



**GREEK REPUBLIC  
UNIVERSITY OF THESSALY  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF HISTORY, ARCHEOLOGY AND SOCIAL ANTHROPOLOGY**

## **APPENDIX A8**

### **DEGREE HANDBOOK (ACADEMIC YEAR 2024-2025)**

**OF**

**JOINT MASTER DEGREE PROGRAMME IN**

**“FIELD ARCHAEOLOGY IN GREECE:  
INTERDISCIPLINARITY  
AND CUTTING-EDGE TECHNOLOGIES”**

**APRIL 2024**

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## **INTRODUCTION**

The Joint Master Degree Programme (JMDP) entitled: "Field Archaeology in Greece: Interdisciplinarity and Cutting-edge technologies" of the Department of History, Archaeology and Social Anthropology of the University of Thessaly operates according to the provisions of Law 4957/2022, as amended and in force.

The JMDP will be conducted in collaboration with the following universities:

- 1) Ionian University - Department of History, Greece [main partner]
- 2) Roma Tre University, Department of Humanities (Dipartimento di Studi Umanistici), Italy.

## **GOALS AND OBJECTIVES**

The proposed programme is primarily aimed at graduates from abroad holding a degree to the Humanities Studies and has a twofold purpose:

- students are enabled to delve into the role of Archaeology within a contemporary interdisciplinary framework that addresses critical questions of contemporary societies, and
- they acquire specialized knowledge in the application of methods involving cutting-edge technologies, by participating in field research conducted in the Greek territory.

The achievement of the above objectives is crucially facilitated by the structure of inter-institutional / interdisciplinary collaboration, as a wide range of research activities in the field are carried out by the three partners (archival research, ethnoarchaeology, field research, surface survey, marine/underwater/cave archaeology, studies and analyses of archaeological complexes and findings, management – from registration to dissemination – of cultural heritage data). Each partner institution contributes to a distinct area of expertise. In this way, conditions are provided for intensive training and application of the methods in practice that is in the field. A specific goal of the program is for students, upon successful completion, to acquire professionally valuable skills related to the use of cutting-edge technologies in the specialized field they choose.

Greece due to its cultural significance and wealth, attracts interest of archaeologists and other scientists, and it is also a field where many foreign scientific institutions are active. The prospect of obtaining a master degree alongside the examined monuments, both in archaeological sites and in museums, and the involvement of students in archaeological field research, constitute a significant incentive for foreign students who do not have the opportunity for direct engagement with the archaeological field and the ancient Greek monuments during their studies. Therefore, it is evident that the opportunities offered by the JMDP will attract intense interest of foreign students who would desire, beyond their theoretical training, to experience field research in Greek territory, something that foreign institutions cannot offer.

The JMDP will strengthen and bridge a gap in postgraduate studies in archaeology both in our country as well as in those abroad. Foreign-language master degree programmes in archaeology have been already operated in other Greek universities, but none of them covers this specific topic. Some partial relevance can be found in the "MA in Greek and Eastern Mediterranean Archaeology" programme at the National and Kapodistrian University of Athens and the "Cultural Heritage Materials and Technologies" master programme at the

University of the Peloponnese, which, however, focuses on the analysis of archaeological materials and the management of cultural heritage rather than field archaeology.

The JMDP significantly differs from the aforementioned programmes as it aims to integrate methods from the humanities and the natural/technological sciences, achieving to apply interdisciplinary approaches in the field of archaeology.

## LEARNING OUTCOMES

The JMDP provides students with the following transferable and subject-specific competences as learning outcomes:

- A) Familiarity with basic concepts, current research findings and research methods in Field Archaeology.
- B) Ability for critical evaluation and use of various methodological and theoretical approaches.
- C) Ability to combine both theoretical and practical education.
- D) Acquisition of specialized knowledge, critical thinking, and communication skills required for the study of archaeological material as professional researchers.
- E) Ability to be in an academic environment that promotes multidisciplinary and transversal studies, combining different specializations, approaches, and methodologies in archaeology
- F) Writing high-quality scientific essays while adhering strictly to the principles of academic writing and ethics.
- G) Acquisition of communication skills ensuring the clear and articulate public presentation of their scientific research findings.

## TEACHING STUFF

The scholars who are expected to teach at JMDP "Field Archeology in Greece: Interdisciplinarity and Cutting-Edge Technologies" are as follows:

- A. Members of the Department of History, Archeology and Social Anthropology of the University of Thessaly (Faculty Members, EDIP<sup>1</sup>, ETEP<sup>2</sup>, Emeritus Professors or former faculty members):

George Koutsouflakis (Assistant Professor)	Underwater Archaeology
Giannis Lolos (Associate Professor)	Classical Archaeology
Alexander Mazarakis Ainian (Professor)	Classical Archaeology

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<sup>1</sup> Laboratory Teaching Staff (EDIP)

<sup>2</sup> Specialised technical laboratory staff (ETEP)

- B. Members of the Department of History of the Ionian University (Faculty Members, EDIP, ETEP, Emeritus Professors or former faculty members):

Ioannis Kalliontzis (Assistant Professor)	Epigraphy
Andreas Kapetanios (Assistant Professor)	Classical Archaeology
Georgia Kordatzaki (Post-Doctoral Researcher)	Petrography and experimental archaeology
Stathis Pavlopoulos (Academic Scholar)	Date Management in Humanities
Konstantinos Sbonias (Professor)	Prehistoric Archaeology

- C. Members of Collaborating Greek Institutions:

NCSR "Demokritos", Institute of Nanoscience and Nanotechnology	Anno Hein (Senior Researcher)	Archaeological Science
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- D. Members of the Department of Humanities of the Roma Tre University (Faculty Members, EDIP, ETEP, Emeritus Professors or former faculty members):

Emeri Farinetti (Associate Professor)	Landscape Archaeology
Emanuele Bellini (Assistant Professor)	Digital Humanities
Rossana Valente (Contract Lecturer)	Archaeological Science

- E. Visiting researchers, researchers, scientists with specialized knowledge and relevant experience in the field of JMDP:

Max-Planck Institute for Evolutionary Anthropology	Eirini Skourtanioti (Post-Doctoral Researcher)	Bioarchaeology
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## **COURSE PROGRAMME**

### **JMDP ENTRY REQUIREMENTS**

The selection of students is conducted in accordance with the prevailing legislation and the Regulations for Postgraduate and Doctoral Studies of the University of Thessaly.

Candidates applying for admission to the JMDP "Field Archaeology in Greece: Interdisciplinarity and Cutting-Edge Technologies" must meet the following prerequisites:

- a) They must hold a BA degree in the field of Archeology or Humanities

b) In case English is not the candidate's native language, a certificate of proficiency in English (C2 level) is required

For more information on the candidate selection process see the Internal Regulation of the JMDP, which is posted in official website of the JMDP.

## **CURRICULUM**

The JMDP begins in the winter semester of each academic year.

The award of the Joint Master's Degree presupposes that the postgraduate student obtained a total of 120 credits (ECTS).

During the first and second semesters the students must accumulate sixty (60) credit units (ECTS) by attending and being successfully examined in three (3) Compulsory Modules (C.Modules) and three (3) Select Modules (S.Modules). The successful attendance of each course corresponds to ten (10) credits (ECTS).

The first semester takes place in Volos at the Department of History, Archaeology, and Social Anthropology of the University of Thessaly. During the second semester, students can choose in which of the three partner institutes (Department of History - Ionian University, Department of Humanities - Roma Tre University) they wish to attend the courses. All courses are conducted in person on a weekly basis and include lectures, seminars, laboratory exercises, fieldwork, educational trips, and visits to museums and other cultural sites.

During the summer period, each student is required to participate for at least one month in one or more of field research projects (F.T. Projects) offered, which are directed by members of the three partner institutes. Successful participation in field research projects is equal to twenty (20) credits (ECTS). Additionally, students must attend and pass a select module taught within the framework of the chosen field research project. The successful attendance of the course is equal to ten (10) credits (ECTS). Therefore, during the summer period, each student must accumulate thirty (30) credits (ECTS).

During the third semester, students are obligated to complete a master's dissertation in one of the three partner institutes (Department I.A.K.A – UTH University, Department of History - Ionian University, Department of Humanities - Roma Tre University). The dissertation, ranging from 15,000 to 20,000 words, must be submitted at the end of the third semester. The successful completion of the master dissertation is equal to thirty (30) credits (ECTS).

The language in which courses are taught and Master dissertation is written is English.

For each candidate, the Curriculum Committee, following a proposal by the Steering Committee, appoints a faculty member, as academic advisor and another one as supervisor. The academic advisor of the JMDP is responsible for monitoring and supervising the progress of the students. The academic advisor meets individually with the student at least once per academic semester (either in person or long-distance meeting), providing guidance to the student based on any request of an educational, academic, or learning nature.

## TABLES OF OFFERED COURSES AND FIELD RESEARCH PROJECTS

Courses are divided into Core Modules and Select Modules.

In the first semester, students attend two (2) Core Modules and one (1) Select Module chosen from those offered.

In the second semester, the student attends one (1) Core Module and two (2) Select Modules chosen from those offered.

During the summer period, each student is required to participate for at least one month in one or more of Field Research Projects (F.T. Projects) offered, which are directed by members of the three partner institutes. Additionally, students must attend and pass a select module taught within the framework of the chosen field research project.

### FIRST SEMESTER -UNIVERSITY OF THESSALY

S/N	CODE	TYPE (C/S)*	COURSE	ECTS
1	FA 1100	C	The discipline of Archaeology	10
2	FA 1101	C	Archaeological Excavation	10
3	FA 1120	S	Maritime Archaeology 1: Theory	10
4	FA 1121	S	Household Archaeology: Historical Period	10
			<b>TOTAL ECTS</b>	<b>30</b>

\* C: Core – S: Select

### SECOND SEMESTER – IONIAN UNIVERSITY

S/N	CODE	TYPE (C/S)*	COURSE	ECTS
1	FA 1102	C	Landscape Archaeology and archaeological field survey	10
2	FA 1122	S	Epigraphy: New Methods	10
3	FA 1123	S	The Ethnoarchaeology of living Palimpsest	10
4	FA 1124	S	Digital Humanities	10
			<b>TOTAL ECTS ECTS</b>	<b>30</b>

\* C: Core – S: Select

### SECOND SEMESTER – ROMA TRE UNIVERSITY

S/N	CODE	TYPE (C/S)*	COURSE	ECTS
1	FA 1102	C	Landscape Archaeology and archaeological field survey	10
2	FA 1125	S	Database and Humanities Computing	10

3	FA 1126	S	Archaeological materials	10
4	FA 1124	S	Landscape and digital archaeology	10
			<b>TOTAL ECTS ECTS</b>	<b>30</b>

\* C: Core – S: Select



**SUMMER PERIOD**

S/N	F.R.P.* CODE	RESEARCH PROJECT	S.M.F.R.P.** CODE	SELECT MODULE OF FIELD RESEARCH PROJECT	ECTS***	SITE LOCATION	DIRECTOR	UNIVERSITY
1	F.T. Project 1	Systematic Excavation Material Study at Thorikos	FA 1130	Bioarchaeology	30	Laurion, Northeast Attica	Andreas Kapetanios	Ionian University
2	F.T. Project 3	Surface Survey at Western Megaris	FA 1131	Landscape and digital archaeology: Field Lab	30	Megara, Western Attica	Emeri Farinetti	Roma Tre University
3	F.T. Project 3	Surface Survey and Systematic Excavation at Sikyon	FA 1132	Archaeological Materials: Field Lab	30	Corinthian Gulf, Northeastern Peloponnese	Giannis Lolos	University of Thessaly
4	F.T. Project 4	Systematic Excavation at Vryokastro	FA 1133	Archaeology of the Sacred	30	Kythnos, Cyclades	Alexander Mazarakis Ainian	University of Thessaly
5	F.T. Project 5	Systematic Excavation in Therasia and Pottery study workshop at the Museum of Prehistoric Thira	FA 1132	Archaeological Materials: Field Lab	30	Santorini, Cyclades	Konstantinos Sbonias	Ionian University
6	F.T. Project 6	Underwater Archaeological Research at Fournoi	FA 1134	Maritime Archaeology 2: Practice	30	Ikaria, Eastern Aegean	George Koutsouflakis	Πανεπιστήμιο Θεσσαλίας

\* F.R.P.: Field Research Project

\*\* S.M.F.R.P.: Select Module of Field Research Project

\*\*\* The thirty (30) ECTS credits are accumulated from the successful participation in the field research, which is equal twenty (20) credits, and from the successful attendance and examination in the course, which is equal ten (10) credits.

## COURSES FOR THE 2024-2025 ACADEMIC YEAR

### FA 1100: The discipline of Archaeology

- Semester: First
- Category: Core
- Instructor: Alexandros Mazarakis Ainian (University of Thessaly)
- ECTS Credits: 10

Brief overview of the history of archaeological science. The history of the development of techniques and methods of surface research and archaeological excavation. Exercises in the field and in the Laboratory of Archaeology-Teaching Collection. The topics concern the procedures followed on the one hand to identify sites of the past through surface research and draw conclusions from them and on the other hand the procedures applied in the science of archaeology for the conduct of excavations and the subsequent management of both monuments and movable finds. We will refer to specific examples from the Aegean and the wider Mediterranean area of all periods. Visits will be made to “rescue” and “systematic” excavations in progress and to public and private bodies that manage the country's cultural reserve.

#### Assessment:

Summative (creative, active participation in the discussion, knowledge of bibliography), oral presentation, final essay.

The method of examination/evaluation, the topics of the final essays and the relevant bibliography are announced to the students during the first lecture. The final grade of the Seminar is a combination of the overall presence of each student during the semester (creative, active participation in the discussion, knowledge of literature): 40% and the grade of the final essay: 60%

The teacher monitors the progress of the students throughout the semester.

Students have the right to check their final essay in order to understand the reasons for its grading.

#### Indicative Bibliography:

Chourmouziadis G. (1999): *Λόγια από χώμα*, Athens

Etienne R. & Etienne F. (1992), *The Search for Ancient Greece*, London

Johnson M. (2018): *Archaeological Theory: An Introduction*, Oxford 2008

Korka E. et al. (ed.) (2007), *Foreign Archaeological Schools in Greece*, Athens

Renfrew C., Bahn P. (2013): *Archaeology: Theories, Methods, and Practice*, London 2020

Sakellarakis Y. (2006): *Ανασκάπτοντας το παρελθόν*, Athens

Shnapp A. (2007): *The Discovery of the Past*, London 1997

Themelis P. (2018): *Ανασκαφή*, Athens

Valavanis P. (2007): *Μεγάλες στιγμές της ελληνικής αρχαιολογίας*, Athens

## **FA 1101: Archaeological Excavation**

- Semester: First
- Category: Core
- Instructors: Giannis Lolos (University of Thessaly)
- ECTS Credits: 10

This course looks into the techniques and methods of an archaeological excavation and the management of the excavated monuments and of the movable finds. The sessions deal with the stage before the excavation (aims, design and excavation strategy), during the excavation (excavation methods and documentation), and after the excavation (recording methodology, analysis, digital processing and presentation of the finds). The last sessions of the course concern the conservation, protection and enhancement of the excavated areas and of the movable finds.

### **Assessment:**

Class participation with short presentations (50%)

Essay writing (50%)

### **Indicative Bibliography:**

Jane Balme & Alistair Paterson (eds.), *Archaeology in Practice; A Student Guide to Archaeological Analyses*, Blackwell publishing 2006.

Philip Barker, *Techniques of Archaeological Excavation*, London 1993 (3<sup>rd</sup> edition)

Evi Margaritis, Artemios Oikonomou, Efthymia Nikita and Thilo Rehren (eds), *Field Sampling for Laboratory Analysis in Archaeology*, The Cyprus Institute Nicosia, Cyprus 2023

Colin Renfrew, Paul Bahn, Elizabeth DeMarais, *Archaeology; Theories, Methods and Practice*, London 2024 (9<sup>th</sup> edition)

Guy D.R. Sanders, Sarah A. James, Alicia Carter Johnson, *Corinth Excavations: Archaeological Manual*, The Digital Press at the University of North Dakota 2017.

## **FA 1102: Landscape Archaeology and Archaeological Field Survey**

- Semester: Second
- Category: Core
- Instructors: Konstantinos Sbonias (Ionian University) / Emeri Farinetti (Roma Tre University)
- ECTS Credits: 10

Systematic archaeological field surveys began in Greece in the mid-1970s and have multiplied in recent decades. Their main goal is the reconstruction of the landscape history of the respective regions on a diachronic basis, mainly through the examination of surface material remains. The seminar course examines the methods, techniques, and theoretical approaches related to systematic surface archaeological field surveys in Greece and the broader Mediterranean region. Landscape projects, recording techniques and methods, as well as examples of interpreting past landscapes, are presented through examples from various periods of prehistory and Greco-Roman antiquity.

Specifically, in this seminar, we will follow the entire process, from the initial selection of areas and research design, to the methods applied in the field, the processing of materials, and the interpretation of data, through specific examples. In the end, we will attempt to compare the archaeological histories of different regions as revealed by their surface surveys and to assess the overall advantages and limitations of surface research. Geographic Information Systems (GIS) are important tools for mapping, processing, and visualizing spatial data, and within the framework of the seminar, participants will have the opportunity to become acquainted with one of the recent ESRI software packages. We will also examine various subsurface detection techniques using geophysical methods, which are often necessary for verifying and complementing the data from surface surveys.

### **Assessment:**

Participation to the Seminar (10%)

Oral presentation (30%)

Final written essay (60%)

### **Indicative Bibliography:**

- Alcock, S. 1993. *Graecia Capta. The landscapes of Roman Greece*, Cambridge.
- Alcock, S. E. 2022. *Archaeologies of the Greek past: Landscapes, monuments and memories*. Cambridge, CUP.
- Alcock S. E. & J. F. Cherry. 2004. *Side-by-side survey: Comparative regional studies in the Mediterranean region*, Oxford, Oxford Books.
- Barker G. – D. Mattingly (eds) 2000. *The Archaeology of the Mediterranean Landscapes*, 4 vol, Oxford.
- Bintliff, J. 2012. *The Complete Archaeology of Greece. From Hunter-Gatherers to the 20th Century A.D.* Wiley-Blackwell.

- Cavanagh, W. *et al.* 2002. *Continuity and Change in a Greek rural landscape: The Laconia Survey*, Athens.
- Cherry, J.F., J.L.Davis, E. Mantzourani. 1991. *Landscape Archaeology as long-term history. northern Keos in the Cycladic Islands from earliest settlement until modern times.* Los Angeles
- Halstead, P. - Ch. Frederick (eds) 2000. *Landscape and Land Use in Postglacial Greece.* Sheffield Studies in Aegean Archaeology 3. Sheffield: Sheffield Academic Press.
- Jameson M.H. *et al.* 1994. *A Greek Countryside. The Southern Argolid from Prehistory to the Present Day*, Stanford.
- Johnson, P. and M. Millett (eds.). 2013. *Archaeological Survey and the City*, Oxford.
- Knapp, A.B. (ed.). 1992. *Archaeology, Annales, and Ethnohistory*, Cambridge.
- Wagstaff J. M. (ed) 1987. *Landscape and Culture. Geographical and Archaeological Perspectives.* Oxford 1987, Basil Blackwell.

## **FA 1120: Maritime Archaeology 1: Theory**

- Semester: First
- Category: Select
- Instructor: George Koutsouflakis (University of Thessaly)
- ECTS Credits: 10

Maritime, underwater, or nautical archaeology represents a burgeoning field within the realm of archaeology, a “nascent discipline”, its advancement accelerated notably subsequent to the advent and commercialization of the Self-Contained Underwater Breathing Apparatus (S.C.U.B.A.), particularly from the 1960s onward.

The course encompasses an array of inquiries, beginning with an analysis of fundamental definitions (maritime, underwater, nautical archaeology) and an exploration of the cognitive domains that maritime archaeology traverses, including shipwrecks, submerged settlements, port infrastructures, jettisons and isolated finds on the seafloor. Concurrently, an examination of the physiological impacts of the underwater milieu on the human organism is conducted alongside an elucidation of the fundamental principles and constraints that govern undertakings conducted on the seabed.

The course further delves into the methodological frameworks, procedural protocols, as well as the essential equipment and instruments employed in underwater archaeological endeavors, whether they entail reconnaissance surveys or excavation activities. Moreover, the instructional content extends to strategies for extracting maritime archaeological data from excavation contexts, textual sources, and visual imagery, all contextualized within the broader framework of ancient shipbuilding techniques, the historical evolution of maritime construction methods, and navigation practices.

Special emphasis is placed on the identification and analysis of transport amphorae, pivotal artifacts serving as primary indicators of maritime commerce in the ancient and medieval Mediterranean. Through case studies, prominent sites featuring ancient shipwrecks, submerged settlements, and port installations within the Mediterranean region are scrutinized in detail.

Lastly, the course encompasses theoretical discussions pertaining to Greek and international legislation concerning the safeguarding of maritime cultural heritage, underscoring the imperative of legal frameworks for the protection and preservation of invaluable archaeological resources submerged beneath the world's seas and oceans.

### **Assessment:**

In the final evaluation, the following performances are taken into account:

Active participation in the seminar (15%)

The oral presentations of the essays (15%)

The final deliverable essay (70%)

The final deliverable essay results from the extensive guidance of the professor with whom the students are in constant communication (in person or online). The final corrected work is sent to the students with all corrections, comments, additions, etc.

**Indicative Bibliography:**

- Basch, L., *Le muse imaginaire de la marine antique*, Athènes 1987.
- Bass, G., *A History of Seafaring based on Underwater Archaeology*, Thames & Hudson. London 1972.
- Blot J.-Y., *Underwater Archaeology. Exploring the World Beneath the Sea*, Thames & Hudson, London 1995.
- Casson L., *Ships and Seamanship in the Ancient World*, Princeton, New Jersey 1971.
- Casson L. *The ancient mariners*, Princeton, New Jersey, 1991.
- Catsabis A., Ford B., Hamilton D.L., *The Oxford Handbook of Maritime Archaeology*, Oxford University Press, Oxford 2011.
- Dyczek P., *Roman Amphorae of the 1st – 3rd centuries A.D. found on the Lower Danube – Typology*, Warsaw 2001.
- Gianfrotta P.A., “First elements for the dating of stone anchor stocks”, *IJNA* 6.4 (1977), 285-292.
- Grace V., *Amphoras and the ancient wine trade*, ASCSA, Princeton-New Jersey 1979.
- Haldane, D., “Anchors of Antiquity”, *Biblical Archaeologist*, March 1990, 19-24.
- Muckelroy K., *Maritime Archaeology*, Cambridge 1978.
- Nelson Curryer, B., *Anchors, an Illustrated History*, London, 1999.
- Pomey, P., Kahanov, Y., Rieth, E., “Transition from Shell to Skeleton in Ancient Mediterranean Ship-Construction: analysis, problems and future research”, *IJNA* 41 (2012), 235-314.
- Parker A.J., *Ancient Shipwrecks of the Mediterranean and the Roman Provinces*, BAR Int. Series 580, Oxford, 1992.
- Peacock D.P.S., Williams D.F., *Amphorae and the Roman economy, an introductory guide*, London – New York 1986.
- Steffy R. J., *Wooden Ship Building and the Interpretation of Shipwrecks*, Texas A&M University Press, College Station 1994.



## **FA 1121: Household Archaeology: Historical Period**

- Semester: First
- Category: Select
- Instructor: Giannis Lolos (University of Thessaly)
- ECTS Credits: 10

In this seminar we shall examine the ancient Greek house and household from the early Iron Age to the late imperial period within its social, economic and political frame, based on representative examples from each chronological period. We shall emphasize the ways of approaching, processing and interpreting the archaeological remains.

### **Assessment:**

Class participation (with short presentations): 50%

Final paper: 50%

### **Indicative Bibliography:**

Allison P. (ed.). 1999. *The Archaeology of Household Activities*, London.

Ault, B. 2005b. *The Houses; the Organization and Use of Domestic Space* [Excavations at ancient Halieis, vol. 2], Bloomington.

Ault, B.A., L. Nevelt (επιμ.). 2005. *Ancient Greek Houses and households*, Philadelphia.

Cahill, N. 2002. *Household and city organization at Olynthus*, New Haven.

Cambitoglou, A., J.J. Coulton, J. Birmingham, J.R. Green. 1971. *Zagora 1: Excavation of a Geometric Town on the Island of Andros. Excavation Season 1967; Study Season 1968-9*, Sydney.

Cambitoglou, A., A. Birchall, J.J. Coulton, J.R. Green. 1988. *Zagora 2: Excavation of a Geometric Town on the Island of Andros. Excavation Season 1969; Study Season 1969-1970*, Athens.

Chamonard, J. 1922-24. *Le quartier du théâtre. Etude sur l'habitation délienne à l'époque hellénistique* [EAD VIII], Paris.

Ducrey, P., I. Metzger, K. Reber, 1993. *Le quartier de la maison aux mosaïques. Eretria: fouilles et recherches VIII*, Lausanne.

Glowacki, K, N. Vogeikoff-Brogan (επιμ.). 2011. *ΣΤΕΓΑ: The archaeology of houses and households in ancient Crete* [Hesperia supplement 44], Princeton.

Haagsma, M. 2010. *Domestic Economy and Social Organization in New Halos*, Ph.D. Groningen.

Hoepfner, W. 2005. *Ιστορία της κατοικίας, 5000 π.Χ. – 500 μ.Χ.*, Θεσσαλονίκη

Ladstätter, S., V. Scheibelreiter (επιμ.). 2010. *Städtliches Wohnen im östlichen Mittelmeerraum 4 Jh. v. Chr. - 1 Jh. n. Chr.*, Wien.

Nevett, L. 1999. *House and Society in the Ancient Greek World*, Cambridge.

Nevett, L. 2010. *Domestic Space in Classical Antiquity*, Cambridge

Reinders, H.R., W. Prummel (επιμ.). 2003. *Housing in New Halos; A Hellenistic Town in Thessaly, Greece*. Balkema publishers

Westgate, R., N. Fisher, J. Whitley (ed.). 2007. *Building Communities: House, Settlement and Society in the Aegean and Beyond* [BSA 15].

## **FA 1122: Epigraphy: New Methods**

- Semester: Second
- Category: Select
- Instructor: Ioannis Kalliontzis (Ionian University)
- ECTS Credits: 10

The course focuses on the introduction to specialized issues of Epigraphy, which are examined through two thematic axes: the first relates to thematic units of Epigraphy and the second to specific bodies of texts. The first category includes thematic sections such as literature (literary texts, epitaphs, the relationship between inscriptions and literary texts), legislation (legal texts, resolutions), religion (magical texts, curses, Orphic plates), the economy and the organization of ancient Greek cities, the war, the sports competitions, the materiality of the inscriptions (materiality, palaeographic features, alphabets). The second category includes the examination of issues concerning a set of inscriptions, whether they concern their chronological classification (archaic, classical, Hellenistic, Roman) and their local origin or their bearer (vase, bronze plaques, etc.) or they concern specific thematic content or specific typology (legal texts, epigrams, magical texts).

### **Assessment:**

Participation to the Seminar (10%)

Laboratory work (10%)

Oral presentation (20%)

Final essay writing (60%)

### **Indicative Bibliography:**

BARR-SHARRAR, Beryl. *The Derveni krater: Masterpiece of Classical Greek Metalwork*. ASCSA, 2008.

BERNABÉ, Alberto (ed.). *Poetae epici Graeci: Testimonia et Fragmenta. Pars II. Orphicorum et Orphicis similibus testimonia et fragmenta*. Munich and Leipzig, 2004.

BOYES, Philip J.; STEELE, Philippa M. *Understanding relations between scripts II: Early alphabets*. Oxbow books, 2019.

COLLINS, Derek. The magic of Homeric verses. *Classical Philology* 103, 2008: 211-236.

DAY, Joseph W. *Archaic Greek epigram and dedication: Representation and reperformance*. Cambridge University Press, 2010.

DELL'ORO, Francesca. Après l'inscription de la coupe de Nestor: disposition du texte et formes de transtextualité dans les épigrammes de l'époque archaïque en Grande Grèce et Sicile. *Gaia: Revue Interdisciplinaire sur la Grèce Archaique* 16, 2013: 307-332.

EDMONDS, Radcliffe G. "When I Walked the Dark Road of Hades": Orphic Katábasis and the

Katábasis of Orpheus. *Les Études Classiques* 83, 2015: 261-79.

FARAONE, Christopher A. & TOVAR, Sofía Torallas (eds). *Curses in Context: Curse Tablets in the Wider Realms of Execrations, Commerce, Law, and Technology*. Cambridge University Press for the Classical Association, 2022.

GONZÁLEZ, Marta González. *Funerary epigrams of ancient Greece: Reflections on literature, society and religion*. Bloomsbury Publishing, 2019.

HORKY, Phillip Sidney. The Imprint of the Soul: Psychosomatic Affection in Plato, Gorgias and the "Orphic" Gold Tablets. *Mouseion: Journal of the Classical Association of Canada* 3, 2006: 371-386.

LANGDON, Merle K. The Dipylon Oinochoe Again. *American Journal of Archaeology* 79, 1975: 139-140.

LYNCH, Kathleen M. *The Symposium in Context: pottery from a Late Archaic house near the Athenian Agora*. Hesperia Supplements 46. American School of Classical Studies at Athens, 2011.

OSBORNE, Robin & PAPPAS, Alexandra. Writing on Archaic Greek Pottery. In: Z. Newby & R. Leader-Newby (eds), *Art and Inscriptions in the Ancient World*, Cambridge University Press: 2007.

PAVEL, Catalin. Art and the Alphabet in the Times of the Dipylon Master. *GAIA. Revue interdisciplinaire sur la Grèce ancienne* 19, 2016: 25-56.

SHAPIRO, Alan. Kalos-inscriptions with Patronymic. *Zeitschrift für Papyrologie und Epigraphik* 68, 1987: 107-118.

WAAL, Willemijn. Mother or Sister? Rethinking the Origins of the Greek Alphabet and Its Relation to the Other 'Western' Alphabets. In: BOYES, Philip J. & STEELE, Philippa M. *Understanding relations between scripts II: Early alphabets*. Oxbow books, 2020: 109-24.

## **FA 1123: The Ethnoarchaeology of living Palimpsests**

- Semester: Second
- Category: Select
- Instructor: Andreas Kapetanios (Ionian University) – Georgia Kordatzaki (Ionian University)
- ECTS Credits: 10

The basic concepts and principles of Ethnoarchaeology are defined in the context of the origins and the evolution of this 'subdiscipline' of Archaeology. The shaping of its relationship with the methods and the theoretical framework of Ethnography / Social Anthropology, Archeology is described. It is explained how the disciplinary toolkit of History, becoming an integral part of this inter-disciplinary field, contributes in avoiding the pitfalls of circularity and anachronism.

Certain examples from Greece, the Balkans, the Mediterranean, South America, and the Pacific are employed to substantiate each topic touched upon in the lectures and practicals. The case-studies construct a narrative through qualitative data, applying methods of archeology (material remnants, landscape palimpsest), historiographical research (epigraphic and archival sources, legal documents etc.) and social anthropology (ethnographic fieldwork involving participant observation, structured interviews and focus group discussions to record oral testimony).

As categorical example, we examine comparatively the way in which people organise their societies, moving in space and shaping it by built structures (residential and/or productive clusters) and material symbols (works of art - landmarks). Conversely, we look into the ways in which physical elements affect social organisation, via production-practices and ideology systems (such as land-use/ownership, mental maps and reciprocity). By overviewing how societies perceive this relationship, we examine how the findings of such a comparative approach could be employed to interpret the material remains of ancient societies (artefacts: implements, utensils, artworks and built structures, and of course landscape organisation) and to link them to the corresponding social structures.

The problems of such a methodology are highlighted and ways to resolving them are suggested. On the other hand, it is described how Ethnoarchaeology's comparative and diachronic perspective allows for developing a critique of stereotypical interpretations of the past.

### **Assessment:**

The evaluation results from the creative participation in the critical discussion during the lectures (15%) and in the training in the field and in the laboratory (20%), the final essay (55%), and its oral presentation (10%).

### Indicative Bibliography:

- Arthur, J. W., & Weedman, K. J. (2005). Ethnoarchaeology. In *Handbook of Archaeological Methods: Vol. I* (pp. 217–269).
- Beck, M. (2015). Ethnoarchaeology. In *International Encyclopedia of the Social & Behavioral Sciences (Second Edition)* (pp. 162–165).
- Charlton, Thomas H. "Archaeology, Ethnohistory, and Ethnology: Interpretive Interfaces." *Advances in Archaeological Method and Theory*, vol. 4, 1981, pp. 129–76.
- Gosselain, O. P. (2016). To hell with ethnoarchaeology. *Archaeological Dialogues*, 23(2), 215–228
- Dornan, J. L. (2002). Agency and Archaeology: Past, Present, and Future Directions. *Journal of Archaeological Method and Theory*, 9(4), 303–329.
- Engels, F. [1884] (1942). *The Origin of the Family, Private Property and the State: In the Light of the Researches of Lewis H. Morgan*. International Publishers (Vol. 20).
- Fabian, J. (1983) *Time and the Other*, New York: Columbia University Press.
- González-Urquijo, J., Beyries, S., & Ibáñez, J. J. (2015). Ethnoarchaeology and Functional Analysis. In *Use-wear and residue analysis in archaeology* (pp. 27–40).
- Hodder, I. *The Present Past: An Introduction to Anthropology for Archaeologists*. Batsford studies in archaeology. Batsford, 1982.
- Hamilakis, Yannis. "Archaeological Ethnography: A Multitemporal Meeting Ground for Archaeology and Anthropology." *Annual Review of Anthropology*, vol. 40, 2011, pp. 399–414.
- Ingold, T., (2000) *The perception of the environment. Essays in livelihood, dwelling and skill*, London/New York
- Johnsen, H., & Olsen, B. (1992). Hermeneutics and Archaeology: On the Philosophy of Contextual Archaeology. *American Antiquity*, 57(3), 419–436
- Lane, P. J. (2016). Ethnoarchaeology: A conceptual and practical bridging of the intangible and tangible cultural heritage divide. In *The Intangible Elements of Culture in Ethnoarchaeological Research* (pp. 77–91).
- Lancelotti, C., Pecci, A., & Zurro, D. (2017). Anthropogenic Activity Markers: Archaeology and Ethnoarchaeology. *Environmental Archaeology*, 22(4), 339–342.
- Kramer, C. (1979). Ethnoarchaeology. Implications of Ethnography for Archaeology. In *Man* (Vol. 14, Issue 4). <https://doi.org/10.2307/2802162>
- Mauss, M. (1966). *The Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen & West
- Polanyi, K.[1944] (2006). *The great transformation*. Boston: Beacon Press.
- Politis, G. G. (2015). Reflections on contemporary ethnoarchaeology. *Pyrenae*, 46(1), 41–83
- Renfrew, C., & Bahn, P. G. (2007). *Archaeology essentials: Theories, methods, and practice*. Thames & Hudson.
- Sahlins, M. [1972] (2004). *Stone Age Economics*, London: Routledge.
- Shahack-Gross, R. (2017). Archaeological formation theory and geoarchaeology: State-of-the-art in 2016. *Journal of Archaeological Science*, 79(March), 36–43. <https://doi.org/10.1016/j.jas.2017.01.004>
- Stahl, A. B. (1995). Has ethnoarchaeology come of age? In *Antiquity* (Vol. 69, Issue 263, pp. 404–407).
- Stanislawski, M. B. (1978). Pots, patterns and potsherds: ethnoarchaeology of Hopi and Hopi-Tewa pottery making and settlement. *Discovery*, 15, 15–25.
- Trigger, Bruce G. "Archaeology and Epistemology: Dialoguing across the Darwinian Chasm." *American Journal of Archaeology*, vol. 102, no. 1, 1998, pp. 1–34.

- Tilley, Christopher, and Kate Cameron-Daum. "The Anthropology of Landscape: Materiality, Embodiment, Contestation and Emotion." *Anthropology of Landscape: The Extraordinary in the Ordinary*, UCL Press, 2017, pp. 1–22.
- Watson, P. J. (1980). The Theory and Practice of Ethnoarcheology with special reference to the Near East. *Paléorient*, 6(1), 55–64

## FA 1124: Digital Humanities

- Semester: Second
- Category: Select
- Instructor: Stathis Paulopoulos (Ionian University)
- ECTS Credits: 10

The subject of the course involves the comprehensive discussion of concepts, thematics and methodologies within the epistemic field of Digital Humanities, as well as the theoretical and applied processing of ontologies, entities, and data management tools in Archaeological and Historical studies. Digital methods for research are overviewed: from digitisation and digital archives management, to documentation, metadata, and annotation, to the logical construction of databases and geospatial data, participants learn about digital tools and methodologies for organizing, managing, and visualizing research data. The divergence of the relevant methodologies as regards textual or material raw data is highlighted. Highlighting the discontinuities /changes and continuities in research-work within digital environments allows for the comprehension of epistemological repercussions of the digital era in humanities and the identification of pitfalls and potential remedies.

### Assessment:

The evaluation results from the creative participation in the critical discussion during the lectures (15%) and in the training in the field and in the laboratory (20%), the final essay (55%), and its oral presentation (10%).

### Indicative Bibliography:

Antonjevic S., (2015). *Amongst Digital Humanists. An Ethnographic Study of Digital Knowledge Production*, Hampshire: Palgrave Macmillan

Bell, D. (2005). The bookless future: What the Internet is doing to Scholarship?», *New Republic*, 199-219.

Benardou, A., Champion E., Dallas, C., Hughes, L. (Eds.). (2018). *Cultural Heritage Infrastructures in Digital Humanities*, Abingdon-Oxon and New York: Routledge.

Chassanoff, A., Post, C. *OSSArcFlow: Guide to documenting Born-Digital Archival Workflows*, Educopia Institute.

Crane, G., (1996). Building a digital library: The Perseus Project as a case study in the humanities. In *Proceedings of the first ACM international conference on Digital libraries*, 3-10.

Darley, R., Reynolds, D., Wickham, C., (2014). *Open Access Journals in Humanities and Social Science*, London: British Academy. <https://www.thebritishacademy.ac.uk/publications/open-access-journals-humanities-and-social-science/> .

Mahoney, A. (2000). Explicit and implicit searching in the Perseus digital library, *Perseus Project*, Tufts University, 1-6.



Miller, A. (2018). Text Mining Digital Humanities Projects: Assessing Analysis Capabilities of Voyant Tools, *Journal of Web Librarianship*, 12 (3), 169-197.

Mimno, D. (2012). Computational historiography: Data mining in a century of classics journals, *Journal on Computing and Cultural Heritage*, 5 (1), 1–19.  
<https://dl.acm.org/doi/10.1145/2160165.2160168>

Nigel, V., Chris, W. (Eds.). (2013). *Debating Open Access*, London: British Academy.  
<https://www.thebritishacademy.ac.uk/documents/1901/Debating-Open-Access-Introduction.pdf>

Orlowitz, J., Early, P., (2014/01/25). Librarypedia: The Future of Libraries and Wikipedia, *The Digital Shift*. <http://www.thedigitalshift.com/2014/01/discovery/librarypedia-future-libraries-wikipedia/>

Pearce-Moses, R. (2005). *A Glossary of Archival and Records Terminology*, Chicago: Society of American Archivists.

Peter, M. (2014). Open access: a perspective from the humanities, *Insights*, 27 (2), 166-170.  
<http://doi.org/10.1629/2048-7754.89>.

## **FA 1125: Database and Humanities Computing**

- Semester: Second
- Category: Select
- Instructor: Emanuele Bellini (Roma Tre University)
- ECTS Credits: 10

The course aims to acquire an in-depth awareness of the issues relating to the management of digital cultural assets and to acquire the skills necessary to understand and guide humanistic IT projects which include the digitization, cataloguing, conservation, protection, enrichment, access and reuse of cultural assets. Digital.

In particular, we will focus on aspects of management, security and reliability of records typical of digital archives and libraries, but also of the semantic web.

The student will learn about enabling technologies such as internet architecture, databases, web servers, metadata standards, file formats, XML, persistent identifiers, etc.

The course involves the acquisition of design skills (E-R), implementation and querying of CRUD operations on SQL databases (PostgreSQL/MySQL).

HTML/CSS, Python programming and use of the DJANGO framework for the development of dynamic web applications will be developed.

Finally, aspects of semantic web, ontologies and the wikidata tool will be introduced. The technologies will then be used to implement a humanities computing project chosen by the student.

### **Assessment:**

Individual Assignments

### **Indicative Bibliography:**

Darley, R., Reynolds, D., Wickham, C., (2014). *Open Access Journals in Humanities and Social Science*, London: British Academy. <https://www.thebritishacademy.ac.uk/publications/open-access-journals-humanities-and-social-science/>

Foster, E.C. & S.V. Godbole (2014). *Database systems (1st ed.)*. Boca Raton: Apress.

Mimno, D. (2012). Computational historiography: Data mining in a century of classics journals, *Journal on Computing and Cultural Heritage*, 5 (1), 1–19.  
<https://dl.acm.org/doi/10.1145/2160165.2160168>

## **FA 1126: Archaeological Materials**

- Semester: Second
- Category: Select
- Instructor: Rosana Valente (Roma Tre University)
- ECTS Credits: 10

Material culture refers to the physical objects, artifacts, and structures created, used, or modified by humans, which provide insight into their beliefs, practices, and ways of life.

The study of material culture is one of the starting points for reconstructing the complex dimensions of past societies, in conjunction with other systems of historical and archaeological sources, aiming to understand the behavior and choices of ancient humans as discerned through the analysis of produced artifacts (typology, chronology, distribution, diffusion). Archaeometric analysis of artifacts (pottery, ceramic objects, tools, and ornaments) also sheds light on human-environment relationships through investigations into the origins of raw materials (clay, stone, metal, bone). In addition to the contribution these studies offer to identifying cultural connections, chrono-typological classifications and the interpretation of similarities or differences in the distribution of artifacts in space and time shed light on social and economic organization, trade relations, production and circulation of goods, exchanges and cultural interrelations, as well as ideologies and symbolic expressions.

### **Assessment:**

Participation on lectures (10%)

Oral presentation (40%)

Final essay writing (40%)

Discussion on the essay (10%)

### **Indicative Bibliography:**

Renfrew, C. and Paul Bahn, 2012, *Archaeology: Theories, Methods, and Practice*, London.

Skibo, James M. and Michael Brian Schiffer. 2008. *People and Things: A Behavioral Approach to Material Culture*.

Schiffer, M. B. 2002, *Behavioral Archaeology*, New York.

Cuomo di Caprio, N. 2017, *Ceramics in Archaeology. From Prehistoric to Medieval times in Europe and the Mediterranean: Ancient Craftsmanship and Modern Laboratory Techniques*, Rome.

## **FA 1127: Landscape and digital archaeology**

- Semester: Second
- Category: Select
- Instructor: Emeri Farinetti (Roma Tre University)
- ECTS Credits: 10

The course, comprehensive of lectures and lab activities, aims to get the students acquainted with the most significant good practices in landscape and digital archaeology, and with the theoretical approaches behind them.

Major field techniques for collecting, positioning and processing archaeological data will be presented and discussed, including: GPS/GNSS positioning, total station survey, GIS mobile, drone flights and photogrammetry (terrestrial and UAV), geophysical prospections, A.I. applications, 3D modelling.

An array of GIS landscape analyses (spatial analyses, DEM creation, cost-surface, least coast-path, multi-criteria analyses, network analysis) will be presented and discussed, with special focus on reflexive research environments, on the correct use of legacy data and the management of metadata.

The topics of open science and data sharing and reused will also be addressed.

Lectures and lab activities will be supported by experts from scientific institutions and local authorities (regional parks, national geological service, professionals, architects, geomorphologists, landscape planners).

### **Assessment:**

Essay (50%)

Public presentation and discussion of results (40%)

Partecipation to the seminar (10%)

### **Indicative Bibliography:**

Attema et al. 'Good Practice to Survey', in *JGA* 2020

Alcock S. E. & J. F. Cherry. 2004. *Side-by-side survey: Comparative regional studies in the Mediterranean region*, Oxford, Oxford Books.

Bintliff, J. L., E. Farinetti, B. Slapsak and A. Snodgrass (2017). *Boeotia Project, Volume II: The City of Thespiai. Survey at a Complex Urban Site*. Cambridge, McDonald Institute Monographs, University of Cambridge.

Mark Gillings, Piraye Hacigüzeller, Gary Lock (eds.) 2020. *Archaeological Spatial Analysis. A Methodological Guide*. Routledge.

Proceedings of Aerial Archaeology Reserach Group (AARG) conference and Computer Applications in Archaeology (CAA) conference

## **FA 1130: Bioarchaeology**

- Semester: Summer Period
- Category: Select
- Instructor: Eirini Skourtanioti (Max Planck Institute)
- ECTS Credits: 10

This course provides an interdisciplinary exploration of bioarchaeology, integrating concepts from biological anthropology and archaeology. Students will gain a comprehensive understanding of how biological and archaeological methods are employed to investigate human remains, animal bones, and environmental materials in archaeological contexts. Topics covered include molecular bioarchaeology, palaeopathology and ancient pathogenomics, ancient diseases, zooarchaeology, palynology and inorganic biochemistry. Case studies of interdisciplinary bioarchaeological research will be showcased. According to the research questions of the master students, practical applications of bioarchaeological methods in archaeological fieldwork and laboratory analysis will be also conducted. At the end of the course ethical considerations in bioarchaeological research and future directions and potential advancements in the field will be also discussed.

### **Assessment:**

The evaluation results from the creative participation in the critical discussion during the lectures (15%) and in the training in the field and in the laboratory (20%), the final essay (55%), and its oral presentation (10%).

### **Indicative Bibliography:**

- Chamberlain, A. (2009). Archaeological demography. *Human Biology*, 81(2–3), 275–286.
- Buikstra, J. E., & Ubelaker, D. H. (Eds.). (1994). Standards for data collection from human skeletal remains: *Proceedings of a seminar at the Field Museum of Natural History* (Vol. 44). Arkansas Archeological Survey.
- Department for Culture Media and Sport. (2005). *Guidance for the Care of Human Remains in Museums*. Department for Culture Media and Sport.
- Downes, S. M. (2021). The Role of Ancient DNA Research in Archaeology. *Topoi*, 40(1), 285–293. <https://doi.org/10.1007/s11245-019-09665-2>
- Eisenmann, S., Bánffy, E., van Dommelen, P., Hofmann, K. P., Maran, J., Lazaridis, I., Mittnik, A., McCormick, M., Krause, J., Reich, D., & Stockhammer, P. W. (2018). Reconciling material cultures in archaeology with genetic data: The nomenclature of clusters emerging from archaeogenomic analysis. *Scientific Reports*, 8(1), 1–12.
- De Blij, H. J., Murphy, A. B., & Fouberg, E. H. (2007). *Human Geography: People, Place, and Culture*. Wiley.
- Jurmain, R. (2000). *An Introduction to Physical Anthropology*. Wadsworth.
- Knüsel, C. J., & Robb, J. (2016). Funerary taphonomy: An overview of goals and methods. *Journal of Archaeological Science: Reports*, 10, 655–673.

- Llamas, B., Rada, X. R., & Collen, E. (2020). Ancient DNA helps trace the peopling of the world. *Biochemist*, 42(1), 18–22.
- Matisoo-Smith, L. & Horsburgh, K. A. (2012). *DNA for Archaeologists*. Left Coast Press.
- Pickrell, J. K., & Reich, D. (2014). Toward a new history and geography of human genes informed by ancient DNA. *Trends in Genetics*, 30(9), 377–389.
- Roberts, C., Alves Cardoso, F., Bernofsky, K., Henderson, C., Jakob, T., Plomp, K., Ponce, P., Sharman, J., & Spencer, R. (n.d.). PALAEOPATHOLOGY: STUDYING THE ORIGIN, EVOLUTION AND FREQUENCY OF DISEASE IN HUMAN REMAINS FROM ARCHAEOLOGICAL SITES. In *Encyclopedia of Life Support Systems (EOLSS)*.
- Sedig, J. W. (2019). Ancient DNA's impact on archaeology: what has been learned and how to build strong relationships. *SAA Archaeol. Rec*, 19(January), 26–32.
- Stoneking, M. (2016). *An Introduction to Molecular Anthropology*. Wiley-Blackwell.
- Villa, I. M. (2016). Provenancing Bronze: Exclusion, Inclusion, Uniqueness, and Occam's Razor. In *Isotopic Landscapes in Bioarchaeology*.
- Waldron, T. (2009). *Palaeopathology*. Cambridge University Press (CUP).

## **FA 1131: Landscape and digital archaeology: Field Lab**

- Semester: Summer Period
- Category: Select
- Instructor: Emeri Farinetti (Roma Tre University)
- ECTS Credits: 10

The course consists in both field and lab training, along with delivered lectures.

Some of the covered topics will be:

- Historical landscapes, between archaeological research and landscape protection;
- Walking the Greek rural countryside;
- Hydrogeology and the cultural value of waterways in the long term;
- Production and processing of archaeological data on historical cartography in a GIS environment;
- The archaeology of agricultural terraces;
- GIS landscape analyses;
- The pros and cons of mobile GIS;
- The application in archaeology of terrestrial and drone photogrammetry;
- Geophysical prospection methods for landscape archaeology;
- Real time recording of survey data with the use of GIS mobile;
- Dealing with legacy data and production of open data.

An array of digital techniques will be applied in the field and the data will be processed in the lab: GPS/GNSS positioning, total station survey, GIS mobile, drone flights and photogrammetry (terrestrial and UAV), LIDAR, geophysical prospections, A.I. applications, 3D modelling.

### **Assessment:**

Data collecting and processing during the field- individual assignment of work-packages (checked every week of fieldwork).

### **Indicative Bibliography:**

Attema et al. 'Good Practice to Survey', in *JGA* 2020

Alcock S. E. & J. F. Cherry. 2004. *Side-by-side survey: Comparative regional studies in the Mediterranean region*, Oxford, Oxford Books.

Bintliff, J. L., E. Farinetti, B. Slapsak and A. Snodgrass (2017). *Boeotia Project, Volume II: The City of Thespiai. Survey at a Complex Urban Site*. Cambridge, McDonald Institute Monographs, University of Cambridge.

Mark Gillings, Piraye Hacıgüzeller, Gary Lock (eds.) 2020. *Archaeological Spatial Analysis. A Methodological Guide*. Routledge.

Proceedings of Aerial Archaeology Reserach Group (AARG) conference and Computer Applications in Archaeology (CAA) conference

## **FA 1132: Archaeological Materials: Field Lab**

- Semester: Summer Period
- Category: Select
- Instructor: Georgia Kordatzaki (Ionian University) / Hanno Hein (C.N. R. Demokritos)
- ECTS Credits: 10

The course delves into Archaeometry or Archaeological Science and more specifically in the application of scientific methods in the study of archaeological materials. Different categories of materials will be discussed as well as advanced analytical methods, which are currently applied for studying and retrieving information about materials from archaeological contexts. Among the two general categories of archaeological assemblages, which are manufactured artefacts and objects from natural materials, the present course focuses on the first category, including architectural structures/features and implements, all considered as the core of material culture. The archaeometrical methods explained are treated as integral components of an interdisciplinary study approach in archaeology, aiming to develop an understanding of the past, by shedding light on technological development and crafts practices actively embedded in past societies.

Raw materials, stone implements and tools, pottery, metallic artefacts, utensils and ornaments, building materials and substances are made available to the up-to-date archaeometrical toolkit in order to meaningfully link practices and processes of procurement, production, function and use, within entangled sociocultural operational sequences (Chaînes Opératoires). The approach adopted in this course structures an understanding of technology, knowledge transmission and artefact post-production "biography", integrated within material culture, as social practices weaved together with materially and ritually implemented cooperation and control.

Intensive practicals in the field are entailed to substantiate and materialise the theoretical and methodological background provided. Students are trained in using highly specialised equipment both during retrieval and recording of artefact materials and in applying the first stage study methods in the field laboratory.

### **Assessment:**

The evaluation results from the creative participation in the critical discussion during the lectures (15%) and in the training in the field and in the laboratory (20%), the final essay (55%), and its oral presentation (10%).

### **Indicative Bibliography:**

#### ***Archaeological Materials in general***

Artoli, G., 2010, *Scientific Methods and Cultural Heritage*, Oxford University Press, Oxford.

Price, T.D., Burton, J.H., 2012, *An Introduction to Archaeological Chemistry*, Springer, New York.

Richards, M.P., Britton, K., 2020, *Archaeological Science – An Introduction*, Cambridge University Press, Cambridge.

#### ***Chaîne Opératoire***



Leroi-Gourhan, André, 1964, *.Le Geste et la parole. 1. Techniques et langage*. Paris : Albin Michel.

Lemonnier, Pierre, 1976, " La description des chaînes opératoires : contribution à l'analyse des systèmes

techniques ", *Techniques et culture (Bulletin) 1* : 100-151.

Lemonnier, Pierre, 1980. *Les salines de l'Ouest : logique technique, logique sociale*. Paris/Lille : Éditions de la Maison des sciences de l'homme/Presses universitaires de Lille.

### **Ceramics**

Quinn, P.S., 2022, *Thin Section Petrography, Geochemistry & Scanning Electron Microscopy of Archaeological Ceramics*, Archaeopress, Oxford

Livingstone Smith, A. 2007. *Chaîne opératoire de la poterie. Références ethnographiques, analyses et reconstitution*. Musée royal de l'Afrique centrale, Tervuren.

Roux, V., 2019, *Ceramics and Society - A Technological Approach to Archaeological Assemblages*, Springer Nature, Cham

### **Metals**

Hauptmann, A., 2020, *Archaeometallurgy – Materials Science Aspects*, Springer Nature, Cham

Roberts, B.W., Thornton, C.P., 2014, *Archaeometallurgy in Global Perspective - Methods and Syntheses*, Springer, New York.

## **FA 1133: Archaeology of the Sacred**

- Semester: Summer Period
- Category: Select
- Instructor: Alexander Mazarakis Ainian (University of Thessaly)
- ECTS Credits: 10

The aim of the seminar is to trace the history and evolution of the important sanctuaries of ancient Greece. The analysis will focus on issues related to the history of excavations, myths and the rise, development and fall of sanctuaries and monuments. Emphasis will be placed on the study of the monumental topography of the Panhellenic sanctuaries of Olympia, Delphi and Delos, and other important sanctuaries, and certain categories of dedications brought to light by excavations. The seminar is addressed to summer students who will participate in the excavation of Kythnos. Within the framework of the seminar there will be an educational trip to Delos.

### **Assessment:**

Summative (creative, active participation in the discussion, knowledge of bibliography), oral presentation, final essay.

The method of examination/evaluation, the topics of the final essays and the relevant bibliography are announced to the students during the first lecture. The final grade of the Seminar is a combination of the overall presence of each student during the semester (creative, active participation in the discussion, knowledge of literature): 40% and the grade of the final essay: 60%

The teacher monitors the progress of the students throughout the semester.

Students have the right to check their final essay in order to understand the reasons for its grading.

### **Indicative Bibliography:**

Alcock, Susan and Robin Osborne, *Placing the Gods, Sanctuaries and Sacred Space in Ancient Greece*, Oxford University Press, 1994.

Blome, Peter, "Lefkandi und Homer," *Würzburger Jahrbücher für die Altertumswissenschaften*, Neue Folge, 10, 1984, pp. 9-22. ([pdf](#))

Burkert, Walter, *Homo Necans: The Anthropology of Ancient Greek Sacrificial Ritual and Myth*, University of California Press, Los Angeles, 1983.

Coldstream, J.N., *Geometric Greece*, Second Edition, Routledge, 2003.  
Chapter 13: Sanctuaries, Gods and Votives

De Polignac, Francois, *Cults, Territory, and the Origins of the Greek State*, University of Chicago, Chicago, 1995.

Desborough, V.R.d'A., *The Greek Dark Ages*, Benn, London, 1972  
Chapter 18: Sanctuaries and Cult Places

Dickinson, Oliver, *The Aegean Bronze Age*, Cambridge, 1994.

## Chapter 8: 'Religion'

Hagg, Robin and Nanno Marinatos, *Sanctuaries and Cults in the Aegean Bronze Age, Proceedings of the First International Symposium at the Swedish Institute in Athens, 12-13 May 1980*, Stockholm, 1981.

Konsolaki-Yannopoulou, Eleni, "New Evidence for the Practice of Libations in the Aegean Bronze Age," in *Potnia, Deities and Religion in the Aegean Bronze Age, Aegaeum 22*, R. Laffineur and R. Hagg, eds., 2001, pp. 213-220 and pls. ([pdf](#))

Marinos, Nanno and Robin Hagg, eds., *Greek Sanctuaries, New Approaches*, Routledge, New York, 1995.

Mazarakis Ainian, Alexander, *From Rulers' Dwellings to Temples*, Jonsered 1997.

Mazarakis Ainian, Alexander, *The Sanctuaries of Ancient Kythnos*, Rennes 2019.

Mikalson, Jon D., *Ancient Greek Religion*, Blackwell, London, 2005.

Pedley, John G., *Sanctuaries and the Sacred in the Ancient Greek World*, Cambridge University Press, 2005.

Valavanis, Panos, *Games and Sanctuaries in Ancient Greece: Olympia, Delphi, Isthmia, Nemea, Athens*, Kapon Editions, Athens, 2004.

## **FA 1133: Maritime Archaeology 2: Practice**

- Semester: Summer Period
- Category: Select
- Instructor: George Koutsouflakis (University of Thessaly)
- ECTS Credits: 10

The course unfolds within the underwater archaeological research domain of the Phournoi island complex, focusing primarily on the excavation of a 5th-century AD shipwreck situated at depths ranging between 40 to 50 meters. Under the auspices of the University of Thessaly, students are immersed in this archaeological endeavor, which entails not only the investigation of the designated wreck but also supplementary documentation extended to approximately ten additional wrecks within the vicinity. Furthermore, reconnaissance fieldwork is conducted in archaeologically uncharted waters.

The evaluation of students' knowledge levels and diving proficiencies, a critical aspect overseen by the research director, is conducted through 2 to 3 adaptation dives. Based on their accrued experience, participants are then integrated into diving operations and regional activities integral to the archaeological mission.

The instructional content is multifaceted, commencing with an overview of staff planning and logistical considerations pertinent to underwater archaeological research, emphasizing adaptability to the idiosyncrasies of natural environments and adherence to diving safety protocols. Subsequently, students are acquainted with the operational fundamentals and utilization of various mechanical equipment, encompassing low and high-pressure air compressors, generators, support vessels, decompression chambers, pumps, and air-lifts, inclusive of transport, assembly, and installation procedures.

Practical exercises in underwater reconnaissance survey methodologies follow suit, entailing primary site documentation encompassing photographic records, measurements, descriptive assessments of site morphology, and sampling procedures. Within the excavation domain, students are instructed in the design and execution of excavation grid, adept employment of air-lifts and auxiliary excavation tools, techniques for artifact retrieval from the seabed, and utilization of robotic and remotely-operated optical scanning apparatuses (AUVs, ROVs).

A concluding segment of the course emphasizes the implementation of initial rescue measures subsequent to artifact recovery, foundational principles governing the preservation of underwater artifacts spanning diverse material compositions (e.g., stone, metal, clay, organic matter), and protocols for meticulous documentation within excavation diaries and databases.

### **Assessment:**

In the final evaluation, the following criteria are taken into account with the following percentages:

Active participation, interest and effectiveness in all field work at sea and research support actions on land (50%)

The responsibility in completing the tasks that will be assigned to the students – three (20%)

Formality and consistency in regulations and working hours (20%)

Communication and direct collaboration with the other members of the archaeological mission (10%)

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Pomey, P., Kahanov, Y., Rieth, E., “Transition from Shell to Skeleton in Ancient Mediterranean Ship-Construction: analysis, problems and future research”, *IJNA* 41 (2012), 235-314.

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Peacock D.P.S., Williams D.F., *Amphorae and the Roman economy, an introductory guide*, London – New York 1986.

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## FIELD RESEARCH PROJECTS OF 2025 SUMMER PERIOD

### F.T. Project 1: Systematic Excavation Material Study at Thorikos

- Site Location: Laurion, Northeast Attica
- Director: Andreas Kapetanios (Ionian University)
- ECTS Credits: 20

The subject of this field-lab is the study of osteoarchaeological and other organic material assemblages retrieved in excavations of burial contexts in the area of Laurion and in the Island of Agios Georgios; the study is carried out at the Archaeological Museum and the Wiener Laboratory of Archaeological Science of the American School of Classical Studies in Athens. Students are taught and practice by participating in the implementation of various methods of recovery, conservation, recording and analysis of organic archaeological finds which entail:

- at the macroscopic level: osteometric and paleopathological methods to investigate living conditions (including economic practices) and death as well as to classify and analyse common and/or idiosyncratic biological morphological features.
- at the microscopic and molecular level: sampling practices and sample preparation for the application of isotopic methods for the investigation of migration vs indigenusness and diet; inorganic biochemistry methods for the investigation of environmental polluting agents (eg heavy metals) and for the analysis of ancient DNA for the understanding of biological affinity and lineage.
- microexcavation of pot burials: microexcavation is performed in a laboratory setting on infant pot burials from the Agios Georgios Island, that were solidly excised during excavation.
- application of flotation methods for the collection of archaeobotanical material, microfauna and other small finds.

The multifaceted investigation of burial assemblages aims to gain a more complete understanding social practices and mortuary rituals, kinship structures and paleodemography, geographical origins (indigenusness or not), paleopathology of occupational diseases and injuries, biotoxicity from lead-laden environment (due to the Laurion large scale ancient silver-metallurgy).

The interdisciplinary research program is a collaboration of the Ionian University with the University of Ghent (Belgium) and the Max Planck Institute for Evolutionary Anthropology, Leipzig (Germany).

**Period of excavation:** The field tasks are carried out in parallel and in sequence from June to October. Each year's specific schedule is finalised in May.

**Work schedule: ???**

**Practicalities: ???**

## **F.T. Project 2: The Western Megaris Archaeological Landscape Project (WeMALP)**

- Site Location: Megara, Western Attica
- Director: Emeri Farinetti (Roma Tre University)
- ECTS Credits: 20

The Western Megaris Archaeological Landscape Project (WeMALP) aims to reconstruct the long-term landscape history of Western Megaris, Greece. The research examines the rural land use over time, investigates the relationships between Megara and the countryside, and sheds light on the historical significance of the natural bridge connecting Attica and Corinthia.

To achieve these goals, intensive systematic artifact surface surveys are carried out, along with architectural surveys, low-altitude drone photogrammetry, and remote sensing, all integrated into a digitally oriented workflow. Field data are critically interlaced with existing legacy data within a dynamic GIS environment. Along with settlement history, by studying the responses that the terrain offers to the research on landscape evolution over time, mobility systems are also analysed, that served as the physical link corresponding to cultural relationships between the ancient city, their harbours, and surrounding communities, traversing cultivated fields and mountainous landscapes.

Students will be enrolled in the field and lab activities, including an archaeometry lab on archaeological materials (mainly pottery), as well as in the ethnoarchaeological activities focussed on the material traces of recent human activities, including rural vernacular architecture associated with long-lasting wine production in the area. By using these small rural structures as vehicle of communication, deeply rooted in local culture and intertwined with familial and historical significance, students will also be engaged in community activities aimed at exploring the awareness of local communities of their rural heritage, understanding their perceptions of the landscape, as well as their cultural connections with neighbouring communities.

**Period of excavation:** 3 weeks in September/early October

**Work schedule:** 8 a.m. to 6 p.m., including lunch break

**Practicalities:** Accommodation (for a limited number of students) and possibly one meal per day (this can change according to funding opportunities each year)

**More Information:**

<https://www.instagram.com/wemalp.gr/>

[https://www.instagram.com/archeopaesaggi\\_roma3/](https://www.instagram.com/archeopaesaggi_roma3/)

### **F.T. Project 3: Surface Survey and Systematic Excavation at Sikyon**

- Site Location: Gulf of Corinth, Northeast Peloponnese
- Director: Giannis Lolos (University of Thessaly)
- ECTS Credits: 20

On-going excavations at Sikyon under the auspices of the Archaeological Society of Athens continue this summer by targeting two areas, the West Stoa and a central room of the Roman bath complex. The West Stoa, an important monument of the ancient city measuring ca. 43 x 21.5 m, was built in the early 3rd century BCE. The northern part of this stoa came to light during our recent excavations, but its central and southern parts are either buried or lie exposed as a result of piecemeal digging conducted in the 1930s. We aim at excavating the rest of it, which extends over an approximate surface of 800 m<sup>2</sup>, in order to uncover the entirety of this building, and to acquire more data concerning its architecture, use and date. Excavation of one room of the Roman bath, the limits of which are known thanks to the standing walls and the results of the recent geophysical prospection, will help us to date this large complex and to identify its different phases. The surface area of the room under excavation comes to 70 m<sup>2</sup>.

The excavation begins on Monday, July 8th and goes until Saturday, August 17. The team consists mostly of Greek, Canadian and American members (undergraduate and graduate students, senior archaeologists, professors of archaeology, architects, conservators, experts in different material (botanical, faunal, metal, coins) and local workmen. The daily schedule will be 7 am to 2 pm Monday through Saturday (on Saturdays we finish at Noon) with a short break around 11.00 for a snack. Following the work in the field, we 'll be spending some time in the apothiki (excavation storeroom) where we wash and process the finds, but we 'll split in two groups which will come to the apothiki in rotation. The idea is all the participants to have the opportunity to do everything: digging (which will be the major task), know how to use the topographic instruments (DGPS and total station), how a drawing is made, how the artifacts are registered, how the field information is entered in the database (we are using the open area system), how organic material is retrieved (with flotation), how the finds are preserved etc.

**Period of excavation:** 6 weeks (July 8 – August 17, 2024)

**Work schedule:** 7 a.m. to 2 p.m.: field work including lunch break  
Afternoon: work in excavation storeroom

**Practicalities:** Accomodation and possibly one meal per day (except Sunday)

**More Information:**

<http://extras.ha.uth.gr/sikyon/en/index.php>



#### **F.T. Project 4: Systematic Excavation at Vryokastro**

- Site Location: Kythnos, Cyclades
- Director: Alexander Mazarakis Ainian (University of Thessaly)
- ECTS Credits: 20

The university excavation at the site of “Vryokastro” of ‘Kythnos’ (Cyclades) has been in progress since 2002 following a systematic surface survey during the years 1990-1995 and 2001. This site is identified with the homonymous ancient capital of Kythnos island, which was inhabited from the 12th century BC to the 6th-7th century AD.

The excavations are conducted in collaboration with the Ephorate of Antiquities of the Cyclades of the Greek Ministry of Culture and have brought to light several sanctuaries, active from the Geometric (8th c. BC) to Late Roman (4th c. AD) periods. All these sanctuaries yielded numerous rich offerings, which form today the core of the exhibits of the new archaeological museum of the island, inaugurated in May 2023. Excavations were also conducted in the islet ‘Vryokastraki”, where remains of the Old Christian and Proto-byzantine periods were unearthed (including a three-aisled basilica church). In the ancient harbor, underwater excavations, in collaboration with the Ephorate of Underwater Antiquities, revealed the various harbor installations as well as several Roman marble sculptures. Currently the excavation focuses on the Acropolis of the town, divided in two sectors: a rich sanctuary at the northern part, dedicated to the cult of Demeter and Kore, and a military fortress at the southern part

**Period of excavation:** 4 weeks (23 June – 19 July 2025)

**Work schedule:** 7.00 am – 2.00 pm field work / excavation. 6.00-9.00 pm recording of finds at the Archaeological Museum of Chora.

**Practicalities:** Accommodation is provided, as well as a main meal per day. The ferry tickets and transport on the island are also taken in charge by the university.

**More Information:**

<http://extras.ha.uth.gr/kythnos/index.php?page=sites-town>

## **F.T. Project 5: Systematic Excavation in Therasia and Pottery study workshop at the Museum of Prehistoric Thira**

- Site Location: Santorini, Cyclades
- Director: Konstantinos Sbonias (Ionian University)
- ECTS Credits: 20

The archaeological research on Therasia island, within the framework of Therasia survey project, and the ongoing excavation of the Early and Middle Bronze Age hill-top settlement site of Koimisis, at the southern tip of present-day Therasia island, have contributed significantly to the broader understanding of long-term settlement history of Therasia. The systematic archaeological investigation of Therasia island had been conducted by the Ionian University in collaboration with University of Crete and the Ephorate of Cyclades since 2007. The intensive archaeological surface survey, geological survey to study the geological structure and paleotopography of Therasia, and geophysical investigations, conducted concurrently with the ongoing excavation of the settlement site of Koimisis at the southern end of modern Therasia, have created the conditions for a more comprehensive approach to the archaeological landscape of the island.

The site of Koimisis, under excavation since 2014, emerges as a significant Early Bronze Age settlement situated on the imposing hilltop rising on the west side of the pre-eruption Santorini caldera, with a long period of habitation up until the end of the Middle Cycladic period, at which point it was definitively abandoned. The excavation yields new information on the architecture and spatial organisation of Cycladic settlements during the Early and Middle Bronze Age, complementing the picture from Akrotiri, where early phases are preserved in a fragmented manner beneath the buildings of the Late Cycladic town.

Currently, as part of the project, the study of excavation materials is taking place at the Museum of Prehistoric Thera in Phira, Santorini. Students will participate in laboratory activities at the museum, which include an archaeometry lab focused on archaeological materials, primarily pottery, as well as ethnoarchaeological activities centered on pottery production techniques. Work at the Museum involves becoming familiar with general issues of ceramic technology, with particular emphasis on the exploitation and processing of raw materials, handmade building techniques, vessel surface treatment, and firing. Practical exercise will be conducted to facilitate the macroscopic identification of ancient pottery fabrics, vessel surface treatment, and the characterization of firing conditions, as deduced from the color of the pottery sherds. Laboratory work also includes an introduction into basic principles of petrographic analysis and experimental archaeology.

**Period of excavation:** September

**Work schedule:** 8 a.m. to 16:00 p.m.

**Practicalities:** Accomodation (provided for a limited number of students)

**More Information:**

<https://history.ionio.gr/research/therasia/>

### **F.T. Project 6: Underwater Archaeological Research at Fournoi**

- Site Location: Ikaria, Eastern Aegean
- Director: George Koutsouflakis (University of Thessaly)
- ECTS Credits: 20

The Fournoi Project, situated in the eastern Aegean region, represents a collaborative endeavor initiated in 2015 and currently ongoing, jointly conducted by the University of Thessaly and the Ephorate of Maritime Antiquities under the auspices of the Hellenic Ministry of Culture. Focused on the Fournoi archipelago, comprising approximately 20 islands, islets, and shoals, this endeavor lies south of Samos and Ikaria.

During its initial phase (2015-2020), the project primarily concentrated on the comprehensive documentation, analysis, and examination of ancient, medieval, and post-medieval shipwrecks within the designated area. Subsequently, from 2021 onward, the research has pivoted towards the excavation of a late Roman shipwreck, dated to the latter half of the 6th century A.D., denoted as Shipwreck 15. Notably, this wreck contains a cargo consisting of amphorae and tableware sourced from the Black Sea and the Northeast Aegean.

Situated along the eastern coastline of the primary Fournoi island, Shipwreck 15 lies exposed to prevailing northern winds at depths ranging between 42 to 49 meters. Accessible solely by boat, both the ancient vessel and its cargo have endured remarkably, maintaining their structural integrity upon the sandy, sloping seabed. Initial excavation endeavors employ air-lift mechanisms to displace sediments and fully uncover the vessel and its contents.

**Period of excavation:** Conducted annually in the month of September, the survey spans a duration of four weeks.

**Participation prerequisites:** (a) possession of an Advanced Nitrox diving certification, (b) possession of a medical clearance from a hyperbaric physician, and (c) individual Dan type insurance coverage against diving-related incidents

**Work schedule:** While no fixed schedule is prescribed due to the direct influence of weather conditions, collaborators are expected to maintain continuous availability throughout daylight hours.

**Practicalities:** The research's fiscal allocation encompasses provisions for round-trip ferry transportation from Piraeus to Fournoi, catering services featuring breakfast and one daily meal, as well as accommodation arrangements within double or triple occupancy rooms.

## MASTER DISSERTATION

All students, during the third semester, undertake a supervised research project at one of the three collaborating institutions participating in the JMDP: a) Department of History, Archaeology, and Social Anthropology of the University of Thessaly, b) Department of History of the Ionian University, or c) Department of Humanities of Roma Tre University.

The Master Dissertation (M.D.) is written in the English language and is up to 15,000 and 20,000 words.

The M.D. has a clearly research-oriented character and a topic related to one of the courses of the JMDP. It is publicly defended before a three-member Examination Committee (1 supervisor and 2 scholars) established by the Curriculum Committee, following a proposal from the Steering Committee of the JMDP. The members of the Examination Committee must hold a PhD in the same or related scientific discipline as the M.D. topic.

The candidate should submit to the Secretariat of the JMDP the proposed title of the M.D., a brief summary of the research topic and the name of the suggested supervisor. The latter nominates the supervisor. The supervisor and the 2 members of the Examination Committee are established by the Curriculum Committee, following a proposal from the Steering Committee of the JMDP and belong to the aforementioned instructor categories of the JMDP (Refer to the above Section 4: Supervision).

In exceptional cases, if there is an objective inability or significant reason (such as illness, absence abroad, etc.), it is possible to replace the supervisor or a member of the Examination Committee after a decision by the Director of the JMDP and the approval of the Steering Committee.

According to the current legislation, scholars who have the right to supervise M.Ds. inform the Secretariat of the JMDP in writing about the proposed M.D. topics.

The process for submitting the M.D. for examination is as follows:

When the candidate deems that the M.D. is ready to be examined, they shall submit the final draft for reading and feedback to the supervisor. Based on their comments, the candidate makes the final corrections and submits the revised draft, no later than twenty (20) days before the defense date.

The approval of the thesis entails that the students will publicly defend it before the three-member Examination Committee (1 supervisor and 2 scholars), at their chosen institution. The date and place of the defense is determined by the Curriculum Committee. The M.D. is graded by the members of the Examination Committee immediately after its defense. Approval requires the concurring opinion of two-thirds (2/3) of the Committee members.

The M.D., once approved by the Examination Committee, is submitted by the candidates to the library. The M.D. must be posted on the website of Institutional Repository of the University of Thessaly (<http://ir.lib.uth.gr>) and on the website of the JMDP.

Regarding issues of confidentiality, respect for personal data, and other ethical and moral rules concerning Master Dissertations, the Department of History, Archaeology, and Social Anthropology has established a Tripartite Committee on Research Ethics and Deontology.

Regarding the procedure, interested parties should submit: 1) a request for the examination of the proposal, 2) a description of the research proposal, 3) research protocols, consent forms and other supporting documents, deemed necessary based on the scientific fields.

Templates for drafting the relevant documents can be found on the website of the University of Thessaly at the following address: <https://www.uth.gr/panepistimio/thesmika/themata-deontologias>.

After reviewing the proposal, the Curriculum Committee issues a Certificate of Approval for the M.D. proposal. In case of rejection of the application or disagreement among the committee members, the matter will be referred to Committee for Research Ethics of the University of Thessaly. The Certificates of Approval will be posted on the information system of the Quality Assurance Unit (MO.DI.P.).

The Handbook with Dissertation Guidelines is posted on the official website of the JMDP, and it is common for all three partner institutes.

## **STUDENT OBLIGATIONS**

The students' obligations for the successful completion of the JMDP are as follows:

- Mandatory attendance of courses
- Mandatory participation in other educational activities (e.g., field trips, visits to museums, archaeological sites, excavations, restoration projects, etc.)
- Mandatory participation in field research project
- Mandatory lectures, workshops, and conferences related to the thematic focus of the postgraduate program, which take place at the three partner institutions.

## PROVISIONS

### HEALTHCARE

According to the Ministry of Education Circular, uninsured undergraduate and postgraduate students, as well as doctoral candidates, are entitled to full medical and hospital care in the National Healthcare Service (NHS – Greek: ESY) with coverage of said expenses by the National Organization for Health Care Services (Greek: EOPYY).

For more information visit the official website of the Student Welfare services of the University of Thessaly: <https://www.uth.gr/en/life/student-welfare/healthcare>

### ACADEMIC ADVISOR

Students of the JMDP "Field Archaeology in Greece: Interdisciplinarity and Cutting-Edge Technologies" at the Department of History, Archaeology, and Social Anthropology (I.A.K.A.) of the University of Thessaly who need information and assistance for better organizing their studies can address the Academic Advisor.

The instructor appointed as Academic Advisor for the graduate students after their enrollment to the JMDP is a faculty or research staff member of one of the three partner institutes. During the first semester, the Curriculum Committee, following a proposal by the Steering Committee, appoints a faculty member, as academic advisor of every student. Students have the right to request a different instructor as their Academic Advisor during the first semester, provided they submit a substantiated request to the Steering Committee of the JMDP, which shall decide.

Each graduate student can consult with their Academic Advisor regarding issues related to the curriculum, course selection, and overall academic planning. Additionally, students may also address their academic advisor in cases of inappropriate behavior or inadequate guidance by faculty or administrative staff, as well as for matters related to their evaluation.

For the essential support of postgraduate students in terms of their studies, the Academic Advisors cooperate, where required, with:

- The Accessibility Center for individuals with disabilities at the University of Thessaly – “Prosvasi”  
(<https://prosvasi.uth.gr/en/%ce%b1%cf%81%cf%87%ce%b9%ce%ba%ce%ae-english/>)
- The Student Counselling Service of the Laboratory of Psychology and Applications in Education (<https://www.uth.gr/en/life/support/counselling>)



- UTH Support dealing with direct or indirect discrimination, victimization, bullying or harassment (<https://www.uth.gr/en/life/support/harassment-bullying>)

## **STUDENT ADVOCATE**

The Student Advocate is responsible for the mediation between students and teachers or administrative services of the Institute, the observance of legality in the context of academic freedom. Moreover, he/she deals with improper administration practices and guarantees for the preservation of the well-regulated operation of the Institute.

The Student Advocate is not responsible for student examinations and grades.

The Student Advocate can be contacted either by phone at 2421074691 or by email at [sinigorosfititi@uth.gr](mailto:sinigorosfititi@uth.gr).

For more information visit: <https://www.uth.gr/en/life/support/student-advocate>

## **SCHOLARSHIPS**

Two excellence scholarships, each worth €1,000, are provided.

A scholarship will not be granted if the postgraduate student is already receiving a scholarship from another source.

Scholarships will not be awarded to students enrolled in the JMDP without the obligation to pay tuition fees.

Scholarships will be awarded to the two highest-scoring applicants after evaluation of their portfolios and oral interviews.

The program will operate in the facilities of all three partner Institutions.

## **INFRASTRUCTURE OF THE JMDP**

### **1. Infrastructure of the Department of History, Archaeology and Social Anthropology (IAKA) of the University of Thessaly**

The classrooms, laboratories, equipment, and administrative structure of IAKA, the Library of the University of Thessaly, and the facilities/equipment of archaeological research projects are utilized to meet the teaching and research needs of the JMDP.

The Archaeology Laboratory, which is located in the Papastratos building complex of the University of Thessaly in Volos (Building "Roza Imvrioti", 6th floor), was set up and organized with the aim to support the Department's archaeological courses and research, to assist students' training in modern archaeological methods and approaches, and become a place where research activities can be conducted. The Laboratory has a valuable library, its book collection is regularly enriched and updated, and the appropriate material and technical infrastructure (computers, topographic instruments, microscopes, etc.) that facilitates and enhances the educational process.

The Educational Archaeological Collection (Papastratos building complex of the University of Thessaly, Building "Roza Imvrioti", 5th floor) was officially established in October 19, 2001. The purpose of its establishment is to support archaeology courses and promote specialized educational processes that develop research skills, self-action, the ability to conduct projects, etc. A part of the collection supports courses related with technology, bioarchaeology, pottery, metallurgy, etc. The material constituting the special collections support applications of archaeometry, computational archaeology, electronic mapping, museology, etc. The space where the collection is hosted has been equipped with storage cabinets and showcases, as well as with the necessary technical and laboratory equipment that will assist in the material's documentation. Furthermore, there have been requests to the relevant Ephorates for material transferring, and their positive response has made a major contribution to the goals that have been set.

The Informatics Laboratory of IAKA will serve the need of teaching of the JMDP.

The need of the students and faculty of the Department for specialized bibliographic research (books, offprints, e-journals, databases, etc.) is covered by the Central Library of the University of Thessaly.

The Department also provides technological support to the students of the JMDP, offering them access to the equipment of the Archaeology Laboratory, the classroom of the Educational Archaeological Collection, and the Informatics Laboratory.

The official website of JMDP (<https://fa.ha.uth.gr/about-us/>) is constantly updated, containing all the information and announcements related to the JMDP, and serves as the official source of information for students.

## **2. Infrastructure of the Department of History of Ionian University**

The facilities of the Department of History and of other institutions of Ionian University which will serve the needs of the JMDP are as follows:

### **A. Department of History (Ioannou Theotoki 72, 491 32 Corfu):**

1. Rooms and equipment of the Laboratory for History Documentation and Mediterranean World Research
2. Rooms and equipment of the Laboratory for the Study of the Ancient World
3. Rooms and equipment of the Master's Program "History and Documentation"
4. Informatics Laboratory
5. Four seminar rooms

The facilities include infrastructure for teaching and training in research methods. Particularly, they comprise workspaces and teaching rooms, libraries with a range of books and scientific journals, audiovisual equipment, electronic equipment, and software for training in informational systems and applications of digital humanities (including systems for managing multiple data - Geographic Information Systems, Databases, processing of two-dimensional design and audiovisual material, etc.). The capacity of the facilities ranges from 15 to 40 people, and they host lectures, seminars, laboratory exercises, and tutorial laboratory exercises.

## B. Campus of Ionian University (Ioannou Theotoki 72, 491 32 Corfu):

### Central Library and Information Center

The Central Library of Ionian University hosts the remarkable collection of Greek and foreign books of the Department of History. The collection also comprises rare old books and a series of maps (historical etc.). Furthermore, the library offers students online access to scientific journals and databases provided by the HEAL-LINK portal, along with other repositories, databases, and specialized research resources for humanities studies. The library collection is open to all members of Ionian University either for on-site use in the reading room or for borrowing. Access to international and Greek digital libraries and resource repositories for students and faculty members is also provided.

### C. Courses and seminars held in the field

#### a. In Corfu town (in proximity to the Department of History):

- at the Archaeological Museum of Corfu,
- at the Archaeological Site of Palaiopolis / Mon Repos,
- at the Byzantine Museum of Antivouniotissa,
- at the Corfu Public Library (GAK),
- at the Corfu Reading Society

b. In other parts of the island, in historic settlements and archaeological sites and other places recognized for their outstanding cultural and historical value.

## 3. Infrastructure of the Department of Humanities of Roma Tre University

The Department of Humanities of the University of RomaTre University carries out research activities at a high international level, with collaborations and exchange agreements with academic and scientific partners in many countries. The main areas of interest of the Department include archaeology, with a particular interest for teaching and research in methods of archaeological investigation between theory and application of new technologies. In the department are active the DigitalHumanitiesLab (DH Lab) and the Geo-cartographic Laboratory “Giuseppe Caraci”, that organizes seminar series in “Digital Earth and Smart Governance. GIS strategies and tools for the management of territorial and cultural heritage”.

Archaeological fieldwork opportunities for students are offered by the department, in Italy, Northern Africa and Lebanon. In Greece, the Department has been carrying out since 2019 an archaeological field survey project in Western Megaris (namely WeMALP – Western Megaris Archaeological Landscape Project) co-directed by Emeri Farinetti (RomaTre University and Italian Archaeological School at Athens) and Panagiota Avgerinou (Hellenic Ministry of Culture – Ephorate of Western Attica). New technologies and the most up-to-date methods in field research are applied, such as low-altitude aerial photogrammetry (from drone flights), laser scanner, DGPS positioning and mapping, GIS analyses, 3D modelling of landscape areas and archaeological features, systematic artefact surface survey with the help of mobile GIS.