing data that forms the basis of the study of the scientific fields of History, Archaeology and Art, and Heritage Management.
- Develop the skills required for autonomous learning, necessary in professional development and adaptation to changing work environments.

Δομή του Προγράμματος/Structure of the Programme

Το πρόγραμμα είναι έτσι σχεδιασμένο, ώστε αφενός μεν να προσφέρει μια συστηματική κατάρτιση σε ορισμένα θεμελιώδη μεθοδολογικά ζητήματα της μελέτης του ελληνικού πολιτισμού γενικότερα και αφετέρου να καθιστά εφικτή την ειδίκευση των φοιτητών στο επιμέρους αντικείμενο της προτίμησής τους.

Σε ένα πρώτο επίπεδο οι φοιτητές/τριες, εισάγονται στις ερευνητικές μεθόδους στην Ιστορία και Αρχαιολογία και Πολιτιστική Διαχείριση. Οι συγκροτημένες γνώσεις που αποκτούν τους επιτρέπουν να παρακολουθήσουν μαθήματα ειδίκευσης τα οποία εμπλουτίζουν και εμβαθύνουν τις γνώσεις και δεξιότητές τους στις Ελληνικές Σπουδές και ειδικότερα σε μία από τις τρεις κατευθύνσεις, δηλαδή την Ιστορία, την Αρχαιολογία και Τέχνη και την Πολιτιστική Διαχείριση. Στο τελικό στάδιο, οι φοιτητές/τριες καλούνται να συνθέσουν και να παρουσιάσουν μια πρωτότυπη Διπλωματική Εργασία.

ΑΠΑΙΤΗΣΕΙΣ ΠΡΟΓΡΑΜΜΑΤΟΣ ΣΠΟΥΔΩΝ	ECTS
Υποχρεωτικά μαθήματα	30
Μαθήματα Ειδικότητας	30
Διπλωματική Εργασία	30
Σύνολο ECTS	90

The structure of the Programme allows students to fruitfully combine a more general with a more specific approach, that is, a diachronic with a synchronic study of the

Hellenic past and present, acquiring important knowledge for both their professional and academic future in the field of History, Archaeology and Art, and Heritage Management.

In the first phase of the program, students are introduced to the Research Methods in Hellenic Studies, specifically in the fields of History/Archaeology and Art and Heritage Management. This advanced theoretical knowledge is the stepping-stone for the second phase in which students have the opportunity to enrich their knowledge and skills on subjects related to Hellenic Studies namely in the concentrations of History, Archaeology and Art, and Heritage Management. After this, students move on to the final phase of producing and presenting a Master Thesis of original scientific research.

PROGRAMME REQUIREMENTS	ECTS
Compulsory courses	30
Concentration courses	30
Master Thesis	30
Total ECTS	90

COMPULSORY COURSES FOR ALL CONCENTRATIONS (30 ECTS)		ECTS
Code	Course Title	
HEL600	Research Methods in Hellenic Studies: History and Archaeology	10
HEL610	Research Methods in Hellenic Studies: Heritage Management	10
HEL615	Special Topics in Hellenic Studies*	10
The student selects <u>one</u> of the following concentrations**: History, or Archaeology and Art, or Heritage Management		
		ECTS
CONCENTRATION: History The student selects <u>three</u> of the following courses		
Code	Course Title	
HEL620	Myth and Politics in Ancient Greece	10
HEL625	Greece and Cyprus in the Post-War World (1945-1991)	10
HEL630	Byzantine and Latin States after the Fall of Constantinople in 1204 AD: Politics, Society and Cultural Identities	10

HEL635	History and Places of Memory: Old and New Perceptions of the Ancient and Byzantine/Medieval Past in Greece and Cyprus (19 th – 21 st Century)	10
CONCENTRATION: Archaeology and Art The student selects <u>three</u> of the following courses		ECTS
HEL640	Aspects of Aegean Prehistory	10
HEL645	The Archaeology of the Early Iron Age Aegean and the Mediterranean	10
HEL650	Architecture and Art of the Ancient Greek World	10
HEL655	Architecture and Art of Byzantine and Post-Byzantine Cyprus	10
CONCENTRATION: Heritage Management The student selects <u>three</u> of the following courses		
Code	Course Title	ECTS
HEL660	Museum Education and Digital Technologies	10
HEL665	The Hellenic Studies in World Educational Curricula	10
HEL670	Museums, Monuments and the Tourism Industry: Old and New Approaches	10
HEL675	Greek Artistic and Intellectual Production (1922-1991): Culture through the prism of Modernity	10
MASTER THESIS		ECTS
HEL690	Master Thesis	30

Υποχρεωτικά Μαθήματα/Compulsory courses

Δύο υποχρεωτικά εισαγωγικά μαθήματα εισάγουν τους φοιτητές στις ερευνητικές μεθόδους στην Ιστορία, Αρχαιολογία και Τέχνη, και Πολιτιστική Διαχείριση. Το διεπιστημονικό μάθημα *Ειδικά Θέματα στις Ελληνικές Σπουδές* εστιάζει στην παρουσίαση και ανάλυση ενός ειδικού θέματος στις Ελληνικές Σπουδές, και το περιεχόμενο του μαθήματος θα καθορίζεται κάθε φορά από τον διδάσκοντα που θα επιλεγεί για να το διδάξει σε συνεργασία με τον Συντονιστή.

ΥΠΟΧΡΕΩΤΙΚΑ ΜΑΘΗΜΑΤΑ ΓΙΑ ΟΛΕΣ ΤΙΣ ΚΑΤΕΥΘΥΝΣΕΙΣ (30 ECTS)	ECTS
Τίτλος Μαθήματος	
Ερευνητικές Μέθοδοι στις Ελληνικές Σπουδές: Ιστορία και Αρχαιολογία.	10
Ερευνητικές Μέθοδοι στις Ελληνικές Σπουδές: Πολιτιστική Διαχείριση.	10
Ειδικά Θέματα στις Ελληνικές Σπουδές	10

Two compulsory courses introduce students to the Research Methods in Hellenic Studies, specifically in the fields of History/Archaeology and Art and Heritage

Management. The interdisciplinary course *Special Topics in Hellenic Studies*, focuses on the analysis and presentation of a specific topic related to Hellenic Studies and the content of the course will be determined by the instructor in collaboration with the coordinator of the Programme.

COMPULSORY COURSES FOR ALL CONCENTRATIONS		30
Course Title		
Research Methods in Hellenic Studies: History and Archaeology		10
Research Methods in Hellenic Studies: Heritage Management		10
Special Topics in Hellenic Studies		10

Master Thesis

ΔΙΠΛΩΜΑΤΙΚΗ ΕΡΓΑΣΙΑ		ECTS
HEL690	Διπλωματική Εργασία	30

Το υποχρεωτικό μάθημα Διπλωματική Εργασία, δίνει τη δυνατότητα στους φοιτητές/τριες να αποκτήσουν τις απαραίτητες δεξιότητες για την πραγματοποίηση ακαδημαϊκής έρευνας και συγγραφή διπλωματικής εργασίας σε έναν εξειδικευμένο πεδίο όπως για παράδειγμα στην Ιστορία ή/και στην Αρχαιολογία και την Τέχνη ή/και τη Διαχείριση Κληρονομιάς. Με την ολοκλήρωση της διπλωματικής εργασίας, οι φοιτητές/τριες θα μπορούν να διεξάγουν πρωτότυπη έρευνα και να συνθέτουν ένα επιστημονικό δοκίμιο ανεξάρτητα, κριτικά, μεθοδικά και συστηματικά.

The course aims to provide an opportunity for students to pursue scholarly research in a specialized area in History and/or in Archaeology & Art and/or Heritage Management. Upon completion of the thesis, students will be able to conduct original research and compose scientific essays independently, applying critical thought and methodologies.

MASTER THESIS		ECTS
HEL690	Master Thesis	30

Κατεύθυνση/Concentration: ΙΣΤΟΡΙΑ/HISTORY

Τα μαθήματα της κατεύθυνσης της Ιστορίας προσφέρουν στους/στις φοιτητές/τριες τη δυνατότητα να αποκτήσουν συγκροτημένη γνώση για όλες τις σημαντικές ιστορικές περιόδους του ελληνικού κόσμου. Τα προτεινόμενα μαθήματα αναδεικνύουν σημαντικές όψεις της Αρχαίας, Βυζαντινής και Σύγχρονης ελληνικής ιστορίας, δίδοντας ιδιαίτερη έμφαση στην πρόσληψη αυτού του παρελθόντος στο παρόν. Ως αποτέλεσμα οι φοιτητές/τριες έχουν τη δυνατότητα να αποκτήσουν συστηματική κατάρτιση σε ορισμένα θεμελιώδη μεθοδολογικά ζητήματα της ελληνικής ιστορίας και αφετέρου να εξειδικευτούν στο επιμέρους αντικείμενο της προτίμησής τους.

ΥΠΟΧΡΕΩΤΙΚΑ ΜΑΘΗΜΑΤΑ ΓΙΑ ΟΛΕΣ ΤΙΣ ΚΑΤΕΥΘΥΝΣΕΙΣ (30 ECTS)	ECTS
Τίτλος Μαθήματος	
Ερευνητικές Μέθοδοι στις Ελληνικές Σπουδές: Ιστορία και Αρχαιολογία.	10
Ερευνητικές Μέθοδοι στις Ελληνικές Σπουδές: Πολιτιστική Διαχείριση.	10
Ειδικά Θέματα στις Ελληνικές Σπουδές	10

ΚΑΤΕΥΘΥΝΣΗ: ΙΣΤΟΡΙΑ		ECTS
Οι φοιτητές επιλέγουν τρία από τα πιο κάτω μαθήματα		
Κωδικός	Τίτλος Μαθήματος	
HEL620	Μύθος και Πολιτική στην Αρχαία Ελλάδα	10
HEL625	Ελλάδα και Κύπρος στον Μεταπολεμικό Κόσμο (1945-1991)	10
HEL630	Βυζαντινά και Λατινικά Κράτη μετά την Άλωση της Κωνσταντινούπολης το 1204 μ.Χ.: Πολιτική, Κοινωνία, και Πολιτιστικές Ταυτότητες	10
HEL635	Ιστορία και Τόποι Μνήμης: Παλαιές και Νέες Προσεγγίσεις του Αρχαίου και Βυζαντινού/Μεσαιωνικού Παρελθόντος στην Ελλάδα και την Κύπρο (19 ^{ος} – 21 ^{ος} αι.)	10

The Concentration of History aims to enhance student's knowledge of all major historical periods of the Greek world. The proposed courses focus on crucial aspects of Ancient, Byzantine and Contemporary Greek History, and on how this past is received in the modern era. As a result, students can fruitfully combine a more general with a more specific approach, that is, a diachronic with a synchronic study of the Hellenic past and present, acquiring important knowledge for both their professional and academic future in the field of History.

COMPULSORY COURSES FOR ALL CONCENTRATIONS	30
Course Title	
Research Methods in Hellenic Studies: History and Archaeology	10
Research Methods in Hellenic Studies: Heritage Management	10
Special Topics in Hellenic Studies	10

CONCENTRATION: History		ECTS
The student selects <u>three</u> of the following courses		
Code	Course Title	
HEL620	Myth and Politics in Ancient Greece	10

HEL625	Greece and Cyprus in the Post-War World (1945-1991)	10
HEL630	Byzantine and Latin States after the Fall of Constantinople in 1204 AD: Politics, Society and Cultural Identities	10
HEL635	History and Places of Memory: Old and New Perceptions of the Ancient and Byzantine/Medieval Past in Greece and Cyprus (19 th – 21 st Century)	10

Ελληνικές Σπουδές:

- Ιστορία
- Αρχαιολογία και Τέχνη
- Πολιτιστική Διαχείριση

(18 Μήνες/90 ECTS, Μεταπτυχιακό) Εξ Αποστάσεως

Hellenic Studies:

- History
- Archaeology and Art
- Heritage Management

(18 Months/90 ECTS, Master of Arts) E-Learning

Περιγραφή/Description

Το Μεταπτυχιακό Πρόγραμμα Ελληνικές Σπουδές: Ιστορία, Αρχαιολογία και Τέχνη, Πολιτιστική Διαχείριση, είναι ένα διεπιστημονικό πρόγραμμα που προσφέρει στους/στις φοιτητές/τριες τη δυνατότητα να εξοικειωθούν με τις ερευνητικές μεθόδους στα επιστημονικά πεδία της Ιστορίας, Αρχαιολογίας και Τέχνης, και Πολιτιστικής Διαχείρισης. Στοχεύει επίσης στο να προσφέρει μεταβιβάσιμες δεξιότητες στην ανάλυση, οργάνωση και μελέτη, δεξιότητες οι οποίες είναι απαραίτητες σε όλα τα επιστημονικά και επαγγελματικά πεδία.

Το πρόγραμμα προσφέρει στους/στις φοιτητές/τριες τη δυνατότητα να αποκτήσουν εξειδίκευση σε ένα από τα ακόλουθα πεδία: Ιστορία, Αρχαιολογία και Τέχνη, Πολιτιστική Διαχείριση. Φοιτητές/τριες που δεν επιθυμούν να αποκτήσουν Μεταπτυχιακό Δίπλωμα σε μία από τις πιο πάνω κατευθύνσεις (Ιστορία, ή Αρχαιολογία και Τέχνη, ή Πολιτιστική Διαχείριση) μπορούν να αποκτήσουν Μεταπτυχιακό Δίπλωμα στις Ελληνικές Σπουδές χωρίς κατεύθυνση.

Η απόκτηση του Μεταπτυχιακού τίτλου προϋποθέτει την επιτυχή παρακολούθηση επτά (7) μαθημάτων:

3 Υποχρεωτικά Μαθήματα για όλες τις κατευθύνσεις

3 Μαθήματα κατεύθυνσης

1 Διπλωματική Διατριβή

The MA in Hellenic Studies: History, Archaeology and Art, Heritage Management is an interdisciplinary programme that aims to provide students with the theoretical and practical knowledge which forms the basis of original research in the fields of History, Archaeology and Art, and Heritage Management. The Programme meets the high demand for postgraduate studies in these scientific fields and provides a toolkit of transferable skills in work and information organisation, management, research and analysis.

The Programme offers students the possibility to obtain a specialisation in one of the following three concentrations: History, Archaeology and Art, and Heritage Management. Students not wishing to follow a concentration may select elective courses from different concentrations and thus obtain an MA in Hellenic Studies.

To obtain the MA degree, students must successfully complete and pass the examinations for seven (7) courses.

3 compulsory courses for all Concentrations

3 Concentration courses

1 compulsory Master Thesis

Μαθησιακά Αποτελέσματα/Learning Outcomes

Τα Μαθησιακά Αποτελέσματα του Προγράμματος είναι συμβατά με τις πιο πρόσφατες ερευνητικές, επαγγελματικές και εκπαιδευτικές εξελίξεις στις Ελληνικές Σπουδές, ιδιαίτερα στα επιστημονικά πεδία της Ιστορίας, Αρχαιολογίας και Τέχνης, και Πολιτιστικής Διαχείρισης. Επιπλέον, οι στόχοι και το περιεχόμενο των προσφερόμενων μαθημάτων ανταποκρίνονται πλήρως στις επιστημονικές και εκπαιδευτικές δεξιότητες του Ακαδημαϊκού προσωπικού, πράγμα που καθιστά εφικτή την όσο το δυνατό πληρέστερη εκπλήρωση των στόχων του Προγράμματος.

Οι φοιτητές αναμένεται να:

- Κατέχουν δεξιότητες επιλογής, αξιολόγησης, ανάλυσης και οργάνωση εξειδικευμένης βιβλιογραφίας, επιστημονικών κειμένων και άλλων ιστορικών και αρχαιολογικών δεδομένων.
- Αναγνωρίζουν την αναγκαιότητα σύνδεσης των Ελληνικών Σπουδών με σύγχρονα εκπαιδευτικά συστήματα και γενικότερα με την εκπαίδευση.
- Συνθέτουν πρωτότυπα επιστημονικά/ακαδημαϊκά κείμενα, ακολουθώντας κανόνες σχετικούς με τα περιεχόμενα, τη δομή και την ακαδημαϊκή παρουσίαση συγκεκριμένου υλικού.
- Να αξιολογούν και να προσδιορίζουν τις ποικίλες χρήσεις των νέων τεχνολογιών και του διαδικτύου στις Ελληνικές Σπουδές.
- Οργανώνουν την πληροφορία που απέκτησαν από την εφαρμογή πραγματικών ή εικονικών παραδειγμάτων, και να χρησιμοποιούν αυτές τις πληροφορίες για την ανατροφοδότηση της θεωρητικής τους εξάσκησης.
- Αναπτύξουν δεξιότητες αυτοεκπαίδευσης, απαραίτητες για τη συνεχή επαγγελματική τους βελτίωση, και προσαρμογής σε νέα εργασιακά περιβάλλοντα.

The current Learning Outcomes of the Programme reflect the latest research, professional and educational developments in Hellenic Studies, particularly the fields of History, Archaeology and Art, and Heritage Management. Furthermore, objectives and course materials reflect faculty research interests and publication fields so that faculty may apply their full academic potential to the degree.

Students are expected to be able to:

- Gather, evaluate, study and analyse specialized bibliography, scientific texts and other sources (historical, archaeological, social).

- Recognize the necessity of linking Hellenic Studies with contemporary education systems, as well as with education in general.
- Compose original scientific/academic essays following rules relating to content, structure and academic presentation of specific material.
- Assess and define the value and the variety of the use of new technologies and the Internet in Hellenic Studies.
- Acquire the methodology in terms of scientifically approaching and analysing data that forms the basis of the study of the scientific fields of History, Archaeology and Art, and Heritage Management.
- Develop the skills required for autonomous learning, necessary in professional development and adaptation to changing work environments.

Δομή του Προγράμματος/Structure of the Programme

Το πρόγραμμα είναι έτσι σχεδιασμένο, ώστε αφενός μεν να προσφέρει μια συστηματική κατάρτιση σε ορισμένα θεμελιώδη μεθοδολογικά ζητήματα της μελέτης του ελληνικού πολιτισμού γενικότερα και αφετέρου να καθιστά εφικτή την ειδίκευση των φοιτητών στο επιμέρους αντικείμενο της προτίμησής τους.

Σε ένα πρώτο επίπεδο οι φοιτητές/τριες, εισάγονται στις ερευνητικές μεθόδους στην Ιστορία και Αρχαιολογία και Πολιτιστική Διαχείριση. Οι συγκροτημένες γνώσεις που αποκτούν τους επιτρέπουν να παρακολουθήσουν μαθήματα ειδίκευσης τα οποία εμπλουτίζουν και εμβαθύνουν τις γνώσεις και δεξιότητές τους στις Ελληνικές Σπουδές και ειδικότερα σε μία από τις τρεις κατευθύνσεις, δηλαδή την Ιστορία, την Αρχαιολογία και Τέχνη και την Πολιτιστική Διαχείριση. Στο τελικό στάδιο, οι φοιτητές/τριες καλούνται να συνθέσουν και να παρουσιάσουν μια πρωτότυπη Διπλωματική Εργασία.

ΑΠΑΙΤΗΣΕΙΣ ΠΡΟΓΡΑΜΜΑΤΟΣ ΣΠΟΥΔΩΝ	ECTS
Υποχρεωτικά μαθήματα	30
Μαθήματα Ειδικότητας	30
Διπλωματική Εργασία	30
Σύνολο ECTS	90

The structure of the Programme allows students to fruitfully combine a more general with a more specific approach, that is, a diachronic with a synchronic study of the Hellenic past and present, acquiring important knowledge for both their professional and academic future in the field of History, Archaeology and Art, and Heritage Management.

In the first phase of the program, students are introduced to the Research Methods in Hellenic Studies, specifically in the fields of History/Archaeology and Art and Heritage Management. This advanced theoretical knowledge is the stepping-stone for the

second phase in which students have the opportunity to enrich their knowledge and skills on subjects related to Hellenic Studies namely in the concentrations of History, Archaeology and Art, and Heritage Management. After this, students move on to the final phase of producing and presenting a Master Thesis of original scientific research.

PROGRAMME REQUIREMENTS	ECTS
Compulsory courses	30
Concentration courses	30
Master Thesis	30
Total ECTS	90

COMPULSORY COURSES FOR ALL CONCENTRATIONS (30 ECTS)		ECTS
Code	Course Title	
HEL600	Research Methods in Hellenic Studies: History and Archaeology	10
HEL610	Research Methods in Hellenic Studies: Heritage Management	10
HEL615	Special Topics in Hellenic Studies*	10
The student selects <u>one</u> of the following concentrations**: History, or Archaeology and Art, or Heritage Management		
CONCENTRATION: History The student selects <u>three</u> of the following courses		ECTS
Code	Course Title	
HEL620	Myth and Politics in Ancient Greece	10
HEL625	Greece and Cyprus in the Post-War World (1945-1991)	10
HEL630	Byzantine and Latin States after the Fall of Constantinople in 1204 AD: Politics, Society and Cultural Identities	10
HEL635	History and Places of Memory: Old and New Perceptions of the Ancient and Byzantine/Medieval Past in Greece and Cyprus (19 th – 21 st Century)	10
CONCENTRATION: Archaeology and Art The student selects <u>three</u> of the following courses		ECTS
HEL640	Aspects of Aegean Prehistory	10

HEL645	The Archaeology of the Early Iron Age Aegean and the Mediterranean	10
HEL650	Architecture and Art of the Ancient Greek World	10
HEL655	Architecture and Art of Byzantine and Post-Byzantine Cyprus	10
CONCENTRATION: Heritage Management The student selects <u>three</u> of the following courses		
Code	Course Title	ECTS
HEL660	Museum Education and Digital Technologies	10
HEL665	The Hellenic Studies in World Educational Curricula	10
HEL670	Museums, Monuments and the Tourism Industry: Old and New Approaches	10
HEL675	Greek Artistic and Intellectual Production (1922-1991): Culture through the prism of Modernity	10
MASTER THESIS		ECTS
HEL690	Master Thesis	30

Υποχρεωτικά Μαθήματα/Compulsory courses

Δύο υποχρεωτικά εισαγωγικά μαθήματα εισάγουν τους φοιτητές στις ερευνητικές μεθόδους στην Ιστορία, Αρχαιολογία και Τέχνη, και Πολιτιστική Διαχείριση. Το διεπιστημονικό μάθημα *Ειδικά Θέματα στις Ελληνικές Σπουδές* εστιάζει στην παρουσίαση και ανάλυση ενός ειδικού θέματος στις Ελληνικές Σπουδές, και το περιεχόμενο του μαθήματος θα καθορίζεται κάθε φορά από τον διδάσκοντα που θα επιλεγεί για να το διδάξει σε συνεργασία με τον Συντονιστή.

ΥΠΟΧΡΕΩΤΙΚΑ ΜΑΘΗΜΑΤΑ ΓΙΑ ΟΛΕΣ ΤΙΣ ΚΑΤΕΥΘΥΝΣΕΙΣ (30 ECTS)	ECTS
Τίτλος Μαθήματος	
Ερευνητικές Μέθοδοι στις Ελληνικές Σπουδές: Ιστορία και Αρχαιολογία.	10
Ερευνητικές Μέθοδοι στις Ελληνικές Σπουδές: Πολιτιστική Διαχείριση.	10
Ειδικά Θέματα στις Ελληνικές Σπουδές	10

Two compulsory courses introduce students to the Research Methods in Hellenic Studies, specifically in the fields of History/Archaeology and Art and Heritage Management. The interdisciplinary course *Special Topics in Hellenic Studies*, focuses on the analysis and presentation of a specific topic related to Hellenic Studies and the content of the course will be determined by the instructor in collaboration with the coordinator of the Programme.

COMPULSORY COURSES FOR ALL CONCENTRATIONS		30
Course Title		
Research Methods in Hellenic Studies: History and Archaeology		10
Research Methods in Hellenic Studies: Heritage Management		10
Special Topics in Hellenic Studies		10

Master Thesis

ΔΙΠΛΩΜΑΤΙΚΗ ΕΡΓΑΣΙΑ		ECTS
HEL690	Διπλωματική Εργασία	30

Το υποχρεωτικό μάθημα Διπλωματική Εργασία, δίνει τη δυνατότητα στους φοιτητές/τριες να αποκτήσουν τις απαραίτητες δεξιότητες για την πραγματοποίηση ακαδημαϊκής έρευνας και συγγραφή διπλωματικής εργασίας σε έναν εξειδικευμένο πεδίο όπως για παράδειγμα στην Ιστορία ή/και στην Αρχαιολογία και την Τέχνη ή/και τη Διαχείριση Κληρονομιάς. Με την ολοκλήρωση της διπλωματικής εργασίας, οι φοιτητές/τριες θα μπορούν να διεξάγουν πρωτότυπη έρευνα και να συνθέτουν ένα επιστημονικό δοκίμιο ανεξάρτητα, κριτικά, μεθοδικά και συστηματικά.

The course aims to provide an opportunity for students to pursue scholarly research in a specialized area in History and/or in Archaeology & Art and/or Heritage Management. Upon completion of the thesis, students will be able to conduct original research and compose scientific essays independently, applying critical thought and methodologies.

MASTER THESIS		ECTS
HEL690	Master Thesis	30

Κατεύθυνση/Concentration: Αρχαιολογία και Τέχνη/Archaeology and Art

Τα μαθήματα της κατεύθυνσης της Αρχαιολογίας και Τέχνης, προσφέρουν στους/στις φοιτητές/τριες τη δυνατότητα να αποκτήσουν συγκροτημένη γνώση για όλες τις σημαντικές αρχαιολογικές περιόδους του ελληνικού κόσμου. Τα προτεινόμενα μαθήματα αναδεικνύουν σημαντικές όψεις της προϊστορίας του Αιγαίου, των πρώιμων ιστορικών χρόνων, της κλασικής και βυζαντινής αρχιτεκτονικής και τέχνης της Ελλάδας και της Κύπρου. Ως αποτέλεσμα οι φοιτητές/τριες έχουν τη δυνατότητα να αποκτήσουν συστηματική κατάρτιση σε ορισμένα θεμελιώδη μεθοδολογικά ζητήματα της ελληνικής αρχαιολογίας και αφετέρου να εξειδικευτούν στο επιμέρους αντικείμενο της προτίμησής τους.

ΥΠΟΧΡΕΩΤΙΚΑ ΜΑΘΗΜΑΤΑ ΓΙΑ ΟΛΕΣ ΤΙΣ ΚΑΤΕΥΘΥΝΣΕΙΣ (30 ECTS)	ECTS
Τίτλος Μαθήματος	
Ερευνητικές Μέθοδοι στις Ελληνικές Σπουδές: Ιστορία και Αρχαιολογία.	10
Ερευνητικές Μέθοδοι στις Ελληνικές Σπουδές: Πολιτιστική Διαχείριση.	10
Ειδικά Θέματα στις Ελληνικές Σπουδές	10

ΚΑΤΕΥΘΥΝΣΗ: ΑΡΧΑΙΟΛΟΓΙΑ ΚΑΙ ΤΕΧΝΗ Οι φοιτητές επιλέγουν <u>τρία</u> από τα πιο κάτω μαθήματα		ECTS
HEL640	Όψεις της Προϊστορίας του Αιγαίου	10
HEL645	Η Αρχαιολογία των Πρώιμων Ιστορικών Χρόνων στο Αιγαίο και την Μεσόγειο	10
HEL650	Αρχιτεκτονική και Τέχνη του Αρχαίου Ελληνικού Κόσμου	10
HEL655	Αρχιτεκτονική και Τέχνη της Βυζαντινής και Μετα-Βυζαντινής Κύπρου	10

The Concentration of Archaeology and Art, aims to enhance student's knowledge of all major archaeological periods of the Greek world. The proposed courses focus on crucial aspects of Aegean prehistory, the archaeology of the Early Iron Age, the architecture and art of historical Greek antiquity as well as of Byzantine Cyprus. As a result, students can fruitfully combine a more general with a more specific approach, that is, a diachronic with a synchronic study of the Hellenic past and present, acquiring important knowledge for both their professional and academic future in the field of Archaeology and Art.

COMPULSORY COURSES FOR ALL CONCENTRATIONS		ECTS
Code	Course Title	
HEL600	Research Methods in Hellenic Studies: History and Archaeology	10
HEL610	Research Methods in Hellenic Studies: Heritage Management	10
HEL615	Special Topics in Hellenic Studies	10

CONCENTRATION: Archaeology and Art		ECTS
The student selects <u>three</u> of the following courses		
HEL640	Aspects of Aegean Prehistory	10
HEL645	The Archaeology of the Early Iron Age Aegean and the Mediterranean	10
HEL650	Architecture and Art of the Ancient Greek World	10
HEL655	Architecture and Art of Byzantine and Post-Byzantine Cyprus	10

Ελληνικές Σπουδές:

- Ιστορία
- Αρχαιολογία και Τέχνη
- Πολιτιστική Διαχείριση

(18 Μήνες/90 ECTS, Μεταπτυχιακό) Εξ Αποστάσεως

Hellenic Studies:

- History
- Archaeology and Art
- Heritage Management

(18 Months/90 ECTS, Master of Arts) E-Learning

Περιγραφή/Description

Το Μεταπτυχιακό Πρόγραμμα Ελληνικές Σπουδές: Ιστορία, Αρχαιολογία και Τέχνη, Πολιτιστική Διαχείριση, είναι ένα διεπιστημονικό πρόγραμμα που προσφέρει στους/στις φοιτητές/τριες τη δυνατότητα να εξοικειωθούν με τις ερευνητικές μεθόδους στα επιστημονικά πεδία της Ιστορίας, Αρχαιολογίας και Τέχνης, και Πολιτιστικής Διαχείρισης. Στοχεύει επίσης στο να προσφέρει μεταβιβάσιμες δεξιότητες στην ανάλυση, οργάνωση και μελέτη, δεξιότητες οι οποίες είναι απαραίτητες σε όλα τα επιστημονικά και επαγγελματικά πεδία.

Το πρόγραμμα προσφέρει στους/στις φοιτητές/τριες τη δυνατότητα να αποκτήσουν εξειδίκευση σε ένα από τα ακόλουθα πεδία: Ιστορία, Αρχαιολογία και Τέχνη, Πολιτιστική Διαχείριση. Φοιτητές/τριες που δεν επιθυμούν να αποκτήσουν Μεταπτυχιακό Δίπλωμα σε μία από τις πιο πάνω κατευθύνσεις (Ιστορία, ή Αρχαιολογία και Τέχνη, ή Πολιτιστική Διαχείριση) μπορούν να αποκτήσουν Μεταπτυχιακό Δίπλωμα στις Ελληνικές Σπουδές χωρίς κατεύθυνση.

Η απόκτηση του Μεταπτυχιακού τίτλου προϋποθέτει την επιτυχή παρακολούθηση επτά (7) μαθημάτων:

3 Υποχρεωτικά Μαθήματα για όλες τις κατευθύνσεις

3 Μαθήματα κατεύθυνσης

1 Διπλωματική Διατριβή

The MA in Hellenic Studies: History, Archaeology and Art, Heritage Management is an interdisciplinary programme that aims to provide students with the theoretical and practical knowledge which forms the basis of original research in the fields of History, Archaeology and Art, and Heritage Management. The Programme meets the high demand for postgraduate studies in these scientific fields and provides a toolkit of transferable skills in work and information organisation, management, research and analysis.

The Programme offers students the possibility to obtain a specialisation in one of the following three concentrations: History, Archaeology and Art, and Heritage Management. Students not wishing to follow a concentration may select

elective courses from different concentrations and thus obtain an MA in Hellenic Studies.

To obtain the MA degree, students must successfully complete and pass the examinations for seven (7) courses.

3 compulsory courses for all Concentrations

3 Concentration courses

1 compulsory Master Thesis

Μαθησιακά Αποτελέσματα/Learning Outcomes

Τα Μαθησιακά Αποτελέσματα του Προγράμματος είναι συμβατά με τις πιο πρόσφατες ερευνητικές, επαγγελματικές και εκπαιδευτικές εξελίξεις στις Ελληνικές Σπουδές, ιδιαίτερα στα επιστημονικά πεδία της Ιστορίας, Αρχαιολογίας και Τέχνης, και Πολιτιστικής Διαχείρισης. Επιπλέον, οι στόχοι και το περιεχόμενο των προσφερόμενων μαθημάτων ανταποκρίνονται πλήρως στις επιστημονικές και εκπαιδευτικές δεξιότητες του Ακαδημαϊκού προσωπικού, πράγμα που καθιστά εφικτή την όσο το δυνατό πληρέστερη εκπλήρωση των στόχων του Προγράμματος.

Οι φοιτητές αναμένεται να:

- Κατέχουν δεξιότητες επιλογής, αξιολόγησης, ανάλυσης και οργάνωση εξειδικευμένης βιβλιογραφίας, επιστημονικών κειμένων και άλλων ιστορικών και αρχαιολογικών δεδομένων.
- Αναγνωρίζουν την αναγκαιότητα σύνδεσης των Ελληνικών Σπουδών με σύγχρονα εκπαιδευτικά συστήματα και γενικότερα με την εκπαίδευση.
- Συνθέτουν πρωτότυπα επιστημονικά/ακαδημαϊκά κείμενα, ακολουθώντας κανόνες σχετικούς με τα περιεχόμενα, τη δομή και την ακαδημαϊκή παρουσίαση συγκεκριμένου υλικού.
- Να αξιολογούν και να προσδιορίζουν τις ποικίλες χρήσεις των νέων τεχνολογιών και του διαδικτύου στις Ελληνικές Σπουδές.
- Οργανώνουν την πληροφορία που απέκτησαν από την εφαρμογή πραγματικών ή εικονικών παραδειγμάτων, και να χρησιμοποιούν αυτές τις πληροφορίες για την ανατροφοδότηση της θεωρητικής τους εξάσκησης.
- Αναπτύξουν δεξιότητες αυτοεκπαίδευσης, απαραίτητες για τη συνεχή επαγγελματική τους βελτίωση, και προσαρμογής σε νέα εργασιακά περιβάλλοντα.

The current Learning Outcomes of the Programme reflect the latest research, professional and educational developments in Hellenic Studies, particularly the fields of History, Archaeology and Art, and Heritage Management. Furthermore, objectives and course materials reflect faculty research interests and publication fields so that faculty may apply their full academic potential to the degree.

Students are expected to be able to:

- Gather, evaluate, study and analyse specialized bibliography, scientific texts and other sources (historical, archaeological, social).
- Recognize the necessity of linking Hellenic Studies with contemporary education systems, as well as with education in general.
- Compose original scientific/academic essays following rules relating to content, structure and academic presentation of specific material.
- Assess and define the value and the variety of the use of new technologies and the Internet in Hellenic Studies.
- Acquire the methodology in terms of scientifically approaching and analysing data that forms the basis of the study of the scientific fields of History, Archaeology and Art, and Heritage Management.
- Develop the skills required for autonomous learning, necessary in professional development and adaptation to changing work environments.

Δομή του Προγράμματος/Structure of the Programme

Το πρόγραμμα είναι έτσι σχεδιασμένο, ώστε αφενός μεν να προσφέρει μια συστηματική κατάρτιση σε ορισμένα θεμελιώδη μεθοδολογικά ζητήματα της μελέτης του ελληνικού πολιτισμού γενικότερα και αφετέρου να καθιστά εφικτή την ειδίκευση των φοιτητών στο επιμέρους αντικείμενο της προτίμησής τους.

Σε ένα πρώτο επίπεδο οι φοιτητές/τριες, εισάγονται στις ερευνητικές μεθόδους στην Ιστορία και Αρχαιολογία και Πολιτιστική Διαχείριση. Οι συγκροτημένες γνώσεις που αποκτούν τους επιτρέπουν να παρακολουθήσουν μαθήματα ειδίκευσης τα οποία εμπλουτίζουν και εμβαθύνουν τις γνώσεις και δεξιότητές τους στις Ελληνικές Σπουδές και ειδικότερα σε μία από τις τρεις κατευθύνσεις, δηλαδή την Ιστορία, την Αρχαιολογία και Τέχνη και την Πολιτιστική Διαχείριση. Στο τελικό στάδιο, οι φοιτητές/τριες καλούνται να συνθέσουν και να παρουσιάσουν μια πρωτότυπη Διπλωματική Εργασία.

ΑΠΑΙΤΗΣΕΙΣ ΠΡΟΓΡΑΜΜΑΤΟΣ ΣΠΟΥΔΩΝ	ECTS
Υποχρεωτικά μαθήματα	30
Μαθήματα Ειδικότητας	30
Διπλωματική Εργασία	30
Σύνολο ECTS	90

The structure of the Programme allows students to fruitfully combine a more general with a more specific approach, that is, a diachronic with a synchronic study of the Hellenic past and present, acquiring important knowledge for both their professional and academic future in the field of History, Archaeology and Art, and Heritage Management.

In the first phase of the program, students are introduced to the Research Methods in Hellenic Studies, specifically in the fields of History/Archaeology and Art and Heritage

Management. This advanced theoretical knowledge is the stepping-stone for the second phase in which students have the opportunity to enrich their knowledge and skills on subjects related to Hellenic Studies namely in the concentrations of History, Archaeology and Art, and Heritage Management. After this, students move on to the final phase of producing and presenting a Master Thesis of original scientific research.

PROGRAMME REQUIREMENTS	ECTS
Compulsory courses	30
Concentration courses	30
Master Thesis	30
Total ECTS	90

COMPULSORY COURSES FOR ALL CONCENTRATIONS (30 ECTS)		ECTS
Code	Course Title	
HEL600	Research Methods in Hellenic Studies: History and Archaeology	10
HEL610	Research Methods in Hellenic Studies: Heritage Management	10
HEL615	Special Topics in Hellenic Studies*	10
The student selects <u>one</u> of the following concentrations**: History, or Archaeology and Art, or Heritage Management		
CONCENTRATION: History The student selects <u>three</u> of the following courses		ECTS
Code	Course Title	
HEL620	Myth and Politics in Ancient Greece	10
HEL625	Greece and Cyprus in the Post-War World (1945-1991)	10
HEL630	Byzantine and Latin States after the Fall of Constantinople in 1204 AD: Politics, Society and Cultural Identities	10
HEL635	History and Places of Memory: Old and New Perceptions of the Ancient and Byzantine/Medieval Past in Greece and Cyprus (19 th – 21 st Century)	10
CONCENTRATION: Archaeology and Art The student selects <u>three</u> of the following courses		ECTS
HEL640	Aspects of Aegean Prehistory	10

HEL645	The Archaeology of the Early Iron Age Aegean and the Mediterranean	10
HEL650	Architecture and Art of the Ancient Greek World	10
HEL655	Architecture and Art of Byzantine and Post-Byzantine Cyprus	10
CONCENTRATION: Heritage Management The student selects <u>three</u> of the following courses		
Code	Course Title	ECTS
HEL660	Museum Education and Digital Technologies	10
HEL665	The Hellenic Studies in World Educational Curricula	10
HEL670	Museums, Monuments and the Tourism Industry: Old and New Approaches	10
HEL675	Greek Artistic and Intellectual Production (1922-1991): Culture through the prism of Modernity	10
MASTER THESIS		ECTS
HEL690	Master Thesis	30

Υποχρεωτικά Μαθήματα/Compulsory courses

Δύο υποχρεωτικά εισαγωγικά μαθήματα εισάγουν τους φοιτητές στις ερευνητικές μεθόδους στην Ιστορία, Αρχαιολογία και Τέχνη, και Πολιτιστική Διαχείριση. Το διεπιστημονικό μάθημα *Ειδικά Θέματα στις Ελληνικές Σπουδές* εστιάζει στην παρουσίαση και ανάλυση ενός ειδικού θέματος στις Ελληνικές Σπουδές, και το περιεχόμενο του μαθήματος θα καθορίζεται κάθε φορά από τον διδάσκοντα που θα επιλεγεί για να το διδάξει σε συνεργασία με τον Συντονιστή.

ΥΠΟΧΡΕΩΤΙΚΑ ΜΑΘΗΜΑΤΑ ΓΙΑ ΟΛΕΣ ΤΙΣ ΚΑΤΕΥΘΥΝΣΕΙΣ (30 ECTS)	ECTS
Τίτλος Μαθήματος	
Ερευνητικές Μέθοδοι στις Ελληνικές Σπουδές: Ιστορία και Αρχαιολογία.	10
Ερευνητικές Μέθοδοι στις Ελληνικές Σπουδές: Πολιτιστική Διαχείριση.	10
Ειδικά Θέματα στις Ελληνικές Σπουδές	10

Two compulsory courses introduce students to the Research Methods in Hellenic Studies, specifically in the fields of History/Archaeology and Art and Heritage Management. The interdisciplinary course *Special Topics in Hellenic Studies*, focuses on the analysis and presentation of a specific topic related to Hellenic Studies and the content of the course will be determined by the instructor in collaboration with the coordinator of the Programme.

COMPULSORY COURSES FOR ALL CONCENTRATIONS		30
Course Title		
Research Methods in Hellenic Studies: History and Archaeology		10
Research Methods in Hellenic Studies: Heritage Management		10
Special Topics in Hellenic Studies		10

Master Thesis

ΔΙΠΛΩΜΑΤΙΚΗ ΕΡΓΑΣΙΑ		ECTS
HEL690	Διπλωματική Εργασία	30

Το υποχρεωτικό μάθημα Διπλωματική Εργασία, δίνει τη δυνατότητα στους φοιτητές/τριες να αποκτήσουν τις απαραίτητες δεξιότητες για την πραγματοποίηση ακαδημαϊκής έρευνας και συγγραφή διπλωματικής εργασίας σε έναν εξειδικευμένο πεδίο όπως για παράδειγμα στην Ιστορία ή/και στην Αρχαιολογία και την Τέχνη ή/και τη Διαχείριση Κληρονομιάς. Με την ολοκλήρωση της διπλωματικής εργασίας, οι φοιτητές/τριες θα μπορούν να διεξάγουν πρωτότυπη έρευνα και να συνθέτουν ένα επιστημονικό δοκίμιο ανεξάρτητα, κριτικά, μεθοδικά και συστηματικά.

The course aims to provide an opportunity for students to pursue scholarly research in a specialized area in History and/or in Archaeology & Art and/or Heritage Management. Upon completion of the thesis, students will be able to conduct original research and compose scientific essays independently, applying critical thought and methodologies.

MASTER THESIS		ECTS
HEL690	Master Thesis	30

Κατεύθυνση/Concentration: Πολιτιστική Διαχείριση/Heritage Management

Τα μαθήματα της κατεύθυνσης της Πολιτιστικής Διαχείρισης, προσφέρουν στους/στις φοιτητές/τριες τη δυνατότητα να αποκτήσουν συγκροτημένη γνώση για όλες τα σημαντικά θέματα που άπτονται αυτού του επιστημονικού πεδίου. Τα προτεινόμενα μαθήματα εστιάζουν στη μελέτη μουσείων, μνημείων και ζητημάτων πρόσληψης και διαχείρισης του παρελθόντος στο παρόν. Αναδεικνύεται επίσης η σημασία των ψηφιακών τεχνολογιών στην πολιτιστική διαχείριση. Ως αποτέλεσμα οι φοιτητές/τριες έχουν τη δυνατότητα να αποκτήσουν συστηματική κατάρτιση σε ορισμένα θεμελιώδη μεθοδολογικά ζητήματα της πολιτιστικής διαχείρισης και αφετέρου να εξειδικευτούν στο επιμέρους αντικείμενο της προτίμησής τους.

ΥΠΟΧΡΕΩΤΙΚΑ ΜΑΘΗΜΑΤΑ ΓΙΑ ΟΛΕΣ ΤΙΣ ΚΑΤΕΥΘΥΝΣΕΙΣ (30 ECTS)		ECTS
Τίτλος Μαθήματος		

Ερευνητικές Μέθοδοι στις Ελληνικές Σπουδές: Ιστορία και Αρχαιολογία.	10
Ερευνητικές Μέθοδοι στις Ελληνικές Σπουδές: Πολιτιστική Διαχείριση.	10
Ειδικά Θέματα στις Ελληνικές Σπουδές	10

ΚΑΤΕΥΘΥΝΣΗ: ΠΟΛΙΤΙΣΤΙΚΗ ΔΙΑΧΕΙΡΙΣΗ		
Οι φοιτητές επιλέγουν <u>τρία</u> από τα πιο κάτω μαθήματα		
Κωδικός	Τίτλος Μαθήματος	ECTS
HEL660	Μουσειακή Εκπαίδευση και Ψηφιακές Τεχνολογίες	10
HEL665	Οι Ελληνικές Σπουδές στα Προγράμματα Σπουδών ανά τον Κόσμο	10
HEL670	Μουσεία, Μνημεία και Τουριστική Βιομηχανία: Παλαιές και Νέες Προσεγγίσεις	10
HEL675	Ελληνική Καλλιτεχνική και Πνευματική Δημιουργία (1922-1991): Ο Πολιτισμός υπό το πρίσμα της Νεωτερικότητας	10

The Heritage Management Concentration aims to enhance student's knowledge of all major topics related to this scientific field. The proposed courses focus on museums, monuments, tourism, education, digital technologies, and perceptions today and explore the critical reception of the Hellenic past and the Hellenic intellectual production in the modern era. As a result, students can fruitfully combine a more general with a more specific approach, that is, a diachronic with a synchronic study of the Hellenic past and present, acquiring important knowledge for both their professional and academic future in the field of Heritage Management.

COMPULSORY COURSES FOR ALL CONCENTRATIONS		ECTS
(30 ECTS)		
Code	Course Title	
HEL600	Research Methods in Hellenic Studies: History and Archaeology	10
HEL610	Research Methods in Hellenic Studies: Heritage Management	10
HEL615	Special Topics in Hellenic Studies	10

CONCENTRATION: Heritage Management		
The student selects <u>three</u> of the following courses		
Code	Course Title	ECTS
HEL660	Museum Education and Digital Technologies	10
HEL665	The Hellenic Studies in World Educational Curricula	10

HEL670	Museums, Monuments and the Tourism Industry: Old and New Approaches	10
HEL675	Greek Artistic and Intellectual Production (1922-1991): Culture through the prism of Modernity	10



Μεταπτυχιακό
Εξ Αποστάσεως
18 μήνες | 90 ECTS

ΕΛΛΗΝΙΚΕΣ ΣΠΟΥΔΕΣ



2^ο ΘΕΡΙΝΟ ΠΑΝΕΠΙΣΤΗΜΙΟ

«**Μύθος, Ιστορία, Εικόνα**»

8-10 Ιουνίου, 2023

Το Μεταπτυχιακό Πρόγραμμα **Ελληνικές Σπουδές** (Ιστορία, Αρχαιολογία και Τέχνη, Πολιτιστική Διαχείριση), και η Ερευνητική Μονάδα **ISTÓS**– *History, Archaeology, Heritage Management* του Κέντρου Αριστείας **SOSCIETH** (The Centre of Excellence in Research & Innovation in Social Sciences, the Arts and the Humanities) του Ευρωπαϊκού Πανεπιστημίου Κύπρου σε συνεργασία με το **Δημοτικό Μουσείο Χαρακτητικής Χαμπή** διοργανώνουν το 2^ο Θερινό Πανεπιστήμιο Ελληνικών Σπουδών με θέμα: **Μύθος, Ιστορία, Εικόνα**.

Στις πρώτες δύο δράσεις/παρουσιάσεις (8 και 9 Ιουνίου), και έχοντας ως αφετηρία τον ιδρυτικό μύθο της Σαλαμίνας της Κύπρου, θα διερευνηθούν και θα συζητηθούν ερωτήματα όπως: Τι αποκαλούμε μύθο; Πώς προσεγγίζουμε τους αρχαίους ελληνικούς μύθους; Ποια η σχέση μύθου και ιστορίας; Πώς προσεγγίζουμε έναν ιδρυτικό μύθο; Πώς αντιλαμβάνονταν οι αρχαίοι την έννοια της "καταγωγής"; Πώς αναπαρίστανται οι μύθοι στην εικονογραφία και ποια η λειτουργία τους; Αυτά και άλλα συναφή ερωτήματα θα επιχειρήσουμε να απαντήσουμε μελετώντας το εκπληκτικό έργο με "κυπριακά θέματα" του Αθηναίου ζωγράφου Ξενόφαντου (5^{ος} - 4^{ος} αιώνας π.Χ.), ο οποίος εικονογράφησε τον Τεύκρο, την Κύπρο, την Αφροδίτη και τον Άδωνη.

Είναι σημαντικό να τονιστεί ότι οι παρουσιάσεις δεν θα έχουν τη μορφή μονολόγου και θα διανθίζονται με συζητήσεις/σχόλια/παρεμβάσεις των συμμετεχόντων/χουσών.

Η τρίτη μέρα του 2^{ου} Θερινού Πανεπιστημίου (10 Ιουνίου) είναι αφιερωμένη στη μουσειακή/πολιτισμική εκπαίδευση. Θα παρουσιαστούν συγκεκριμένες μουσειοεκπαιδευτικές δράσεις προς συζήτηση και σχολιασμό. Επίσης, οι συμμετέχοντες/τέχουσες θα έχουν την ευκαιρία να εργαστούν ομαδοσυνεργατικά και να ετοιμάσουν στοχευμένες δράσεις για συγκεκριμένα κοινά. Στόχος είναι η εξοικείωση με τα μουσειακά αντικείμενα, τις εικόνες και τα κείμενα ως αφετηρίες δημιουργίας δραστηριοτήτων για τη μάθηση με την αξιοποίηση διαφόρων κατάλληλων για στοχευμένα κοινά θεωριών μάθησης. Η ημέρα θα ολοκληρωθεί με ανατροφοδοτική συζήτηση και προτάσεις για τη συνέχεια.

Οι δράσεις αυτές απευθύνονται σε όλες και σε όλους και ειδικότερα σε ιστορικούς, φιλόλογους, αρχαιολόγους, εκπαιδευτικούς που εργάζονται στην πρωτοβάθμια ή δευτεροβάθμια εκπαίδευση, σε όσες και όσους απασχολούνται σε πολιτιστικά ιδρύματα και ιδρύματα μνήμης (μουσεία, βιβλιοθήκες, αρχεία), σε δημόσιους και ιδιωτικούς φορείς (συμπεριλαμβανομένων φορέων πολιτισμού και τοπικών αρχών στην Ελλάδα και την Κύπρο), στην τουριστική βιομηχανία και σε τομείς που σχετίζονται με την εκπαίδευση και τον πολιτισμό.

Οι δράσεις είναι ανοικτές στο κοινό και θα πραγματοποιηθούν στο

Δημοτικό Μουσείο Χαρακτικής Χαμπή
(Λευκωσία, Αμμοχώστου 55-59)

Όσες και όσοι επιλέξουν να συμμετάσχουν παρακολουθούνται όπως δηλώσουν συμμετοχή μέχρι τις **28 Μαΐου**:

ΕΓΓΡΑΦΗ:
2^ο ΘΕΡΙΝΟ ΠΑΝΕΠΙΣΤΗΜΙΟ

(Οι θέσεις είναι περιορισμένες και γι' αυτό προτρέπεστε να δηλώσετε συμμετοχή έγκαιρα)

Σε όσες και όσους συμμετάσχουν στις δράσεις του 2^{ου} Θερινού Πανεπιστημίου θα δοθεί πιστοποιητικό παρακολούθησης.

Για να ενημερωθείτε για το πλήρες πρόγραμμα:

ΠΡΟΓΡΑΜΜΑ:
2^ο ΘΕΡΙΝΟ ΠΑΝΕΠΙΣΤΗΜΙΟ

Περαιτέρω πληροφορίες:

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ΜΥΘΟΣ, ΙΣΤΟΡΙΑ, ΕΙΚΟΝΑ

**ΠΕΜΠΤΗ, 8 ΙΟΥΝΙΟΥ
19.15-21.00**

Καλωσόρισμα και εισαγωγικά σχόλια

Γιώργος Τσαγγάρης, Μαγδαλένα Ζήρα, Πάνος Χριστοδούλου

Ο ιδρυτικός μύθος της Σαλαμίνας της Κύπρου I: Τεύκρος και Κύπρος Βίκυ Βλάχου

Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης / Ευρωπαϊκό Πανεπιστήμιο Κύπρου

Πάνος Χριστοδούλου

Ευρωπαϊκό Πανεπιστήμιο Κύπρου / Paris 1 Panthéon-Sorbonne

**ΠΑΡΑΣΚΕΥΗ, 9 ΙΟΥΝΙΟΥ
19.15-21.00**

Μύθος, Ιστορία, Εικόνα και εθνотική συνείδηση: Αχαιοί και Αχαΐα Θεόδωρος Γιαννόπουλος

Ανοικτό Πανεπιστήμιο Κύπρου / Ευρωπαϊκό Πανεπιστήμιο Κύπρου

Ο ιδρυτικός μύθος της Σαλαμίνας της Κύπρου II: Αφροδίτη και Άδωνης Ευαγγελινή Μάρκου

Εθνικό Ίδρυμα Ερευνών / Ευρωπαϊκό Πανεπιστήμιο Κύπρου

Πάνος Χριστοδούλου

Ευρωπαϊκό Πανεπιστήμιο Κύπρου / Paris 1 Panthéon-Sorbonne

**ΣΑΒΒΑΤΟ 10 ΙΟΥΝΙΟΥ
09.30-13.30**

ΜΟΥΣΕΙΑΚΗ / ΠΟΛΙΤΙΣΜΙΚΗ ΕΚΠΑΙΔΕΥΣΗ: ΕΙΚΟΝΑ, ΑΝΤΙΚΕΙΜΕΝΟ, ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ, ΜΑΘΗΣΗ

Ο Αίσωπος και οι μύθοι του στα αρχαία ελληνικά: μουσειακή ανάδειξη και μουσειοπαιδαγωγική αξιοποίηση

Γεώργιος Παπαϊωάννου

Ιόνιο Πανεπιστήμιο / Ευρωπαϊκό Πανεπιστήμιο Κύπρου

Μύθος, Ιστορία, Εικόνα της βυζαντινής μοναστηριακής πολιτείας του Παπικίου όρους στη Θράκη: Μια μουσειοπαιδαγωγική προσέγγιση του "Αϊτόβουνου":

Νάγια Δαλακούρα

Αρχαιολόγος-Μουσειολόγος, Εφορεία Αρχαιοτήτων Ροδόπης / Ευρωπαϊκό
Πανεπιστήμιο Κύπρου, Ερευνητική Μονάδα ISTÓS

"Καρτ ποστάλ από την Κύπρο": Η μουσειοπαιδαγωγική προσέγγιση αρχαιολογικών εκθεμάτων και σύγχρονων υδατογραφιών μέσα από ένα βιωματικό πρόγραμμα για ενήλικες στο Κυπριακό Μουσείο

Βάλια Ματσεντίδου

Μουσειοπαιδαγωγός, Ευρωπαϊκό Πανεπιστήμιο Κύπρου