



UNIVERSITY OF THE  
**AEGEAN**

SCHOOL OF HUMANITIES  
DEPARTMENT OF MEDITERRANEAN STUDIES  
ARCHAEOLOGY, LINGUISTICS,  
INTERNATIONAL RELATIONS

# **BA Programme in Eastern Mediterranean Studies: Archaeology, History, Culture**

**STUDY GUIDE**

**2026-27**



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## 1. University of the Aegean

The University of the Aegean was formally established on March 20, 1984 (Presidential Decree 83/1984), with Mytilene serving as its administrative center.

The mission of the University of the Aegean encompasses the provision of modern scientific education, the creation of a broad platform for general learning, and the vigorous promotion of both basic and applied research. Scientific inquiry is established as a core pillar of the University's identity and is directly reflected in its educational policy. Furthermore, the University fosters the cultivation of intellectual freedom, the open exchange of ideas, and constructive discourse through its teaching and research initiatives. These principles require a steadfast tolerance for diverse or opposing viewpoints, while encouraging the development of student character rooted in these academic values. Ultimately, the University is dedicated to enhancing the standard of living and the cultural advancement of the geopolitically strategic Aegean region and, by extension, Greek society as a whole.



The University has established itself as a dynamic and vibrant institution. Spanning the

Aegean Archipelago, it consistently integrates innovative organizational methods and cutting-edge technologies that allow the University to respond swiftly and effectively to the evolving demands of the global higher education landscape.

Defined by an agile and streamlined structure, the University maintains rigorous standards for its graduates, faculty, and research staff. Our pedagogical approach extends beyond mere knowledge acquisition; it invites students to engage actively in the learning process, fostering personal development and preparing them to become responsible, active global citizens.

To ensure the practical application and impact of its academic expertise, the University maintains and steadily expands a robust network of strategic partnerships. This global ecosystem includes prestigious universities, international institutes, and leading research centers both within Greece and abroad.

### Schools and Departments

#### School of Social Sciences (Lesvos)

- o Department of Social Anthropology and History
- o Department of Geography
- o Department of Sociology
- o Department of Cultural Technology and Communication

#### School of the Environment (Lesvos)

- o Department of Environment

- o Department of Marine Sciences
- o Department of Food Science and Nutrition (Lemnos)

Studies: Archaeology, Linguistics, International Relations

#### School of Business (Chios)

- o Department of Business Administration
- o Department of Shipping, Trade and Transport
- o Department of Tourism Economics and Management

Information about the University of the Aegean is available on the website of the University of the Aegean

<https://www.aegean.gr/>

#### School of Sciences (Samos)

- o Department of Mathematics
- o Department of Statistics and Actuarial – Financial Mathematics



#### Polytechnic School

- o Department of Information and Communication Systems Engineering (Samos)
- o Department of Product and Systems Design Engineering (Syros)
- o Department of Financial and Management Engineering (Chios)

#### School of Humanities (Rhodes)

- o Department of Primary Education
- o Department of Preschool Education Sciences and Educational Design
- o Department of Mediterranean

## 2. The Department of Mediterranean Studies: Archaeology, Linguistics, International Relations

### 2.1. General

The Department of Mediterranean Studies (DMS) was founded in 1997 and began its operation during the academic year 1999-2000. Together with the Pedagogical Department of Primary Education and the Department of Preschool Education Sciences and Educational Design, it forms the School of Humanities of the University of the Aegean, which is housed in two large traditional buildings, next to the Medieval City, with classrooms, laboratories, libraries and offices.

The mission of the DMS, as generally described in the Presidential Decree 316 (Government Gazette 223, 4/11/97) is "the cultivation and promotion of knowledge about the language, ancient and contemporary history, ancient civilisation, economic and political structures of the Mediterranean countries, with an emphasis on the southern and southeastern Mediterranean".

The first two years of the programme (semesters 1-4) comprise core compulsory modules alongside a selection of electives. The curriculum and research focus of these subjects are unprecedented within the Greek academic landscape. Upon entering the 5th semester, students choose a track of study corresponding to one of the three primary scientific divisions established by Presidential Decree 360/2001 (Government Gazette 244, A 22.10.01):

- o Archaeology
- o Linguistics of the Southeastern Mediterranean
- o International Relations & Organizations

In accordance with the contemporary scientific spirit the Department is supported by its six laboratories:

- o Laboratory of Archaeometry (Government Gazette 177 A, 03.09.1999)
- o Laboratory of Mediterranean Politics (Government Gazette 177 A, 02.08.2000)
- o Laboratory of Informatics (Government Gazette 235 A,

31.10.2000)

- o Laboratory of Environmental Archaeology and Preventive Conservation (Government Gazette 124 A, 04.06.2002, Government Gazette 990 B, 22.03.2019)
- o Laboratory of Linguistics of the Southeast Mediterranean (Government Gazette 124 A, 04.06.2002)
- o Laboratory for the Ancient World of Eastern Mediterranean (Government Gazette 1910 B, 08.09.2015)

Given that Mediterranean Studies has recently been recognized as a distinct field of knowledge in Greece, there is a growing need for research. To provide its students with high-level education, the DMS is engaged in primary research across all disciplines within the Department's scope, aiming to maximize the competitiveness of its graduates in fields related to the Department's divisions.

DMS students are introduced to the intrinsic value of research and the importance of publishing in high-impact scientific journals, thereby transcending mediocrity and honing their judgment to strive for excellence. The Department fosters an environment that embraces contemporary trends and pioneering studies, with a strong emphasis on practical application and open horizons. By encouraging students to critically evaluate established views and seek evidence-based perspectives, DMS aims to develop well-rounded young scientists. These graduates are equipped to excel in both the present and the future, navigating the rapid technological advancements within the context of

globalization.

## 2.2 Postgraduate Studies

The Department of Mediterranean Studies offers a diverse range of postgraduate opportunities, currently running four distinct Master's programmes:

- MA in Archaeology of the Eastern Mediterranean
- MA in Governance, Development and Security in the Mediterranean
- MA in Ancient Theatre: Educational and Philological Approaches
- Interdepartmental MA in Analysis and Teaching of First and Second/Foreign Language

Additionally, the department awards Doctoral Degrees (PhD) by conducting extensive research in the specific fields of study covered by its curriculum. It also actively supports academic growth through its advanced postdoctoral research programmes.

## 2.3 Teaching staff of the Department

Management bodies of the Department are the Department Chair and the Assembly.

*Department Chair:* Professor Sotirios Dalis

*Department Vice Chair:* Professor Emmanuel Stefanakis

### Teaching and Research Staff

Professor Sotirios Dalis

Professor Ekaterini Frantzi

Professor Marianthi Georgallidou

Professor Eleni Karantzola

Professor Panagiotis Kousoulis

Professor Konstantinos Magliveras

Professor Ioannis Sakkas

Professor Emmanuel Stefanakis

Professor Spyridon Syropoulos

Associate Professor Georgios Kotzoglou

Associate Professor Georgios Maris

Associate Professor Ioannis Stribis

Associate Professor Maria Mina

Associate Professor Hassan Kaili

Permanent Assistant Professor Kalomira Nikolou

### Specialised Educational Staff

Alexandros Lambrou

### Specialised Teaching Staff

Asimina Vafiadou

Nektarios Zarras

Maria Melissourgou

Chrysanthi Tiliakou

## 2.4 Secretariat of the Department of Mediterranean Studies

The Secretariat of the Department of Mediterranean Studies is housed in the building "7th of March" on Dimokratias Street 1, 85132, in the city of Rhodes.

Secretariat Staff of the Department of Mediterranean Studies:

*Sofia Chalkia (Deputy head)*

tel.: (+30) 22410 99317

*Maria Nikita (Doctoral/Postdoctoral Studies)*

tel.: (+30) 22410 99314

*Maria-Nectaria Psarra-Hatzigeorgiou-  
Tsibidaki (Undergraduate studies)*

tel.: (+30) 22410 99312 – (+30) 22410 99313

*Panagiotis Angouras (Administrative  
Assistant/Protocol)*

Tel: (+30) 22410 99315

email: TMS\_Gramm@aegean.gr

<http://dms.aegean.gr/>

### 3. Course programme

#### 3.1 Subject – purpose

The subject of the International Study Programme is the interdisciplinary study of the civilizations that developed in the eastern Mediterranean region from prehistoric to Byzantine/medieval times applying fundamental principles of the disciplines of Archaeology, History and Classical Philology.

#### Content

The content of the foreign language study programme of the University of the Aegean concerns the examination of the archaeological and historical sources of Greek culture and the cultures that developed in the wider area of the eastern Mediterranean (Egypt, Near and Middle East) during prehistoric, classical and Byzantine/medieval times. Emphasis is placed on the Aegean and the eastern Mediterranean of the Stone and Bronze Ages, the ancient Greek and Roman world and the civilisations of ancient Egypt and the Near East. Archaeology and art from early Byzantine to late Byzantine times, as well as the medieval history of Rhodes and the eastern Mediterranean, are also thoroughly presented.

The programme of studies also offers courses dealing with the applications of the sciences in Archaeology, Ancient History and Greek Philology, as well as Linguistics. In this way, students are provided with a global perspective of the history of the peoples of the Eastern Mediterranean and their long-term cultural course through the study of the material remains and the written testimonies of the past.

#### Scope of the programme

The purpose of the programme is the acquisition of academic titles in the fields of Archaeology and History with specialization in the civilisations that developed over time in the Greek area and in the wider eastern Mediterranean up to the recent past. The programme also aims to offer holistic knowledge about the ancient civilisations of the eastern Mediterranean, through familiarizing students with archaeological remains, written sources and philological texts.

Through systematic study, critical thinking and research skills, the programme seeks to generate new knowledge and promote research and innovation. At the same time, the programme aims on the one hand to promote the rich cultural heritage of Rhodes, Greece and the eastern Mediterranean, and on the other hand to promote international interest in Greek studies.

#### 3.2 Selection criteria

The BA Programme accepts only foreign citizens from countries within or outside the European Union, who are:

- a) graduates of high schools or equivalent schools with a physical location abroad. Interested persons, provided that they have attended the last two (2) years of high school or a similar school in a foreign country with full attendance, present a high school diploma or other equivalent secondary education qualification, which entitles them to admission to higher education institutions in the country in which they graduate,
- b) graduates of a recognized foreign school in other Member States of the European Union

or third countries, which is legally established and operates in Greece, whose qualification entitles them to admission to higher education institutions in the country whose educational curriculum is followed by the said foreign school of graduation, provided that: a) the students and their parents do not have Greek citizenship and b) they have attended at least the last two (2) years of high school with full attendance. Interested persons, provided that they have attended the last two years of high school or a similar school in a foreign country with full attendance, present a high school diploma or other equivalent secondary education qualification that entitles them to admission to higher education institutions in the country in which they graduate (e.g. International Baccalaureate or Senior High School Graduation Certificate (indicative average score: 70% or equivalent)).

The selection criteria for admission are as follows:

- Application/candidate's file
- Secondary Education Certificate
- English Language Certificate
- Letter of Intent
- Two Letters of Recommendation
- Other relevant qualifications
- Interview

Further details regarding proof of English language proficiency can be found at: <https://eastmedstudies.aegean.gr/admission/s/selection-criteria/>

The criteria for evaluating applications and selecting candidates, as well as possible weighting factors for these criteria, are

determined by decision of the Study Programme Committee.

Specific issues regarding the process of submitting the expression of interest application and the necessary supporting documents are defined by decisions of the Study Programme Committee.

The selection of students is made by decision of the Study Programme Committee.

### 3.3 Tuition fees

Participants in the BA Programme "Eastern Mediterranean Studies. Archaeology-History-Culture" pay tuition fees of 4500 euros per year.

### 3.4 Programme overview

The academic year begins the first week of October of each year and ends September 30th of the following year. Each academic year is divided into two academic semesters. All courses are semester- long and include:

- Lectures
- Seminars
- On-site field trips and hands-on tutorials

The completion of the programme requires attendance of a total of 40 courses over eight (8) semesters. Courses are divided into two categories: (a) mandatory and (b) required elective seminar. All mandatory courses are compulsory, while the elective courses include ten seminars to be selected from a list that may change every year.



Several courses may additionally require field trips to museums and archeological sites, accompanied by on-site instruction and participation in archaeological excavations directed by the Department of Mediterranean Studies (DMS) and the local Archaeological Service.

Information on current or prospective course offerings is updated as needed at the end of the spring semester of each academic year. The updates apply, as of the following academic year, to:

- The titles of mandatory and elective courses offered each academic year, along with the instructors' names
- The number of hours per week for each course
- The number of credit units assigned to each course. Each course spans the period of a 13 week- semester and is assigned a number

of credits. Each lecture or seminar is three-hour long and takes place once per week.

### 3.5 Field practice

Certain courses include excavation practice, on-site classes and/or hands-on instruction at the Archaeological Museum of Rhodes as well as on many archaeological sites on the island (e.g. Lindos, Kameiros, the Medieval Town of Rhodes, etc). Special one- or two-day field trips may also be organised as part of specific courses. Extended field trips to major Greek archaeological sites on neighbouring islands and museums (e.g. Kos) may be offered as part of the curriculum. Students may also participate in the Departments archaeological excavation at Kymissala, on Rhodes.

### 3.6 The academic year

The academic year begins within the first week of October each year and ends on September 30th of the following year. It includes two semesters:

The Winter semester. It usually begins within the first week of October and lasts until mid-January of the following year.

The Spring semester. It usually begins at the end of the exam period of the winter semester, around mid-February and ends at the beginning of June.

Every semester includes at least 13 weeks of teaching. The end of each semester marks the beginning of the exam period. Students may be reassessed in the modules of both semesters before the end of the winter semester. Throughout the year, there is a total of 4 weeks of Christmas and Easter holidays.

There is a break of one week between the Winter and Spring semesters.

There are no classes on the following holidays:

October 28 (National holiday)

November 14 (Patron Saint's Day)

November 17 (1973 Students' Uprising)

Christmas Break (2 weeks)

January 30 (The Three Hierarchs Day)

Ash Monday/Beginning of Lent

March 7 (Local holiday)

March 25 (National Holiday)

Easter Break (2 weeks)

May 1 (Labour Day)

Holy Spirit Day (in June, depending on Easter day)

### 3.7 Registration

Registration takes place during the first two weeks of each semester at the Registrar's Office. Students register for 5 courses per semester, a total of 30 credits (ECTS) for each semester from 1 to 8. The typical workload for a full-time student corresponds to 17 instruction hours per week (tutorials and field trips included), in addition to an average of 40 hours of study. An academic advisor is assigned to every student, to assist them with their academic progress.

In each semester, students register for 5 courses. In addition, students are allowed to re-attend courses which were not successfully completed in the semester they originally registered for. Students are not allowed to participate in exams, or earn credits for courses for which they have not registered. Registration for courses taught in semesters 1, 3, 5 and 7 takes place in the Autumn, and for courses taught in semesters 2, 4, 6 and 8 it takes place in Spring.

### 3.8 Teaching methods

Student-focused teaching and learning methods are applied in all subjects. Flexible and innovative learning practices are adopted in response to the diversity of students (e.g. disabled, with specific learning difficulties).

The lecturers choose and combine teaching and learning methods, which aid students to acquire knowledge regarding the general epistemological background, or special areas of interest and specialization. The teaching methods employed are listed below:

- i. Lecture presentation with supervisory material (electronic presentation, electronic material, etc.) with the active participation of students and discussion with the lecturers.
- ii. Assignment of an individual essay on a subject, which requires frequent cooperation between students and lecturers, and considers the specific skills and needs of each student.
- iii. Group assignments (collaborative approach), concerning the study of specific topics, the implementation of projects and the presentation of these to the class. Scientific questions are explored through the student's constant interaction with the lecturer, which encourages his/her independent and critical thinking.
- iv. The conduct of training, study and research in one of the four associated Departmental Laboratories according to the needs and requirements of the course.
- v. Site visits to archaeological sites or museums with the close supervision and guidance of the lecturers.

### 3.9 Attendance and grading

At the beginning of each semester, the instructors provide the syllabus for each course, designate office hours, and communicate their grading policy and course requirements. The topics covered in each course match closely the syllabus in the particular year.

#### Attendance

Lecture and seminar attendance is not obligatory. Students must successfully complete all the course requirements, which

may include mid-term exams, essays or other assignments, and a final exam.

#### Examination periods

There are three examination periods in each academic year starting with the first, after the end of the Winter semester. The second examination period takes place after the end of the Spring semester. The third examination period is set in September, following the Summer break, and is intended for students who failed in the first or second examination period, or who abstained from a final exam. The exact dates for the examination periods are noted in the academic calendar, and the exam schedule is announced on the programme's website a few weeks earlier.

If a student fails to pass one or more courses after the completion of the September examination period, he/she is required to register again and resit the exam for the course(s) in question in the following academic year. Failure in more than three courses in a single semester after the completion of the September examination period requires registration and repetition of the entire semester in the following year (the Winter or the spring semester respectively). Students who fail one or more courses in the Winter semester may still attend the courses of the following Spring semester. All students may be registered for Modern Greek I and II. Registration for any level of Modern Greek III and above requires the successful completion of the immediately previous level or the level before. The maximum period of study for the students of the Programme is the prescribed period of study (four years) with the possibility of an extension of no more than two years.

#### Assessment

The final grade is calculated by the instructor based on each student's overall performance in midterm exams, essays or other assignments, and in the final exam.

The grading policy is communicated by the instructor at the beginning of each semester.

The final grades are posted within a period of fifteen (15) days after the final exam and range in scale from one (1) to ten (10), rounded to the nearest half (½).

A grade of five (5) or higher is required for successful completion of the class. The Grading scale is as follows:

8.50 – 10	Excellent
6.50 – 8.49	Very Good
5 – 6.49	Good
Below 5	Fail

### Written assignment regulation

#### i. General

The students of the University of the Aegean are committed to the original production of assignments, assigned to them during their studies for their evaluation, but also respect for intellectual property rights of the sources they use for their preparation. Students of the University of the Aegean cannot present papers that have been prepared in collaboration with other students as a product of individual creation. The students of the University of the Aegean may not submit new tasks that they have prepared in the past for the fulfilment of new educational requirements.

The students of the University of the Aegean are not allowed, during any examination process, to cooperate with colleagues or third

parties to copy in any form. Use of aids, notes and electronic media can only be done if it has been expressly permitted by the lecturer or the lecturer in charge of the examination process.

#### ii. Basics of text formatting

For writing an essay, the following specifications must be followed:

- The essay must be written in one of the broad word processing programs used. For writing the text
- It is recommended to choose one of the fonts Times New Roman, Arial, or Calibri to avoid technical problems. The recommended font size for the body of the text is 12. Page formatting should follow the portrait orientation with an A4-sized page.
- Paper spacing must be 1.5, and text should be aligned.

#### iii. Citing references and bibliography

- There are several ways/formats for citing references and bibliography bibliographic styles (e.g. Harvard, APA, Chicago style). Lecturers may suggest other ways of citing the bibliography provided that a system is uniformly followed throughout the work.
- Footnotes are numbered and placed at the bottom of the page.
- When maps and/or appendices are cited, the source must be cited.

#### iv. Plagiarism

Students must comply with the following basic rules of ethics.

Copying and reproduction of intellectual material of other authors is not allowed.

Appropriation of sections of published work without citing the relevant bibliographic reference and without the quoted text marked with quotation marks is considered plagiarism.

If the above rules are not respected, then the author of the paper commits the serious academic offence of copying/plagiarism and copyright infringement. The same applies to the copy of a text from online resources. In the event a lecturer detects an extensive similarity with another essay or published work, as well as plagiarism, the essay is rejected. Possible penalties may be imposed by the bodies of the University of the Aegean.

### 3.10 Degree requirements

The degree is conferred upon successful completion of all the following requirements:

1. Enrollment Residence Requirement: Registration in the School and attendance by presence for at least 8 semesters.
2. Mandatory Course Requirement: Successful completion (final grade  $\geq 5$ ) of all required courses, for a total of 240 credit units (ECTS).
3. The Grade Point Average (GPA) is calculated as the mean average of the grades received for each of the courses successfully completed. Overall academic performance is assessed according to the following table.

### 3.11 Degree classification

- |             |           |
|-------------|-----------|
| 5.00 – 6.49 | Good      |
| 6.50 – 8.49 | Very Good |

8.50 – 10.00 Excellent

### 3.12 Interruption of study

Students who have not exceeded the maximum duration of study (12 semesters) have the right to interrupt their studies for a period not exceeding two (2) years.

The student shall submit an application for the interruption of studies to the Secretariat of the Programme, either electronically, via an authorized representative, by mail, in person, or through Citizens Service Center (KEP), for as many semesters, consecutive or not, as they wish, provided they do not exceed four (4) semesters. Student status is suspended during the period of interruption of studies. These semesters are not counted towards the maximum duration of study. Upon the expiration of the suspension, the student returns to regular study status, retaining the rights and obligations they held prior to the suspension.

The student must submit the application for suspension of studies no later than the end of the Department's registration period, except in exceptional circumstances (e.g., serious illness).

The application shall include the requested period of suspension as well as the reasons (e.g., health reasons, force majeure, personal, family, or financial reasons, etc.). The application must be accompanied by all relevant supporting documents issued by competent public authorities or organizations, which prove serious health reasons of the applicant or their relatives up to the second degree of consanguinity, or serious financial reasons, etc. In the event of force majeure or

personal reasons, a statutory declaration under Law 1599/86 may be submitted, describing the reasons, without requiring additional supporting documents.

The suspension of studies requires a decision by the Committee of the Programme.

The revocation of the suspension of studies is possible through the same procedure as above, following an application by the student to the Secretariat of the Programme, without requiring additional supporting documents. In this case, to ensure the uninterrupted continuation of the student's studies upon their return, the termination of the suspension cannot take place in the middle of a semester.

### 3.13 Expulsion

The Committee of the Department, following the suggestion of the Coordinating Committee, may decide to expel students if they:

- have failed the course or courses and have not completed the programme
- exceed the maximum duration of study at the DMS, as defined in the present Regulation, unless there are proven reasons of force majeure (article 42, paragraph 3 of law 4521/18, Government Gazette 38 / 2-3- 2018, τ.Α')
- fall into a misdemeanor that falls under copyright law (Law 2121/1993) while producing their written works
- fail to pay the prescribed tuition fee
- automatically at the request of students

- commit acts that violate disciplinary law or criminal law and after the legal procedure has been followed.

In the event a decision is taken to expel a student from the programme of study, the fees paid are not refunded.

### 3.14 Foreign languages

DMS gives special importance to foreign language learning. Thus, students have to attend modern Greek language courses.

Students of the programme who are native speakers of Greek or have completed their secondary education at a Greek-speaking institution are fully exempted with a grade of ten (10).

Students who have a certificate of proficiency in Greek from the Center for the Greek Language at level B2 and above (provided that the certification has been obtained within the last five years, from the date of application to the PPE), are fully exempted with the corresponding degree grade.

Holders of Greek language proficiency certificates from the Center for Greek Language at a level lower than B2 are exempt from specific courses, as follows:

- a. Holders of level B1: are fully exempted from Greek Language I-VI with the corresponding degree grade and continue with Greek Language VII-VIII
- b. Holders of level A2: are fully exempted, with the corresponding degree grade, from Greek Language I-IV, and continue with Greek Language V-VIII
- c. Holders of level A1: are fully exempted from

Greek Language I-II with the corresponding degree grade and continue with Greek Language III-VII

Students who have a degree in Greek (with or without certification from another recognized institution) will have the opportunity, after an examination conducted by the Department, to be enrolled in one of the Greek Language II-VIII courses, being exempted from the previous semesters with the grade they receive in the placement exam.

### 3.15 Course enrollment

Course enrollment is a condition for the students' participation in each examination period and is done in each academic semester, regardless of previous enrollments in the same courses.

First year students (2<sup>nd</sup> semester) have the right to declare: N+3.

Where N are the courses offered in the second semester of the indicative study programme and 3 courses of any category based on student preference.

Second year students (4<sup>th</sup> semester) have the right to declare: N+3.

Where N are the courses offered in the 4<sup>th</sup> semester of the indicative study programme and 3 courses of any category based on student preference.

Students of the 3<sup>rd</sup> year (6<sup>th</sup> semester) have the right to declare: N+3.

Where N are the courses offered in the semester of the indicative study programme and 3 courses of any category based on student preference.

Students of the 4<sup>th</sup> year (8<sup>th</sup> semester) have the right to declare: N+3

Where N are the offered courses of the 8<sup>th</sup> semester of the indicative study programme and 3 courses of any category based on student preference.

### 3.16 Course evaluation

#### Examination methods

The final grade is calculated by the instructor on the basis of each student's overall performance in midterm exams, essays or other assignments, and in the final exam.

The grading policy is communicated by the instructor at the beginning of each semester.

The final grades are posted within a period of fifteen (15) days after the final exam and range in scale from one (1) to ten (10), rounded to the nearest half ( $\frac{1}{2}$ ).

A grade of five (5) or higher is required for successful completion of the class. The Grading scale is as follows:

8.50 – 10	Excellent
6.50 – 8.49	Very Good
5 – 6.49	Good
Below 5	Fail

Performance evaluation in each course can be carried out in the following ways:

- Final Written exam
- Final Oral exam
- Written assignment/s during the semester
- Written or oral progress or other type

of midterm test

- Combination of two or more of the above methods

Determining the way and the evaluation process for each course is the responsibility of the course instructor.

In case of special educational needs (e.g. dyslexia or other learning difficulty), which have been certified by the appropriate bodies, the possibility of an oral examination or another appropriate form of testing is provided.

In the event of a failed examination of a specific course more than three (3) times, students have the right to be assessed again by a three-member committee of instructors in which the instructor of the specific course does not participate. The student's application is submitted to the Department's Secretariat, within a period of one month from the day of the course grade announcement.

### Grading

The evaluation of performance in all subjects is reflected in the rating scale of numbers from zero (0) to ten (10). Successful attendance of a course requires a minimum grade of five (5), which is the basis of success.

The grade of each course is recorded in the electronic student registry <https://uni-reg.aegean.gr/> within one week, approximately, from the end of each examination period. The exact dates for grade announcement are determined annually by the Institution's academic calendar.

### 3.17 Complaints – suggestions

The University of the Aegean, through its continuous efforts to improve the services provided, offers students the opportunity to express their complaints or suggestions to the Complaints and Suggestions Committee of the Quality Assurance Office. Students can send their suggestions, comments, complaints or recommendations to [complaints@aegean.gr](mailto:complaints@aegean.gr). The Quality Assurance Office collects these messages and responds to the student with information about his/her request.

### 3.18 Secretariat of BA Programme in Eastern Mediterranean Studies. Archaeology, History, Culture

The Secretariat of the BA Programme in Eastern Mediterranean Studies. Archaeology, History, Culture is housed in the building "7th of March" on Dimokratias Street 1, 85132, in the city of Rhodes.

Secretariat staff:

*Ioanna Karakatsani*

Tel.: (+30) 2241099350

Email: [ems\\_sec@aegean.gr](mailto:ems_sec@aegean.gr)

[www.eastmedstudies.aegean.gr](http://www.eastmedstudies.aegean.gr)

## 4. Course distribution & description

(According to Government gazette No 4060/B/28.07.2025)

The following course description is indicative. The number, type and content of the courses of the program of studies, as well as their distribution in semesters, may be adjusted by decision of the appropriate body of the Department for reasons of ensuring its smooth operation. Courses that have 3 Teaching Units correspond to 3 hours of theory per week. The Greek language courses (I-VIII) have 5 Teaching Units, which correspond to 2 hours of theory and 3 hours of practice.

1st SEMESTER				
Code	Course Title	M/E	ECTS	Teaching hrs/week
A-1	Prehistoric archaeology of the eastern Mediterranean	M	6	3
A-2	Ancient Egypt and the Mediterranean world	M	6	3
A-3	Art and society in the ancient Greek world (1100-330 BCE)	M	6	3
A-4	History of the Mediterranean	M	6	3
A-5	Greek I	M	6	5
	total:		30	17

2nd SEMESTER				
Code	Course Title	M/E	ECTS	Teaching hrs/week
B-1	Archaeology of the Byzantine world	M	6	3
B-2	Foragers and farmers in the Eastern Mediterranean	M	6	3
B-3	Ancient Greek Literature: Epic	M	6	3
B-4	Academic and research skills for Humanities	M	6	3
B-5	Greek II	M	6	5
	total:		30	17

3rd SEMESTER				
Code	Course Title	M/E	ECTS	Teaching hrs/week
C-1	Ancient Greek architecture and monumental topography	M	6	3
C-2	Crete in the Bronze Age	M	6	3
C-3	Byzantine art (icons, murals and mosaics)	M	6	3
C-4	Writing systems in the Mediterranean	M	6	3
C-5	Greek III	M	6	5
	total:		30	17

4th SEMESTER				
Code	Course Title	M/E	ECTS	Teaching hrs/week
D-1	The first Crusades (1095-1204)	M	6	3
D-2	Death, Magic and Eternal Life: the Egyptian Paradigm	M	6	3
D-3	History and grammar of South-eastern Mediterranean languages	M	6	3
D-4	Greek mythology	M	6	3
D-5	Greek IV	M	6	5
	total:		30	17

5th SEMESTER				
Code	Course Title	M/E	ECTS	Teaching hrs/week
E-1	Language contact in the history of Greek language	M	6	3
E-2	Early states of Bronze Age Greece	M	6	3
E-3	Phillip and Alexander the Great	M	6	3
E-4	Searching for the Divine in ancient Egypt	M	6	3

E-5	Greek V	M	6	5
		total:	30	17

6th SEMESTER				
Code	Course Title	M/E	ECTS	Teaching hrs/week
F-1	Ancient Greek pottery and vase painting	M	6	3
F-2	Byzantine mosaic pavements in the eastern Mediterranean (3 <sup>rd</sup> – 6 <sup>th</sup> centuries AD)	M	6	3
F-3	Hospitaller Rhodes	M	6	3
F-4	Ancient Egyptian language and script	M	6	3
F-5	Greek VI	M	6	5
		total:	30	17

7th SEMESTER				
Code	Course Title	M/E	ECTS	Teaching hrs/week
G-1	International protection of cultural heritage	M	6	3
G-2	Latins and Franks in the eastern Mediterranean	M	6	3
G-3	Archaeological sciences	M	6	3
S-n*	Seminar*	M	6	3
G-4	Greek VII	M	6	5
		total:	30	17

8th SEMESTER				
Code	Course Title	M/E	ECTS	Teaching hrs/week
H-1	Masterpieces of ancient Greek sculpture	M	6	3
H-2	Island archaeology of prehistoric Cyprus	M	6	3

H-3	Museology	M	6	3
S-n**	Seminar*	M	6	3
H-4	Greek VIII	M	6	5
	total:		30	17

\*Seminars

In the final two semesters certain of the following modules are offered, of which the students are obliged to attend one per semester.

\* n: one of the following

7<sup>th</sup> semester

G-5 Economy and coinage in the Greek world

G-6 Trends and prominent literary figures in 20th century Greek literature

G-7 Gender in prehistoric cultures

G-8 Digital trends in Egyptian archaeology and epigraphy

G-9 Medieval castle towns and the case of Mystras

G-10 Intercultural Communication

\*\* n: one of the following

8<sup>th</sup> semester

H-5 Aspects of Modern Turkish literature

H-6 Redefining archaeology: Technological approaches

H-7 Mediterranean Languages, Societies, Identities

H-8 Rhodes and the Hellenistic world

H-9 Cultural diplomacy in the Mediterranean

The above course description is indicative. The number, type and content of the courses of the programme of studies, as well as their distribution in semesters, may be adjusted by decision of the appropriate body of the Department for reasons of ensuring its smooth operation.

## 5. Learning outcomes

Upon successful completion of the Programme, the graduate will be able to:

- define and understand the historical, political, social and economic context of the ancient world of the eastern Mediterranean from the Paleolithic era to the end of the Byzantine period.
- recognize the artistic production (stonework, ceramics, architecture, sculpture, painting, mosaic, micro-art etc.) of important periods and regions of the ancient world of the eastern Mediterranean from the Palaeolithic era to the Byzantine period, as well as the techniques associated with these arts and classify them.
- realize the importance of the archaeological evidence for the examination of the relations (cultural, commercial, economic), the circulation of goods and ideas, the spread of the arts between societies, regions and people of the Eastern Mediterranean during

antiquity.

- combine elements and characteristics of each ancient society and art, in order to be able to explain phenomena, developments and techniques.
- Critically evaluate in general terms, the evolution of the basic arts of antiquity (stonework, ceramics, architecture, sculpture, painting, mosaic, micro-art etc.) that developed in the ancient world of the eastern Mediterranean from the Paleolithic era up to the Byzantine period.
- Collect, classify, analyze, and interpret archaeological data from the field.
- critically evaluate the archaeological evidence, reconstruct and understand the human past - both the distant and the most recent - through the study of all kinds of material remains of human activity, that is, mobile and immobile objects that have been saved or come to light with the excavations.



## 6. Course descriptions

The detailed courses are posted on the website of the Programme:

<https://eastmedstudies.aegean.gr/programme/programme-of-studies/>

### FIRST SEMESTER

#### A-1 Prehistoric archaeology of the eastern Mediterranean

- History of prehistoric research in the Eastern Mediterranean
- Methods of prehistoric research
- Historical, cultural, political and social context of the Stone Age and of the Bronze Age in the Eastern Mediterranean
- Material culture (architectural remains, movable finds)
- Issues of political, economic and social prehistoric organisation in the Eastern Mediterranean
- Phenomena of cultural diversification of synchronous prehistoric cultures of the Eastern Mediterranean

#### A-2 Ancient Egypt and the Mediterranean world

This course explores the multifaceted relationship between ancient Egypt and the diverse cultures of the Mediterranean basin, from the Early Dynastic period to the end of the Pharaonic era. It examines Egypt not as an isolated civilization, but as a dynamic participant in a globalized network of trade,

diplomacy, and cultural exchange. Through the analysis of archaeological evidence and textual sources, the course investigates the movement of goods, people, and ideas across the 'Great Green' (the Mediterranean), highlighting Egypt's role in the geopolitical landscape of the ancient Near East and the Aegean.

Key topics include the maritime expeditions to Punt and the Levant, the impact of the Hyksos transition, and the strategic importance of the Nile Delta as a gateway for Mediterranean interactions. Particular attention is paid to the 'International Age' of the Late Bronze Age, the diplomatic correspondences of the Amarna Letters, and the subsequent encounters with Minoan, Mycenaean, and Phoenician societies. Furthermore, the course addresses the transformative influence of Greek settlement in Naucratis and the eventual integration of Egypt into the Hellenistic and Roman imperial spheres. By synthesizing historical and material perspectives, students will evaluate how these cross-cultural encounters shaped Egyptian identity and contributed to the foundational traditions of the Mediterranean world.

#### A-3 Art and society in ancient Greek world (1100 – 330 BCE)

- Introduction in classical archaeology
- Historical, political, social and economic context of the period (ca 1100- 330/20 BCE)
- Pottery and vase-painting: techniques and styles - General overview of pottery and vase painting (ca 1100-330/20 BCE)
- Sculpture: techniques and styles

- General overview of sculpture (self-standing and relief sculptures) (ca 1100-330/20 BCE)
- Architecture: building techniques, architectural styles and town planning
- General overview of architecture and town planning (ca 1100-330/20 BCE)

#### A-4 History of the Mediterranean

The subject of the course is the period preceding the heyday of the 5th c. e.g. The two centuries after 750 BC are some of the most interesting in world history. These are the centuries in which Greece is essentially being formed - a period for which we have considerable evidence. The interest of the course will be focused on the geographical area of Attica, which becomes the arena of political developments. The focus of the study is the factors that led to the evolution of the regime until the emergence of democracy. The aim of the course is to investigate the factors that shaped the evolution of regimes in Greece and especially in the region of Attica, in relation to the influence of the wider Mediterranean area. Internal policy factors (rural economy, class system, citizen-state relations) and foreign policy factors (relations with other peoples of the Mediterranean, colonization, trade) will be studied. The period to be studied is from the 8th to the 6th century BC, as this is the period that prepared the ground for the development and consolidation of the democratic system of government.

#### A-5 Greek I

The course is an introduction to the Modern

Greek language that provides students with a solid foundation in the four skills (listening, speaking, reading and writing), both through an understanding of the basic structures of the Greek language, as well as through the cultural context within which Greek is used (CEFR A1.1).

## SECOND SEMESTER

#### B-1 Archaeology of the Byzantine world

The appreciation of early Christian and Byzantine Art as a sublime expression of religious thought and feeling is a comparatively modern phenomenon. The course offers an overview of the religious and secular art which flourished during the eleven centuries of the Byzantine empire (4th–15th c.) in the eastern Mediterranean and in Europe. More particularly, the architecture and the most significant artistic expressions such as monumental painting, icons, illuminated manuscripts, textiles, micro-sculpture and objects of minor art are presented through the examination of major art works which today are housed in some of the most important museums all around the world.

This is an account by a medieval art- historian. These masterpieces are of great importance for the understanding of the close connection between the art of Late Antiquity (2nd–5th c. A.D.) and Byzantine Art. Byzantine art is both static and dynamic: static in the sense that once an image was established it was felt that no improvement was necessary; dynamic in the sense that there was never one style and these styles or modes were constantly

changing.

In parallel, the course focuses on the main stylistic expressions of each period so that the students will be able to recognize the changes in the course of time and to put the art works in their artistic environment.

Furthermore, in the course are presented the major archaeological sites in Greece with Byzantine monuments, the great excavations, and significant finds. Are discussed the historical circumstances under which the excavations took place and valuable data regarding the development of Byzantine archaeology in Greece.

### B-2 Foragers and farmers in the eastern Mediterranean

- History of research and key research questions
- Methods of prehistoric research
- The phenomenon of Neolithisation in the region of the Eastern Mediterranean
- Historical, cultural, political and social context of the Stone Age in the Eastern Mediterranean
- Material culture (architectural remains, movable finds, ecofacts)
- Issues of economic, social and ideological organisation
- Phenomena of cultural diversification
- The Stone Age in the Aegean in relation to neighbouring regions

### B-3 Ancient Greek philology: Epic

The course focuses on the species of the epic and examines their history, sources and reception in antiquity today. During the first half of the semester, a systematic study of the various categories of the epic (heroic, biosophical, religious) is carried out, the sources, the surviving texts, the problems and new approaches to the history of the species are examined. The class then focuses on exploring the epic as a creation of bourgeois literature and examines its relationship to the political and social reality of the 5th century BC.

### B-4 Academic and research skills for humanities

In this course, students, at first, learn the various types of academic texts and the basic principles for academic writing. They learn how to search for the appropriate bibliography, compile it and refer to it in the correct way. How to use the appropriate research methods, according to the objective and scope of their essay. How to structure their papers and use the correct academic language. Particular focus is given on learning what plagiarism is and how to avoid it using the correct citations. With the completion of the course, besides the specific learning outcomes, students should acquire the ability to search, analyze and synthesize data, to use the necessary technologies and to work independently as well as in teams.

### B-5 Greek II

Building on skills acquired in Greek I, this course provides students with the tools to talk

about their routine and learn frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Through numerous activities they will begin to build confidence in using a wider variety of sentence patterns and an expanded vocabulary.

## THIRD SEMESTER

### C-1 Ancient Greek architecture and monumental topography

- Historical, political, social and economic context of the 1<sup>st</sup> millennium BC (ca 1050- 31 BCE)
- Public Architecture
- Temples
- Town planning
- Monumental topography

### C-2 Crete in the Bronze Age

- Key research questions in Minoan archaeology
- Methodological and theoretical approaches to archaeological evidence
- The origins of the Minoan administrative system
- Settlement patterns, architecture and administration
- Issues of political, economic and social organisation
- Material culture (production and

consumption)

- Ideology and funerary practices
- The demise of the palatial system

### C-3 Byzantine art (icons, murals, mosaics)

Byzantine art as the pictorial expression of Byzantine spirituality (theology, literature) and ideology produced in the Byzantine Empire and in major artistic centers after 4th century A.D. until the Fall of Constantinople different artistic forms.

Icons (from the Greek word eikon= image) were painted on wood, but they were also carved in stone, ivory and other materials represent holy figures (saints) or scenes from the Old and the New Testament and were used in the Liturgy and in other ceremonies of were objects of personal devotion. Depictions of the Virgin and Christ Child, Christ, soldier saints, monks, among the most popular subjects, were connected not only with ceremonies and litanies (public processions along streets), but also with other crucial times such as the defending of Constantinople. The Byzantines accorded icons extraordinary, even miraculous powers and they were venerated publicly or individually.

Wall-paintings, with their effective flexibility of the painter's brush, the immediacy of their style, the instructive potential of the representations in the walls combined with the low cost became the most popular expression of Byzantine art, which covers historically and stylistically the development of art from the 6th to the 15th and later in the post-Byzantine period. Artistic centers such as

Thessaloniki, Serbia and North Macedonia, Kastoria, Crete and Mystras are discussed through magnificent churches, monasteries so that students will appreciate the aesthetic values of monumental painting.

Additionally, the mosaics, the most luxurious and demanding artistic expression of Byzantine art which goes back to Hellenistic practices. During the Byzantine period craftsmen used a wide variety of materials that could be turned into tesserae including gold and silver, glass and different kinds of stones. Hagia Sophia and the monastery of Chora (Kariye Camii) in Constantinople, Thessaloniki (Rotunda, St Demetrios, Sts Apostoloi), in Italy, such as St. Vitale in Ravenna, San Marco in Venice, Capella Palatina in Palermo, Daphni in Attica, Nea Moni in Chios and Hosios Loukas in Voiotia are some of the most beautiful examples. Colored tesserae and especially gold in combination with the physical light create optical effects and give a striking likeness of the mosaics.

Students will come in touch with artworks of highly skillful artists who created powerful representations reflecting and promoting the Byzantine society.

#### C-4 Writing systems in the Mediterranean

This course explores the development, diffusion, and use of writing systems in the Mediterranean world from antiquity to the modern period. It examines writing not only as a technical system of representation, but also as a cultural, social, and political practice shaped by contact, transmission, and adaptation. The course focuses on major Mediterranean writing systems (e.g.

cuneiform, Egyptian scripts, Phoenician, Greek, Latin, and related alphabets), tracing their historical relationships, patterns of borrowing, and processes of adaptation across languages and societies. Particular attention is paid to the role of writing systems in administration, law, religion, trade, and cultural exchange, as well as to the impact of multilingual and multicultural settings. Through comparative case studies, students analyze how writing systems spread, interacted, and acquired new functions in different historical contexts, highlighting the dynamics of cultural contact in the Mediterranean.

#### C-5 Greek III

Building on skills acquired in Greek II, this course, provides the students with the tools to talk about past events, future plans, and further expand vocabulary in Modern Greek. At this level, students are typically expected to be able to: understand the general meaning of simple conversations, express themselves in writing in a simple way but clearly, respond in a simple way to everyday situations that cover a wide range of language functions, describe in simple terms aspects of their background or their immediate environment and talk about routine matters of immediate need (CEFR A1.3).

### FOURTH SEMESTER

#### D-1 The First Crusades (1095-1204)

This course will focus on the first four crusades. It aims to introduce students to some of their major themes associated with the crusades, as well as their evolution from

the late eleventh to the early thirteenth century. The themes will include topics such as management, legitimacy, criticism of the crusades both within and outside of Christendom, the background of the participants, warfare, the crusader states, as well as the legacy of the crusades. The course will also consider some key expeditions, from the conquest of Jerusalem to the Latin conquest of Constantinople in 1204.

- Causes and origins of the Crusades
- The First Crusade
- The Second Crusade
- The Third Crusade
- The Fourth Crusade
- The development of the Crusader States
- The Military Orders
- Islamic responses to the Crusades
- The legacy of the Crusades

#### D-2 Death, magic and eternal life: The Egyptian paradigm

This course examines the key aspects of mortuary ideology in pharaonic Egypt through the analysis of major archaeological, iconographic, and textual sources. Particular emphasis is placed on royal monumental architecture, including tombs and afterlife temple complexes (such as archaic mastabas, pyramid complexes, and rock-cut tombs in the Valley of the Kings), as well as on the diverse expressions of Egyptian mortuary art in both royal and non-royal contexts.

The course emphasizes the use of primary

evidence (archaeological, visual, and textual) to develop an understanding of the various classes of funerary objects produced in ancient Egypt and the insights they provide into Egyptian perceptions of material culture. Students will also gain familiarity with the principal types of ancient Egyptian objects commonly encountered in museums and archaeological contexts.

#### D-3 History and grammar of south-eastern Mediterranean languages

This course offers a brief overview of the languages that are spoken in the area of the South-Eastern Mediterranean. The presentation mainly focuses on Turkish, Arabic and Hebrew, with particular emphasis on the diachrony and the typological features of the three languages. With regard to the diachrony, the main aspects that are discussed throughout the course are the historical, social and cultural factors that played a role in the evolution of these languages, as well as issues regarding their genealogical history and classification (e.g. the debate about whether Turkic languages should be grouped together with Altaic or Uralo-Altaic languages). With respect to the typological description, the students are presented with the main phonological, morphological and syntactic aspects of the grammatical systems of these languages. Moreover, they learn how to use methods and tools from theoretical and comparative linguistics in order to analyze language data, to identify structural similarities and differences in the languages under investigation, and to draw conclusions about whether the attested commonalities are attributed to genealogical relationship,

language contact or universal language tendencies. The teaching will involve interactive exercises that will help students acquire a deeper understanding of the language structures in question.

#### D-4 Greek mythology

Myth is a complex cultural phenomenon that can be approached from a number of viewpoints. In general, myth is a narrative that describes and portrays in symbolic language the origin of the basic elements and assumptions of a culture. Mythic narrative relates, for example, how the world began, how humans and animals were created, and how certain customs, gestures, or forms of human activities originated. Because of the all-encompassing nature of myth, however, it can illuminate many aspects of individual and cultural life.

The course introduces the student to the principles of Greek mythology and the most notable stories of mortals, immortals and demigods of the Greeks. Topics include, Origins and development of myths, Interpretative Schools of mythology, Principal gods, Mythological Monsters, Heroes, Myths in Performance, Political use and abuse of Mythology.

#### D-5 Greek IV

Building on skills acquired in Greek III, this course aims at enhancing the students' conversational skills as well as improving their ability to narrate and express opinion. It also provides students with opportunities to grow as independent readers and express

themselves more creatively in writing (CEFR A2.1).

## FIFTH SEMESTER

#### E-1 Language contact in the history of Greek language

This course examines the historical development of the Greek language from its earliest attestations to the formation of the modern Greek state, with a focus on language contact, borrowing, and cultural interaction. Drawing on historical and contact linguistics, it explores how interaction with other languages shaped Greek across different periods. Emphasis is placed on borrowing phenomena, directionality of influence, and the sociopolitical conditions of contact.

#### E-2 Early states of Bronze Age Greece

- Key research questions in Mycenaean archaeology
- Analytical methods and interpretative approaches to archaeological evidence
- The origins of Mycenaean culture
- Palatial system and administration
- Issues of political, economic and social organization
- Material culture (architectural remains and finds)
- Ideology and funerary practices
- Phenomena of cultural diversification
- International networks
- The collapse of Mycenaean palaces

### E-3 Philip and Alexander the Great

Philip's contribution to the political and historical course of Greece is undeniably great, even though it seems to pale in comparison to the greatness of the exploits of his son Alexander. Philip is responsible for the political unification of the city-states in Greek territory, the organization of the army and the administrative apparatus, and the initiation of the campaign against Asia. Alexander continued his father's work, passing from history to legend, through successive successes in the military and cultural fields. The administrative organization of the new empire is still being studied, as well as Alexander's conflicts with his collaborators. Finally, there is an assessment of the cultural legacy of Alexander the Great in the cultures that admired him.

### E-4 Searching for the divine in ancient Egypt

This course investigates the complex avenues through which the ancient Egyptians sought to encounter and understand the divine. Moving beyond the formal structures of state religion, it explores the concept of personal piety and the individual's direct relationship with the gods. It examines the theological frameworks that defined the nature of the divine—ranging from the “One and the Many” to the solar monotheism of the Amarna period—and analyzes how the divine was perceived to manifest in the natural world, in sacred animals, and within the human sphere.

The course delves into the mechanisms of communication between the human and the

supernatural, including oracular consultations, dream interpretation, and the use of magic (heka) as a legitimate religious tool for divine mediation. Students will explore the topography of the sacred, from the “hidden” spaces of monumental temples to the domestic shrines of Deir el-Medina, examining how ritual performance and prayer facilitated a sense of divine presence. Furthermore, the course addresses the search for transcendence through funerary transformation, where the deceased sought to achieve a divine state in the afterlife. By synthesizing hymnology, archaeological remains, and philosophical inquiry, the course offers a profound look at the Egyptian quest for meaning within a cosmos governed by Maat.

### E-5 Greek V

Building on skills acquired in Greek IV, aims at enhancing students' conversational skills as well as improving their ability to narrate and express opinion. It also provides them with opportunities to grow as an independent reader and express yourself creatively in writing (CEFR A2.2).

## SIXTH SEMESTER

### F-1 Ancient Greek pottery and vase painting

- Historical, political, social and economic context of the period (ca 1100-500 BCE)
- Techniques of Pottery

- Vase painting techniques
- Vase-painting of the archaic period
- Vase-painting of the classical period
- Attic black-figure and red-figure styles

## F-2 Byzantine mosaic pavements in the eastern Mediterranean (3rd – 6th century AD)

The Dodecanese islands, because of their geographical position among cities and regions that were great artistic centres (Minor Asia, Constantinople) accepted influences and met high expressions of the aesthetic trends in the production of mosaic pavements. Dodecanese presents a rich and flourishing production of mosaics which combine and incorporate different iconographic idioms from the Hellenistic and Roman tradition. These artistic features are transformed according to the new Christian notions. In the Dodecanese mosaic pavements as a rule the geometrical elements dominate the human and animal figures. However, in some islands such as Kalymnos and Kos a free arrangement of human and animal scenes is observed. These mosaics are indicative of the special relationships of the area under discussion with the eastern provinces of the state. These motifs in arrangement create the motif of “figure carpets” which are common after the middle of the 5th century. Also, another mosaic with anthropomorphic decoration in Symi (camel herdsman) brings the Dodecanese mosaics closer to those of the East. Other iconographic motifs are more closely to mosaics from Syria and SE Asia Minor. The geometrical patterns in Early Byzantine basilicas are indicative of the relationships with the mosaics of SE

Mediterranean (mainly Syria, Palestine Lebanon and Cyprus). Furthermore, it should be mentioned that some mosaics from Dodecanese are resemblant to mosaics from the northern areas of E. Illyricum and from Nikopolis. This diaspora of the artistic relations shows the activity of workshops and mosaicist who are travelling not only in big regions of Eastern Mediterranean but also in the insular Greece.

## F-3 Hospitaller Rhodes

The Knights Hospitaller was one of the military- religious orders that developed after the First Crusade of 1095. They were based at first in Jerusalem, then Acre, Cyprus, Rhodes and finally Malta. After the fall of Acre in 1291, they were the only military-religious order to still be based in the eastern Mediterranean. This course focuses on the Rhodian phase of their existence (1306-1522), considering themes such as their conquest and settlement of Rhodes, society, economy and politics under the Hospitallers, which will include interaction with the local community. It also assesses the changing situation from the mid-fifteenth century, with the increasing threat from both Mamluks and Ottomans and improvements to the defensive structures in preparation for an attack. The other islands under Hospitaller control in the eastern Aegean will also be considered.

- The Hospitallers before 1306
- Rhodes’ Byzantine background
- Settlement
- Administration
- Defence

- Economy and Society
- Religious and cultural life
- Town and Country
- Aegean islands under Hospitaller control

#### F-4 Ancient Egyptian language and script

This course offers a foundational introduction to the stage in the development of the Egyptian language known as “Middle Egyptian” (used as a vernacular c. 2300–1700 BCE and as a literary language c. 2200–1350 BCE). It is designed to introduce students to the reading of extended hieroglyphic texts and to develop their skills in the analysis and interpretation of ancient Egyptian sources. Selected texts in translation will also be studied to provide broader cultural and historical context.

The course covers the following topics: the origins, development, and decipherment of the hieroglyphic writing system; basic principles of the Egyptian language; hieroglyphic signs (morphology, reading strategies, and transliteration); personal names, identity, and characterization; the verbal system; royal titulary; the language of funerary texts (votive formulae and tomb inscriptions); the language of cult and magic; and the fundamentals of epigraphy and palaeography.

#### F-5 Greek VI

Building on skills acquired in Greek V, this course aims at further enhancing the students’ conversational and writing skills. At

this level, students are typically expected to be able to: deal with most situations likely to arise while travelling in an area where the language is spoken, can produce simple connected text on topics that are familiar or of personal interest, can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans (CEFR A2.3).

## SEVENTH SEMESTER

### G-1 International protection of cultural heritage

The course will examine the legal, institutional, and political frameworks governing the protection of cultural heritage at the international level. It will explore the development of international cultural heritage law, focusing on key institutions, relevant legal instruments, case law, and contemporary challenges including armed conflict, illicit trafficking, restitution, colonial legacies, climate change, and digitization. In the above framework, the course will focus successively on

- the sources of international law protection of cultural heritage and international law
- the definition and of particularities of the international protection of tangible Intangible cultural heritage
- the World Heritage System (Concept of “Outstanding Universal Value”; World Heritage Committee; Listing and monitoring procedures)
- the international responses to illicit trafficking of cultural property (black markets

and conflict antiquities; due diligence obligations when acquiring cultural heritage items; role of museums and collectors)

- issues of restitution and repatriation of cultural heritage items (e.g. colonial takings, looting, theft); - the protection of cultural property in armed conflict (Hague Conventions system)
- the protection and governance of underwater cultural heritage
- the regional protection regimes, including the relevant Council of Europe Conventions, EU cultural policy as well as African and Inter-American instruments
- Cultural Heritage and Human Rights, as the right of citizens to access and participate in that heritage, religious heritage protection as well as minority rights and rights of indigenous peoples
- Challenges to cultural heritage due to climate change, management and resilience of cultural heritage sites and museums
- Digitization, artificial intelligence and world cultural heritage, including protection in cyberspace

## G-2 Latins and Franks in the eastern Mediterranean

This course complements those on 'The First Crusades' and 'Hospitaller Rhodes', while expanding the chronology into the early modern period. The focus will be on

- the crusader kingdoms in the Levant (1204-1291)
- Frankish and Venetian Cyprus (1191-1571) and

- Latins and Franks in the Aegean (1204-1669)

- The course will explore the reasons for the gradual decline of the crusader kingdoms during the thirteenth century, the administration of Lusignan and Venetian Cyprus, and the emergence and decline of Latin powers in the Aegean, including Venetian Crete.

## G-3 Archaeological Sciences

- Archaeometry-archaeological sciences (historical review, definition, examples).

- Absolute & relative methods of dating.

- Archaeological materials- Geological materials (similarities, differences).

- Dating techniques (Luminescence Dating, Radiocarbon dating (C-14), Tree ring dating (dendrochronology) and a brief review on other dating methods, amino acid, U-Th, obsidian hydration, archaeomagnetism, Lead-210).

- Surface rock luminescence dating techniques

- Brief report on physical methods of analysis (XRF, Neutron activation analysis, atomic absorption, ICP-MS, SIMS, LIBS, XRD, PLM)

- Archaeoastronomy & impact on ancient cultures.

- Archaeo-geophysical prospection (magnetometer, electrometer, georadar, sonars, air photography/IR/Satellite)

- Case Studies: Santorini eruption & Minoan decline, locating ancient Helike, Turin

shroud, Obsidian & ceramic trade).

#### G-4 Greek VII

Greek VII builds on skills acquired in first and second year Greek. It is a thematic exploration of Greek culture at the intermediate level. Through a combination of movies, songs, poems and newspapers, it exposes students to aspects of traditional and pop Greek culture as well as to important current issues. At this level, students are typically expected to be able to: understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization, interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party, produce clear, detailed texts on a wide range of subjects and explain a viewpoint giving the advantages and disadvantages of various options.

### EIGHTH SEMESTER

#### H-1 Masterpieces of ancient Greek sculpture

- Historical, political, social and economic context of the period (ca 700-31 BCE)
- Techniques of sculpture, styles in sculpture, categories of sculptures (self-standing, relief and architectural sculptures etc)
- Styles and artefacts of the Archaic Period
- Styles and artefacts of the Classical Period
- Styles and artefacts of the Hellenistic Period

#### H-2 Island Archaeology of prehistoric Cyprus

- Methods of prehistoric research and approaches to the prehistoric archaeology of Cyprus (island archaeology)
- Historical, political, economic and social context of the Stone Age and of the Bronze Age
- The significance of Cyprus for the understanding of settlement and subsistence economy in the Stone Age
- Material culture (architectural remains and archaeological finds)
- Cultural practices
- Issues of political, economic, social, and ideological organisation
- The position of prehistoric Cyprus in the “international” metal trade
- The significance of Cyprus’ insularity in the shaping of its cultural identity

#### H-3 Museology

Museology introduces the basic principles of museum studies. Types of Museums, presentation of exposed objects, new technologies (multimedia, virtual reality, 3D images), ways of exposition, and protection of artifacts, factors affecting museum objects (humidity, temperature, lighting, vibrations, atmosphere), susceptibility of organic and inorganic objects to climatological factors and burial contexts, ways to offer first aid to freshly excavated materials, subsequent preservation techniques. Particular emphasis on susceptible materials (wood, textile, organic residues) but on inorganic materials too

(metals, ceramics, lithics) from systematic and rescue excavations. Case studies. Current state-of-the-art Unesco convention of protection of underwater cultural heritage.

#### H-4 Greek VIII

Building on skills acquired in Greek VII, this course continues the thematic exploration of Greek culture at the intermediate level. By the end of this semester, you will be able to participate in most conversations employing common idiomatic language and express your opinion and arguments with clarity and fluency. At this level, students are typically expected to be able to: understand a wide range of demanding, longer texts, and detect both the implicit meaning and subtle conceptual nuances, express themselves fluently and spontaneously using language flexibly and effectively for social, academic, and professional purposes, produce clear, detailed, and well-structured texts on complex topics, showing controlled use of organizational patterns, connectors, and cohesive devices.

### SEMINAR COURSES

#### G-5 Economy and coinage in the Greek world

- Pre-monetary units in the Mediterranean
- The invention of coinage
- Characteristics of the coinage
- The evolution of coinage in the Greek and Roman world from archaic to Late Roman period

- The production of major Greek and Roman mints (ie. Lydian and Ionian mints, Aegina, Corinth, Athens, mints of Macedonia, Peloponnese, Crete, Dodecanese, Magna Graecia, issues of Alexander the Great, Ptolemies, Roman imperial and provincial coinages etc.)

- The relation of coins to local history, art and culture in general

- Coinage as archaeological evidence and historical source

#### G-6 Trends and prominent literary figures in 20th century Greek literature

This course is an introduction to 20th century Greek Literature. It aims to give an insight into the world of Greek Literature, beginning with the period of late 19th Century. The main goal of the course is (a) to present the main Schools in Modern Greek Literature (The Generation of the '30s, The Postwar Literature [1945-1967] etc.), (b) to present the most prominent literary figures of the 20th Century as well as to refer and to examine notable works of the era.

#### G-7 Gender in prehistoric cultures

The course aims to familiarise students with the field of Gender Archaeology, which examines ancient societies in the light of analysis of gender roles as they are detected in the archaeological record. The study of gender identity, gender roles and relationships contribute crucially to the advancement of the discipline of Archaeology: on the one hand it presupposes the critical reflection of older interpretations, and on the other hand it

contributes to a broader understanding of the social and economic organisation of ancient societies, as gender intersects with all domains of life. The course covers issues of theory and methodology which relate to the study of gender in ancient societies. Furthermore, thematically the course focuses on the theoretical and methodological approach applied in Gender Archaeology, as well as on specific areas of prehistoric culture (e.g., production, social organisation, ideology, etc.), which are examined with reference to archaeological examples from the prehistoric Eastern Mediterranean

#### G-8 Digital trends in Egyptian archaeology and epigraphy

This course provides a comprehensive overview of the transformative impact of digital technologies on the study of ancient Egypt, focusing on the evolving methodologies of archaeology and epigraphy. It examines the integration of advanced computational tools, such as Geographic Information Systems (GIS), photogrammetry, and 3D laser scanning, in the documentation and spatial analysis of Egyptian landscapes and monuments. Special emphasis is placed on digital epigraphy, exploring the transition from traditional facsimile drawing to high-resolution digital imaging and vector-based recording techniques. The course addresses the challenges and opportunities of Open Access databases, Digital Humanities (DH) frameworks, and the use of Linked Open Data in managing vast datasets of hieroglyphic inscriptions and archaeological finds. Furthermore, students will explore the role of virtual and augmented reality (VR/AR) in the

preservation and public presentation of Egyptian cultural heritage. By analyzing case studies of ongoing digital missions, the course evaluates how digital mediation shapes our contemporary understanding of the 'digital afterlife' of ancient Egyptian material culture, fostering a critical dialogue between traditional Egyptological expertise and modern technological innovation.

#### G-9 Medieval castle town and the case of Mystras

The Castle-town of Mystras founded after the reacquisition of Constantinople by the Byzantines in 1261 and was the political and cultural centre in Greece in the last two centuries of the Byzantine Empire. The settlement of Mystras was one of the largest of the Late Byzantine period. It represents the capital (Constantinople), implements and enforces the official policy of the Byzantine emperor. During the period of the Ottoman Rule Mystras developed into an important centre for the production of wool and mainly silk. During the first part of the 15th century Mystra became the most important centre of Greek philosophy (Georgios Gemistos or Plethon). Great moments of History took place in the beautiful castle-town of Mystras with the imperial monasteries and churches. Accordingly, Mystras became the most important administrative, spiritual and artistic centre during the last phase of Byzantium and up until today preserves some of the most beautiful examples of monumental architecture and painting. The patrons who lived in Mystras and the interrelation between their personal life and patronage, as the example of the couple of the ruler Manuel

Kantakouzenos and the Frankish princess Isabella de Lusignan in the monastery of Panagia Perivleptos reflect the relationship of identity and art. Manuel and Isabella inaugurated a period of friendly relations with the Franks. Furthermore, in the monastery of Pantanassa (1430 c.) the patron in the dedicatory inscription is praying for the salvation of his soul. Prominent members of the aristocracy and of the administrative or ecclesiastical hierarchy were buried in the narthexes of churches, in porticos and in chapels. The wall-paintings of Panagia Hodegetria offer invaluable information as to the appearance of aristocrats of Mystras during the fourteenth century. Focusing on the utilization of the historical sources and archaeological remains, history and art are examined in parallel so that students are able to understand how the political and the historical environment affected the cultural production of the Byzantine Mystras.

#### G-10 Intercultural communication

This course introduces students to the principles of intercultural communication. Conceptualization and analysis are done at several levels (e.g. national, regional/local, organizational/corporate, group, individual). Various cross-cultural models and dimensions of culture are examined. The course also focuses on the reasons and ways in which stereotypes and prejudices are created and therefore lead to (negative) discrimination resulting in the marginalization and alienation of certain ethnic and cultural groups. The notions of culture shock and cultural adaptation are also discussed. Students become aware of the impact of both verbal

and non-verbal communication. They are encouraged to reflect critically upon the influence of their own culture on how they view themselves and others. They are invited to consider the implications of intercultural theories for real world contexts (e.g. professional, academic, national, personal). Finally, emphasis is placed on how they can cultivate their intercultural competence.

#### H-5 Aspects of modern Turkish literature

This course is a survey of Modern Turkish Literature. It aims to give an insight into the world of Turkish Literature, beginning with the period of Tanzimat. The main goal of the course is to introduce the structural changes in Turkish literature after the phenomenon of westernization and to present the most prominent literary figures of the 20th Century.

#### H-6 Redefining archaeology: Technological approaches

The course includes familiarizing students at a theoretical and, where possible, practical level, with the instrumentation for the identification of an archaeological site (resistometer, magnetometer), for provenance studies (microscopic analyses, optical polarizing microscope, fluorescence X-rays) and orientation of monuments, the dating of archaeological materials, sampling and processing of samples for analysis, as well as applications of new technologies in archaeology (diagnostic and imaging techniques, GIS, photogrammetry, virtual reality, 3D digitization of cultural heritage, multimedia technologies, methods for reading erased texts, etc.)

## H-7 Mediterranean languages, societies, identities

This course discusses the social dimensions of language and bilingual communication. It presents seminal sociolinguistic paradigms and methodological choices within sociolinguistic and ethnographic research. It also presents topics on the analysis of bilingual competence and discourse and on parameters of identity such as gender, age and ethnicity based on the analysis of multilingual conversations. Moreover, the course introduces the student to the study of the languages of the South-Eastern Mediterranean. Emphasis is put on the historical and cultural backgrounds and on the typological features of the Turkic and Semitic languages, as well as on issues of language contact with Greek.

## H-8 Rhodes and the Hellenistic world

The visitor to the island of Rhodes today will be surprised at the importance given to the image of Rhodes during the Byzantine and medieval times. Rhodes' impressive ruins from those periods, which still live on in the medieval city (the Old Town, as it is known to the locals) help cultivate this interest.

However, the heyday of Rhodes was during the Hellenistic period (during the reign and after the death of Alexander the Great). The purpose of this course is to introduce students to the brilliant military, political and cultural superiority of Hellenistic Rhodes. The subject of study is the relationship of Rhodes with Egypt and Macedonia, the wars of the successors of Alexander the Great, the special economy and politics of the island, the insurmountable spiritual and cultural development of Rhodes and the wars that led to the construction of the colossus of Rhodes

## H-9 Cultural diplomacy in the Mediterranean

The course will analyse cultural diplomacy as a strategic, political, and social practice in the Mediterranean region. The Mediterranean has historically functioned as a space of exchange, conflict, coexistence, and cultural circulation. From imperial networks to contemporary soft power strategies, the course examines how states, cities, institutions, and non-state actors deploy culture to shape regional influence, dialogue, and identity. Special focus will be placed on European–North African relations, heritage politics, migration, religion, cultural memory, and contemporary geopolitical tensions.

## 10. Academic Coaching

The Academic Studies Advisor (ASA) shall mediate in the following matters:

1. Supports the more effective transition of students from secondary to higher education, especially in the case of first-year students.
2. Provides information on the general operation of the Department's Undergraduate Curriculum, the organization of the Department's Study Guide, the infrastructure offered, the laboratory structures and the possibility for students to participate in laboratory activities and in research projects developed in the Department.
3. Informs about the services offered by the University of the Aegean to its students for the support of their studies.
4. Encourages their participation in the exercises and tutorials offered, in order to support their progress in their courses in the best possible way, as well as for the systematic cooperation with the Faculty Members both in the context of teaching and research activities and in the preparation and writing of assignments.
5. Provides support to identify the optimal combinations of courses within the offered Curriculum, so that they can choose the most appropriate courses according to their personal interests, skills, and abilities.
6. Monitors the students academic

progress during the guidance period. In order to ensure the smooth completion of the study programme, the ASA provides support to students in the event of any problems arising either from poor attendance or from assessment results in individual courses, which may constitute an obstacle to the smooth progression of their studies.

7. Provides support for the formulation of the individual planning of students with regard to both the continuation of their studies at postgraduate and doctoral level and their professional development, based on their interests, and informs them about the postgraduate programmes offered in the Department and the professional opportunities they may have as graduates of the Department.

In the exercise of his/her responsibilities, the ASA shall cooperate with the President, the Faculty Members, and the staff of the Department in order to settle issues arising in the exercise of his/her responsibilities.

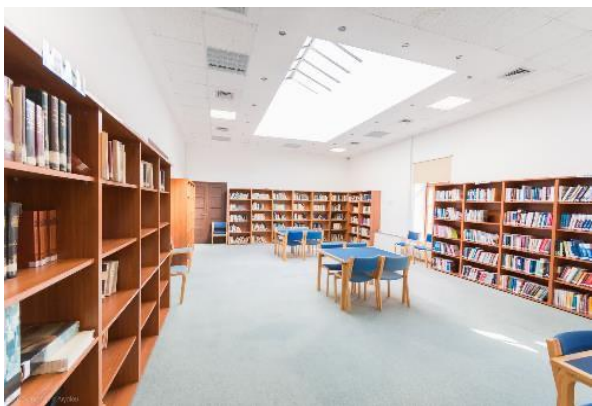
The ASA prepares an annual report on the flow of the process and any problems/malfunctions raised by the students concerning the functioning of the Department/Institution. The report is submitted to the Undergraduate Study Programme Committee and to the Internal Evaluation Group (IEG) which, at the end of each academic year, jointly recommend to the Departmental Assembly proposals for the management of the problems.

The ASA creates a list of the institutional e-mail addresses of the students for whom he/she is responsible within his/her area of

responsibility and arranges communication with them (either in person, by telephone or online). In addition, complementary to posting the hours of collaboration on the Department's website, he/she shall also indicate them on his/her Notice Board. The meetings may be held both individually, with each student, and in groups, to discuss issues of common interest.

## 10. The Library

The Rhodes Library Branch has been in operation since 1986, opening concurrently with the university's Pedagogical Department. Located in the city of Rhodes, it occupies 454 sq.m. of the first floor of the 'Kleovoulos' building, which dates to the Italian era, and includes three main areas and two staff offices.



The main area serves as a reception and service desk. It features both open and closed-stack libraries, a display of current Greek and foreign journals, six search terminals, and lockers for visitors' personal items.

Occupying a third of the branch's total floor space, the second area houses a 56-seat reading room. This section also holds the Pedagogical Academy of Rhodes legacy

collection, alongside textbooks distributed via the Ministry of Education's 'EUDOXUS' programme.

The third area is dedicated to the Krikoni collection and the archive of Greek and foreign periodicals.

The collection of the Rhodes Library Branch consists of 30,000 book titles (in Greek and foreign languages) and 350 subscriptions to Greek and foreign journals.

The branch also features Grey Literature produced by the University's Rhodes-based departments, alongside EUDOXUS programme textbooks. Additionally, it houses various special collections, including reference works (encyclopedias and dictionaries), faculty notes, and audiovisual materials.

The collection is organized according to international classification and cataloging standards. Users can search the local holdings or the unified catalog of all six University of the Aegean library branches. Additionally, the library provides access to an extensive range of electronic databases and journals.

The collection focuses on the academic disciplines of the University's Rhodes-based departments, complemented by an extensive range of general interest titles.

The Rhodes Library branch offers the following services:

- Circulation Services (Borrowing, Reservations, Renewals)
- Interlibrary Loans (inter-branch and external loans)
- Document Delivery (Journal article request)
- On-site study areas

- Reproduction Services (books, journals, digital media)
- EUDOXUS Management (borrowing, returning, distributing EUDOXUS textbooks)
- User Support and Training

The branch's primary mission is to support the academic and research needs of the University community, including students, faculty, researchers, and administrative staff.

At the same time, the branch is open to the citizens of the island and visitors in general.

Beyond the traditional functions of an academic library in supporting education and research, the branch draws upon the region's rich intellectual and cultural history. Its mission extends to the preservation and promotion of the Aegean's unique cultural heritage.

Furthermore, the Library aims to bridge the geographical divide of the Aegean islands by providing state-of-the-art information services. Its goal is to establish itself as a premier information hub, serving not only the University community but the entire Aegean region.

Hours: Monday - Friday: 7:30 - 20:00

Website: <http://www.lib.aegean.gr>

Address: Kleovoulos Building / Demokratias 1  
85132 Rhodes

Phone: 22410 99030

E-mail: [lib-rhodes@aegean.gr](mailto:lib-rhodes@aegean.gr)

## 11. Liaison office

The Liaison Office (Government Gazette

5897/-B-31.12.2020) provides its services to the students and the graduates of the University of the Aegean, aiming at networking the University's academic community with the marketplace and the business world in general.

In particular, the Liaison Office supports the following objectives and services:

- The organization and establishment of informative and vocational activities.
- The deployment of an integrated informational system, enabling students' and graduates' tracking. Through it, data will be automatically collected and transferred on an annual basis to the Quality Data Management System of the Hellenic Authority for Higher Education.
- The realization of students' and graduates' tracking mechanism.
- The implementing of students' and graduates' counselling for academic and professional development
- The monitoring of quantitative and qualitative indicators for graduates' professional rehabilitation. The publicity of Liaison Office respective activities (e.g. Career Days, networking with other settings for the promotion of the employment).

The establishment of the Liaison Office constitutes an important parameter of the Institution's strategy for enhancing the quality assurance of its work and its reputation.

## 11. The IT Center

The IT Center serves the telecommunication, networking and teaching needs of the Faculty Departments. In the context of serving these needs, the IT Center provides support to the students with the installation and support of software, the development and support of telecommunication and network connections and the proper functioning of the equipment.

In the Faculty building there are rooms equipped with computers, which are used by the students for the following purposes:

- o Courses of the curriculum which require the use of computers.
- o Free use by students for assignment preparation.
- o General use of the services provided, such as e-mail and internet access.

The Department has its own website on the internet at <http://dms.aegean.gr/>

The visitor of the site is able to (among other things):

- o Gather information about the DMS.
- o Do a bibliographic search in the library of the Faculty and the University.
- o Find information about conferences, seminars and events organized by the Department.

## 12. Student Welfare

### Housing – Student meals

The University does not provide accommodation. All incoming students need

to make accommodation arrangements in Rhodes prior to their arrival.

The University restaurant in Rhodes' campus operates daily including weekends and holidays. Registered students have access to three meals a day (breakfast, lunch and dinner) for 2,70 euros per day.

Meals are provided throughout the academic year (Sept 1 - June 30), except during the Christmas and Easter breaks.

### Healthcare

Before enrolling in the programme, all students must secure comprehensive private health insurance. For students originating from EU member states, the European Health Insurance Card (EHIC) is fully accepted as proof of adequate health coverage.

## 13. International Educational Exchanges

The Erasmus+ European and International Mobility Programmes allow the student population and both the teaching and administrative staff to move across Europe and the world, to study, to teach, to train, to work within the framework of the internship. They have the opportunity to get to know the academic culture and educational systems of different Universities, to gain intercultural experiences, to exchange knowledge, practices, perceptions, to talk to various people, visit different countries, to travel, to link University life with new horizons.

Information: Department of International Academic Programmes and Other Educational Activities / Erasmus+ Office,

University Hill, Administration Building,  
81100, Mytilene, Greece. Website:  
<http://erasmus.aegean.gr/el/>

Academic responsible for DMS: Professor  
Panagiotis Kousoulis

## 14. Students' Association

In every Department of the University of the Aegean, the community of students is represented through their Associations. Students' Associations are the institution through which students are represented in an orderly way and the "fields" where political, social, cultural issues are discussed and where actions/interventions are organized for a series of issues concerning studies and the improvement of students' quality of life.

The General Assembly is the decisive body of Students' Associations. The highest possible participation in General Assemblies safeguards the highest democratic representation of the opinions/ views of students' communities. The active participation of students, the elaboration of views, ideas, and proposals in a creative and critical spirit in order to make joint decisions about how to manage issues regarding the community of students is a precondition.

## 15. Cultural Groups

With the initiative of students and other members of the academic community, a multitude of students' groups/societies have been created in the UAegean. Students groups are the nucleus of life and culture for both the University and the local communities of the islands where the University is located.

Student portals have also been set up to provide useful information and communication opportunities. These channels provide students the opportunity to participate in groups involved with dance, theatre, music and multiple other activities framing the development of actions and initiatives based on their interests.

Several student groups are active at the Rhodes Campus and they are addressed to the students of all Departments of the Faculty of Humanities. The groups are:

- Theater group
- Cinema group
- "Escàpula" radio station
- Tango dance group
- Latin dance group
- "CORPUS MUSICAE" choir
- Fitness froup
- "Philopaignones" Artistic - pedagogical group
- Self-defense and martial arts group

## 16. Counseling Centre

The University of the Aegean, constantly aiming to support the members of the University community and especially its students to complete their studies smoothly, tries to provide multiple services among them the psychosocial care services.

Within this framework, the "Network of Counseling and Psychological Support Centres" with its administrative headquarters in Mytilini, was established by decision of the Senate No. 17 on the date of 04.06.2008. The Network, through the establishment of 6 branches in its respective units, provides the

students with counseling services and primary psychosocial support, as well as the employees at the University and the local community and moreover handles educational needs and research programs in collaboration with other agencies, in matters of psychosocial needs, clinical and counseling psychology.

All services are provided free of charge and in strict confidence, in accordance with the principles of confidentiality.

More information on Students' Association, Cultural Groups and Counseling Centre available on

<https://www.aegean.edu/campus-life/rhodes/>