



INTERNATIONAL  
HELLENIC  
UNIVERSITY

# Student Handbook 2024-2025

## MA in Black Sea and Eastern Mediterranean Studies: Culture and International Relations



University Center for  
International Programmes of Studies

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## THE INTERNATIONAL HELLENIC UNIVERSITY

### Introduction

The **International Hellenic University (IHU)** was initially established by Law (No 3391/2005) and was based in Thessaloniki, Greece. The IHU was Greece's first public university where programmes were taught exclusively in English comprised three (3) Schools which offered twenty-four (24) master programmes.

The International Hellenic University was re-established by Law (No 4610/2019), is based in Thessaloniki, comprises eight (8) Schools and twenty-five (25) Departments and is located in Thessaloniki, Serres, Katerini, Kilkis. The School of Humanities, Social Sciences and Economics and the School of Science and Technology of the IHU belong to the **University Center of International Programmes of Studies (UCIPS)** of the International Hellenic University offering postgraduate programmes that are taught exclusively in English.

### Our Mission

Our strategic mission is threefold:

- Provide research and education that meets the needs of the international community
- Enhance understanding of the economic, socio-political and technological issues facing the societies we serve, through teaching and research of the highest academic standard
- Create a truly international and diverse student and faculty community to foster greater understanding between cultures and nations.

### Academic Management

The IHU Governing Board is the overall body governing the operation of the University in accordance with respective legislation and its own internal regulations. Together with the responsibility for overall educational and research policy and the University's development strategy, the Governing Board is also ultimately responsible for all administrative or organisational matters of the University. Upon approval by the Governing Board, all proposals for postgraduate study programmes are submitted by the same to the Ministry of Education & Religious Affairs.

The General Assembly of the School of Humanities, Social Sciences and Economics is responsible for all academic and administrative matters. It is responsible for drafting and submitting proposals for postgraduate study programmes, appointing advisory committees, examination committees, the award of postgraduate degrees, selection or examination of prospective postgraduate students and for any other matter foreseen in the respective legislation. In the case of interdepartmental Postgraduate Study Programmes, the Special Interdepartmental Committee (S.I.C.) has the same powers as the General Assembly and is composed of members of the corresponding General Assemblies.

A Programme Coordinating Committee is responsible for monitoring and coordinating the operation of each respective postgraduate programme. It reports to the General Assembly of the School.

The Programme Director, assisted and deputized by the Assistant Director, is responsible for promoting the effective implementation of the postgraduate study programme. The Programme Director reports to the General Assembly of the School on all issues regarding the effective operation of the programme.

The Student-Staff Liaison Committee is part of the School's quality control mechanism. Its purpose is to ensure good communication with the students on your programme of study and to identify areas where improvements could be made. The students will elect three members as class representatives. The student reps will meet at least once per semester with the Programme Director and members of the faculty. The meetings are informal in style but all issues raised are taken seriously and responded to. The course office produces minutes of each meeting which are then sent to all members of the class. Students will be informed of actions taken by the School to resolve any issues raised at SSLC meetings. The student representatives have the chance, upon request, to meet with the President of the Governing Board of the University Center of International Programmes of Studies.

Please note that in addition, all students participate in the evaluation of their courses and programme by completing and submitting the respective Course Evaluation Forms and the IHU Exit Questionnaire.

## **PART I: The MA in “Black Sea and Eastern Mediterranean Studies: Culture and International Relations” Programme**

### **Aims and Objectives**

#### **General description**

Having run a six-year cycle as the ‘MA in Black Sea Studies’, the Programme was extended and named ‘MA in Black Sea and Eastern Mediterranean Studies’ in the academic year 2016-2017. As of the academic year 2023-2024, the Programme’s title is further modified to reflect its two streams Archaeology and Cultures Stream and International Relations and History.

During the initial six-year period, our Master’s Programme devoted to the Black Sea, globally unique until this day, with an interdisciplinary approach of the region throughout history, attracted a significant number of students from 13 countries. Our students submitted Master’s dissertations on various topics concerning the Black Sea, which were inspired, original, some highly distinguished, and published in scientific journals or presented at conferences.

The reformed Programme is based on an interdisciplinary approach to the study of the history and culture of the Black Sea and the Eastern Mediterranean region. The study and interpretation of the historical and cultural data of these regions, areas of great geopolitical and economic importance, will provide the students with an outstanding opportunity to specialize in a research domain of such significance in our times.

The Black Sea region and the Eastern Mediterranean basin with their special geophysical and cultural characteristics, are gaining significance as geopolitical links between Europe and Asia. The important natural resources and the crucial position of these regions at the hub of international routes have aroused the interest of many nations over the ages, leading to numerous events of great cultural and historical importance.

The Black Sea and the Eastern Mediterranean constitute two great international gateways of considerable significance for Europe as well as for Asia and the East. Over the last few decades, research institutions and university departments all over the world have promoted research programmes concentrating on these regions with such rich scientific material.

The MA in “Black Sea and Eastern Mediterranean Studies: Culture and International Relations” provides specialized education in diverse areas of interest such as Archaeology, Ethnography, Historical Geography, Art, Religion, Mythology, Ancient and Modern History, International Relations, Politics, Diplomacy and Economy. The Master’s Programme “Black Sea and Eastern Mediterranean Studies: Culture and International Relations” promotes learning and teaching characterized by a diversity of teaching methods.

The Master’s Programme “Black Sea and Eastern Mediterranean Studies: Culture and International Relations” is addressed to graduates in:

- History
- Archaeology
- Art history
- Ethnography, Ethnology, Anthropology
- Social Sciences
- Political Sciences
- Economics
- International Relations

#### **Programme Outcomes**

##### **Educational and Professional Goals and Objectives**

The School of Humanities, Social Sciences and Economics offers a critical and multifarious study of the Black Sea and Eastern Mediterranean regions, from ancient history and archaeology to contemporary art and modern politics and economy. It is focused on the exclusive promotion of scientific research and knowledge. The educational background was shaped in the new milieu created by the collapse of the Soviet Union and the social and economic realignments all over Eastern Europe. Even in Greece, economic immigration, combined with the so-called “repatriation” of Greek-Orthodox populations from the Black Sea region, led to the daily contact and transactions with peoples and cultures barely known to modern Greeks.

This postgraduate programme encourages the development of inter-religious and inter-cultural relations between different societies of the Balkans, Eastern Europe, the Black Sea and Eastern Mediterranean region in order to promote international communication and understanding. In this context this programme will hopefully provide the specialised personnel, properly equipped with scientific knowledge and well-informed, suitable to enhance cooperation among the countries of the South-eastern Europe and the Eastern Mediterranean basin. Our growing links to leading academic and cultural institutions in Central and South-eastern Europe ensure that our students are equipped with excellent career prospects.

Each course of this programme enables the students to develop a historical, political, economic perspective on Black Sea and Eastern Mediterranean reality. The graduates obtain specialized and thorough knowledge on the wider Black Sea and Eastern Mediterranean region related to:

- the development and diversity of relations between the peoples of the region from antiquity until nowadays, based on data from History, Archaeology, Mythology, Art, Monumental Topography and Historical Geography
- modern and contemporary activity in the arts, orientated towards subjects of representational and non-representational art and architecture, in a comparative perspective
- issues of minorities, immigrations, close proximity, human rights and security, cultural relations and communication between countries during the post-soviet era or since the emergence of the political Islam
- the contemporary political situation within the framework first of the theoretical background of international relations and, second, of the comparative study with European and Asian countries
- business activity, the investment environment and economy of the Black Sea and Eastern Mediterranean countries, through the study of data and comparison with other economies.

### **Competences - Skills**

Upon completing the MA programme, the graduates will have developed the competences and the ability to:

- communicate effectively both orally and in writing in the English language, using the appropriate scientific terminology
- identify and date an archaeological find, recognize, comment on and discuss works of art and architecture and classify them in specific artistic movements
- offer consultancy in the organisation of art exhibitions
- analyse and compare international relations, political, and historical data. inform investors and businessmen on the Black Sea and Eastern Mediterranean regions
- use generic methodology tools of the Humanities and Social Sciences, as well as specific tools and techniques in order to find, study and utilise the sources of information.

In accordance with the courses taught, our graduates are equipped with qualities, skills and competences to work in:

- Educational Institutions and Academies concentrating on Black Sea and Eastern Mediterranean studies.
- Archaeological Departments and Research Institutes, either Greek or international that organise archaeological missions to the Black Sea and Eastern Mediterranean countries.
- Archaeological Departments and Research Institutes in the Black Sea and Eastern Mediterranean countries.
- Museums and Galleries of Art with a special interest in the Black Sea and Eastern Mediterranean Region, State services, companies, banks and corporations which operate or have interests in the Black Sea and Eastern Mediterranean regions.

### **General Skills**

Upon completing the MA programme, the graduates will have acquired the following general skills:

- Ability to apply knowledge in practical situations
- Ability to search for, analyse and synthesise data and information, using information and communication technologies
- Ability to adapt to new situations
- Ability to make reasoned decisions
- Ability to work autonomously
- Ability to work as part of a team
- Ability to work in an international context

- Ability to work in an interdisciplinary environment
- Capacity to generate new ideas (creativity)
- Ability to design and manage projects
- Respect for diversity and multiculturalism
- Commitment to conservation of the environment
- Social, professional and moral ethics and responsibility, as well as sensitivity in matters of sex discrimination.
- Ability to exercise critical assessment and self-criticism
- Ability to foster freedom of thought, intellectual curiosity and reasoning.

The IHU's MA in "Black Sea and Eastern Mediterranean Studies: Culture and International Relations" programme promotes learning and teaching characterised by a diversity of teaching styles and techniques, which recognise that the University operates in an ever-changing environment. Teaching and learning methods should assist the development of these skills by encouraging not merely the capacity for abstract reasoning but also the students' capacities for independent and self-motivated learning, problem-solving skills, and some of the knowledge and skills which are common to employment in many fields.

The traditional lecture supported by PowerPoint presentations and lecture notes continues to be the principal method of delivery. All classes will also be supported by comprehensive e-learning material.

Lecturing emphasises interactive activities, making full use of the university facilities. The methods chosen reflect the needs of the students, the aims and target learning outcomes of the programme or the individual course, and the resources available. Learning, teaching and assessment methods are regularly reviewed. Theory, understanding and information are imparted through problem solving and class discussions. Students also learn through research and reading relevant literature. Coursework and assignments (individual and in small groups) develop the ability of students to solve problems. Projects allow the students to study a subject in depth, working more independently where possible. Group projects are also used, which help develop team-working skills. Teaching and learning methods include the opportunity for students to apply their knowledge and expertise to problems beyond those generally encountered. Higher level skills are fostered and encouraged. Students are expected to spend a substantial amount of time working on their own, going through their notes and studying suggested textbooks and specialist readings as well as making use of the support provided through e-learning materials.

## **Programme Structure**

### **Minimum requirements**

The MA in "Black Sea and Eastern Mediterranean Studies: Culture and International Relations" (full-time) is a full calendar year intensive programme, providing however the opportunity also for a Part-Time Study Programme.

In order to obtain the Master's Degree in "Black Sea and Eastern Mediterranean Studies: Culture and International Relations" of the School of Humanities, Social Sciences and Economics, students must attend and pass eight (8) courses (*Core, and Stream Electives*) corresponding to sixty (60) ECTS credits and successfully complete the Master's Dissertation, which corresponds to thirty (30) ECTS credits. The MA in "Black Sea and Eastern Mediterranean Studies: Culture and International Relations" comprises three parts. The first two parts encompass the taught courses during the first and second semesters. The third period is dedicated to the Master's Dissertation. Lectures are mostly on weekdays (Monday - Friday). Each lecture lasts three-hours.

Description		Hours	Credits
4 Core Courses	(7,5 ECTS each)	120	30
4 Stream Elective Courses	(7,5 ECTS each)	120	30
Master Dissertation			30
<b>Total Taught Hours</b>		<b>240</b>	<b>90</b>

## Academic Calendar

Establishment of the academic calendar for the International Hellenic University falls within the authority of the Faculty as set forth in Faculty Policies and Procedures. Construction of the academic calendar is subject to rules and guidelines prescribed by the University Governing Board, the School General Assembly and Greek State legislation. The academic calendar for the following year is subject to approval by the Governing Board at the end of the current year. The approved academic calendar is mandatory for all three Schools of the International Hellenic University.

General structure of the MA programmes academic calendar:

### Induction Day: 18 October 2024

#### 1st (Winter) Semester

Teaching commences on 21 October 2024 and ends on 9 January 2025.

Examinations take place from 27/01/2025 to 6/02/2025

Public / Academic holidays: 26 & 28 October, 24 December 2024 up to and including 6 January 2025 (Christmas break).

#### 2nd (Spring) Semester

Teaching commences approximately on 9 February 2025 and ends approximately on 9 May 2025.

Examinations take place approximately from 19/05/2025 to 30/05/2025.

Public / Academic holidays: 3 March 2025 (Ash Monday), 25 March 2025, 14 April 2025 up to and including 27 April 2025 (Easter break) and 9 June 2025 (Holy Spirit).

## Curriculum

### Core Courses

The four (4) Core Courses are mandatory for all students and provide the general and introductory knowledge required for the courses to follow. These Core Courses provide a thorough grounding in sciences concerning the Black Sea and Eastern Mediterranean region. Each course is assessed both by coursework and written exam. The duration of each course is 10 weeks of lectures, supplemented by one Reading Week.

### Stream Elective Courses

Students complete four (4) Stream Elective Courses in total, selecting, for the Archaeology and Cultures Stream four (4) out of six (6) or four (4) out of seven (7) for the International Relations and History Stream, offered in the second semester. Each course is assessed both by coursework and written exam. The duration of the Elective Courses is also 10 weeks of lectures and one Reading Week. All Stream Elective Courses are carefully designed to provide students with knowledge of direct relevance for their interests and careers.

### Master's Dissertation

In order to acquire their MA Degree students must complete an one-semester project (=30 ECTS) on a subject relevant to their academic interests and course selection. This is the Master's Dissertation. It provides them with the opportunity to use knowledge gained during their courses and tests their ability both to apply a certain methodology and theoretical approach to a given problem and to present an original piece of research or fieldwork on a scientific issue related to the Black Sea and Eastern Mediterranean. Students are supervised throughout their projects by a member of the academic faculty of the IHU or of another Greek University who is a specialist in the field. Supervision is delivered through face-to-face meetings at the University and/or through the e-learning platform of the University.

## Full-time programme

### The Core Curriculum and Electives

Semester	Core Courses (required)	Hours	Credits
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I	Historical Geography and Cartography of the Black Sea in Antiquity	30	7,5
I	Alexander the Great and the Formation of a New World	30	7,5
I	International Relations in the Black Sea and Eastern Mediterranean Region	30	7,5
I	The Black Sea and the Eastern Mediterranean from the 19th until the end of the 20th century	30	7,5
<b>Stream Elective Courses</b>			
<b>ARCHAEOLOGY AND CULTURES STREAM (4 out of 6 courses) *</b>		<b>Hours</b>	<b>Credits</b>
2	Topics in the Prehistoric Archaeology of the Black Sea and the Eastern Mediterranean	30	7,5
2	Ancient Art and Monumental Topography in the Black Sea	30	7,5
2	Ancient Religion and Mythology in the Black Sea	30	7,5
2	Historical and Cultural Aspects of the Black Sea and the Eastern Mediterranean in the Hellenistic and Roman periods	30	7,5
2	Topics in Byzantine and Islamic Art in the Black Sea and the Eastern Mediterranean	30	7,5
2	Excavation	120	7,5
<b>INTERNATIONAL RELATIONS AND HISTORY STREAM (4 out of 6 courses) *</b>			
2	Conflicting National Strategies: Georgia-Russia, Ukraine-Russia, Armenia-Azerbaijan, Greece-Turkey-Cyprus	30	7,5
2	War and Revolution in the Middle East: From the Arab-Israeli Conflict to the Arab Spring	30	7,5
2	The Hellenism in the Black Sea countries	30	7,5
2	Classical Geopolitics, Energy and Security Dilemmas in a Historical Perspective	30	7,5
2	Mass Violence and Population Transfers in 20th and 21st centuries	30	7,5
2	Political Islam across three Continents	30	7,5
2	Archival research and internship in historical archives	30	7,5

\* Some of the elective courses may not be offered in a particular year, depending entirely on student demand.

### Programme Timetable for full-time students (approximately)

Semester	Calendar	MA Activities
I	21/10/2024 – 13/01/2025	4 Core Courses
I	24/12/2024 - 06/01/2025	Christmas Break
I	14/01/2025 - 24/01/2025	Reading
I	27/01/2025- 7/02/2025	Exams
2	09/02/2025 – 9/05/2025 (aprox.)	4 Stream Elective Courses
2	14/04/2025 - 27/04/2025	Easter Break
2	28/04/2025 – 18/05/2025	Reading / Dissertation Proposal
2	19/05/2025 – 30/05/2025	Exams

	09/2025	Re-sit exams
3	06/2025 - 31/01/2026	Dissertation Project
3	TBA	Dissertation Presentation

\* Timetable is indicative and subject to changes

### Part-time programme

The programme is also available to run in a part-time mode, of a two years duration.

First Year: During the first semester students attend two (2) Courses (2 Core Courses). During the second semester students attend two (2) Stream Elective Courses.

Second Year: During the third semester students attend two (2) Courses (2 Core Courses). During the fourth the two (2) remaining Stream Elective Courses.

The MA Dissertation for part-time students should be completed during the fifth and sixth semester.

\* Part-time programme:

First semester: Two (2) courses (Core)

Second semester: Two (2) Stream Elective courses out of six (6) or seven (7) offered, depending on the stream.

Third semester: Two (2) courses (Core).

Fourth semester: Two (2) Stream Elective courses out of six (6) or seven (7) offered, depending on the stream.

### The Core Curriculum and Electives

#### YEAR I

Semester	Core Courses (required)	Hours	Credits
I	Historical Geography and Cartography of the Black Sea in Antiquity	30	7,5
I	Alexander the Great and the Formation of a New World	30	7,5
I	International Relations in the Black Sea and Eastern Mediterranean Region	30	7,5
I	The Black Sea and the Eastern Mediterranean from the 19th until the end of the 20th century	30	7,5
	<b>Stream Elective Courses</b>		
	<b>ARCHAEOLOGY AND CULTURES STREAM (4 out of 6 courses)</b> *	<b>Hours</b>	<b>Credits</b>
2	Topics in the Prehistoric Archaeology of the Black Sea and the Eastern Mediterranean	30	7,5
2	Ancient Art and Monumental Topography in the Black Sea	30	7,5
2	Ancient Religion and Mythology in the Black Sea	30	7,5
2	Historical and Cultural Aspects of the Black Sea and the Eastern Mediterranean in the Hellenistic and Roman periods	30	7,5
2	Topics in Byzantine and Islamic Art in the Black Sea and the Eastern Mediterranean	30	7,5
2	Excavation	120	7,5
	<b>INTERNATIONAL RELATIONS AND HISTORY STREAM (4 out of 6 courses)</b> *		
2	Conflicting National Strategies: Georgia-Russia, Ukraine-Russia, Armenia-Azerbaijan, Greece-Turkey-Cyprus	30	7,5

2	War and Revolution in the Middle East: From the Arab-Israeli Conflict to the Arab Spring	30	7,5
2	The Hellenism in the Black Sea countries	30	7,5
2	Classical Geopolitics, Energy and Security Dilemmas in a Historical Perspective	30	7,5
2	Mass Violence and Population Transfers in 20th and 21st centuries	30	7,5
2	Political Islam across three Continents	30	7,5
2	Archival research and internship in historical archives	30	7,5

\* Some of the elective courses may not be offered in a particular year, depending entirely on student demand.

## YEAR 2

Semester	Core Courses (required)	Hours	Credits
I	Historical Geography and Cartography of the Black Sea in Antiquity	30	7,5
I	The Black Sea and the Eastern Mediterranean in the Hellenistic and Roman Periods	30	7,5
I	From Medieval Empires to Modern Nations: History, Ethnogenesis and State Formation in the Black Sea/Eastern Mediterranean Region	30	7,5
I	The Black Sea and the Eastern Mediterranean from the 19th until the end of the 20th century	30	7,5
	<b>Stream Elective Courses</b>		
	<b>ARCHAEOLOGY AND CULTURES STREAM (4 out of 6 courses) *</b>	<b>Hours</b>	<b>Credits</b>
2	Topics in the Prehistoric Archaeology of the Black Sea and the Eastern Mediterranean	30	7,5
2	Ancient Art and Monumental Topography in the Black Sea	30	7,5
2	Ancient Religion and Mythology in the Black Sea	30	7,5
2	Historical and Cultural Aspects of the Black Sea and the Eastern Mediterranean in the Hellenistic and Roman periods	30	7,5
2	Topics in Byzantine and Islamic Art in the Black Sea and the Eastern Mediterranean	30	7,5
2	Excavation	120	7,5
	<b>INTERNATIONAL RELATIONS AND HISTORY STREAM (4 out of 6 courses) *</b>		
2	Conflicting National Strategies: Georgia-Russia, Ukraine-Russia, Armenia-Azerbaijan, Greece-Turkey-Cyprus	30	7,5
2	War and Revolution in the Middle East: From the Arab-Israeli Conflict to the Arab Spring	30	7,5
2	The Hellenism in the Black Sea countries	30	7,5
2	Classical Geopolitics, Energy and Security Dilemmas in a Historical Perspective	30	7,5
2	Mass Violence and Population Transfers in 20th and 21st centuries	30	7,5
2	Political Islam across three Continents	30	7,5
2	Archival research and internship in historical archives	30	7,5

\* Some of the elective courses may not be offered in a particular year, depending entirely on student demand.

## Programme Timetable for part-time students (approximately)

### YEAR 1 \*

Semester	Calendar	MA Activities
I	21/10/2024 – 13/01/2025	2 Core Courses
I	24/12/2024 - 06/01/2025	Christmas Break
I	14/01/2025-24/01/2025	Reading
I	27/01/2025- 7/02/2025	Exams
2	09/02/2025 – 9/05/2025 (aprox.)	2 Stream Elective Courses
2	14/04/2025 - 27/04/2025	Easter Break
2	28/04/2025 – 18/05/2025	Reading
	19/05/2025 – 30/05/2025	Exams
	09/2025	Re-sit exams

### YEAR 2 \*

Semester	Calendar	MA Activities
3	Teaching Semester	2 Core Courses
3	Break	Christmas Break Reading week
3	Assessment Week	Assessment
4	Teaching Semester	2 Stream Elective Courses
4	Break	Easter Break Reading / Dissertation Proposal
4	Assessment Week	Assessment
	09/2026	Re-sit exams
5	Study	Dissertation
5	TBA	Dissertation Presentation

\* Timetable is indicative and subject to change

## Research Methodology Seminar

A number of seminars on research project methodology will be held to assist students with their coursework and Master's Dissertation. Students will receive guidance on how to conduct research and write a successful dissertation. The purpose of these seminars is to provide insights into various qualitative and quantitative research methods, develop an understanding of commonly used sources of data/literature available and create an understanding of academic writing.

## The Dissertation Proposal

The Dissertation Proposal should present an overview of a research investigation proposition that can be completed and submitted by the stipulated submission deadline. It is a checklist of fundamental elements of the dissertation that students need to consider and include in their finished project. This proposal should be approximately 1000 words in length. The proposal should include the following: draft title; motivation / background information on the topic; objectives / research questions; initial review of the literature and key references; methodology; sources of data; expected outcomes & main contribution of the project.

## ***The Master's Dissertation***

As a part of the MA in “Black Sea and Eastern Mediterranean Studies: Culture and International Relations” programme, students work on an one-semester project (=30 ECTS) on a subject relating to their academic interests and career aspirations. The Dissertation provides a good opportunity to apply theory and concepts learned in different courses. The Dissertation examines the ability a) to apply a certain methodology or approach to analyse a given problem and b) to argue a reasonably original hypothesis. Students are expected to gain certain specialisation in the topic they have selected for research and take responsibility for their work. The Dissertation should be between 18.000-20.000 words in length, and submitted by the end of January 2026 (Full-Time Students) - or May 2027 (Part-Time Students).

The students are expected to send a preliminary draft/outline of their work to the Academic Mentors assigned to them by the Faculty, so that any mistakes regarding Bibliography, or the use of language can be avoided and corrected at an early stage. Deadline for the first report is September 30, 2025.

## Core Course Details

<b>Course Title:</b>	<b>Historical Geography and Cartography of the Black Sea in Antiquity</b>		
<b>Course Code:</b>	<b>BSEM C 01</b>		
<b>Course Level:</b>	Core Course		
<b>Semester</b>	1st (Full Time) // 1st or 3rd (Part Time) (winter)		
<b>Year of Study:</b>	1st Year (Full Time) // 1st or 2nd (Part Time)		
<b>Hours:</b>	30 Hours	<b>ECTS</b>	7.5 Credits
<b>Course Assessment</b>	Exam: 50 %, Coursework: 50 %		
<b>Teaching Method:</b>	Lectures, PowerPoint Presentation, fieldwork (occasionally) and class discussion		

### Course Content (syllabus):

The aim of this course is to familiarise students with the historical and cultural geography of the Black Sea region. The focus will be on the interaction between people and the Black Sea area during the ancient and Byzantine periods as well as the spread of culture in the region, the cartographic survey of this region in the above-mentioned periods and its contribution to historical and archaeological scientific issues.

### Course Weekly Schedule/Outline:

<b>Week # 1</b>	Introduction to historical and cultural geography: basic principles and objectives
<b>Week # 2</b>	Landscape and climate in the Black Sea region in Antiquity
<b>Week # 3</b>	Indigenous nations and tribes of the Black Sea area during Antiquity, as known through the written sources and the archaeological research: their living environments and the way they affected their way of living. Their encounters with the first Greeks that visited the Black Sea
<b>Week # 4</b>	The Greek colonization of the Black Sea region. Prehistory, reasons and procession
<b>Week # 5</b>	The geographic diffusion of the Greek colonies and Greek culture (coastal and inland sites). The reasons behind settlement choices.
<b>Week # 6</b>	Political and urban organization in the Black Sea. Types of settlements: urban, agricultural, etc. Forms of economy and social framework. The Greek influence on the natives and the formation of the Black Sea culture.
<b>Week # 7</b>	The reconstruction of space (settlements, lakes, roads, etc.) of specific areas during certain periods. Comprehension of the gradual development in each area. The example of the central part of the southern BS coast.
<b>Week # 8</b>	Cartography of the Black Sea region in Antiquity: the first attempts
<b>Week # 9</b>	The Black Sea region of the ancient and Byzantine periods in the writings of ancient and later travellers and geographers (Strabo, Ptolemy etc.) and maps (i.e. Ptolemaic, European of the 15th-18th centuries etc.).
<b>Week # 10</b>	The contribution of maps and geographic texts on archaeological-historical issues, e.g., search for unidentified sites

### Course educational objectives (learning outcomes, skills, qualities, competences):

After attending this course, the students will:

- know the principles and objectives of the historical and cultural geography and be able to apply them in the Black Sea region for the ancient and medieval periods

- be in a position to research the interaction between people and the surrounding area of the specific region and specific eras
- be able to reconstitute the landscape of different regions within the Black Sea area during specific epochs and interpret the spatial and cultural changes which occurred in these regions
- be familiar with the geographic and cartographic survey of the Black Sea area during the ancient and medieval periods and use this knowledge both archaeologically and historically.

#### Recommended Reading :

- Bilde, P. G. - Højte, J. M. – Stolba, V. F. (2003). *The Cauldron of Ariantas, Studies Presented to A.N. Sceglon on the Occasion of his 70th Birthday*, Aarhus.
- Bilde, P.G. – Stolba, V. F. (2006). *Surveying the Greek Chora. The Black Sea Region in a Comparative Perspective*, Aarhus.
- Braund, D. (2005), *Scythians and Greeks. Cultural Interaction in Scythia, Athens and the Early Roman Empire (6th c. BC to 1st c. AD)*, Exeter.
- Clarke K., *Between Geography and History*, Oxford 1999 (repr. 2007).
- Gabrielsen, V. – Lund, J. (2007), *The Black Sea in Antiquity. Regional and Interregional Economic Exchanges*, Aarhus.
- Manoledakis M. (ed.), *Exploring the Hospitable Sea. Proceedings of the International Workshop on the Black Sea in Antiquity (Thessaloniki, 21-23 September 2012)*, British Archaeological Reports Series, Oxford 2013.
- Manoledakis M. (ed.), *The Black Sea, in the light of new archaeological data and theoretical approaches. Proceedings of the 2nd International Workshop on the Black Sea in Antiquity held in Thessaloniki in 18-20 September 2015*, Archaeopress, Oxford 2017.
- M. Manoledakis (2022), *An Approach to the Historical Geography of the Southern Black Sea Littoral* Leuven/Paris/Bristol.
- M. Manoledakis, G. Tsetskhladze, I. Xydopoulos (eds.), *Essays on the Archaeology and Ancient History of the Black Sea Littoral, Colloquia Antiqua 18*, Leuven/Paris/Bristol, CT 2017.
- Solovyov, S. L. (2007), *Greeks and Natives in the Cimmerian Bosphorus (7th-1st c. BC)*, Oxford.
- Ramsay, W. M. (2002), *The Historical Geography of Asia Minor*, London.

#### Other resources:

**Magazines, journals and newspapers**

**Web-sites**

<http://www.pontos.dk/>

<b>Course Title:</b>	<b>Alexander the Great and the Formation of a New World</b>		
<b>Course Code:</b>	<b>BSEM C 02</b>		
<b>Course Level:</b>	Core Course		
<b>Semester</b>	1st (Full Time) // 1st or 3rd (Part Time) (winter)		
<b>Year of Study</b>	1st Year (Full Time) // 1st or 2nd (Part Time)		
<b>Hours :</b>	30 Hours	<b>ECTS:</b>	7.5 Credits
<b>Course Assessment</b>	Exam: 50 %, Coursework: 50%		
<b>Teaching Method:</b>	Lectures, PowerPoint Presentation, coursework presentation and class discussion		

#### Course Content (syllabus):

This course examines the regions of Macedonia, the Black Sea, and the Eastern Mediterranean in the Hellenistic and Roman periods. The Hellenistic Kingdoms were the states that emerged after the death of Alexander the Great and the gradual division of his empire among his chief officials and generals in Greece, the Black Sea, Egypt, and the Near East. Alexander's successors fought continuous wars against

each other and became the main focus of political power in the Eastern Mediterranean. They governed and taxed several different ethnicities, which interacted with each other in various ways. From the 2nd century BC, most of the lands controlled by the Successors gradually became part of the mighty Roman Empire. Issues such as the administration system of the Roman provinces will be discussed, along with the status of the Greek cities under Roman rule and the extent of their Romanization.

The aim of this course is to familiarize the students with the main aspects of the Hellenistic kingdoms' foreign policy, administration, finances, and social structure, with the Roman provincial administration in the East and with the political organization and civic life of the Greek cities under Roman rule. The course will be based on the examination of selected literary, epigraphic and papyrological sources.

#### Course Weekly Schedule/Outline:

<b>Week # 1</b>	General Introduction to the Hellenistic and the Imperial Periods: main historical aspects and primary sources
<b>Week # 2</b>	The Wars of Alexander's Successors and the birth of the Hellenistic Kingdoms in the East. General survey and discussion of sources
<b>Week # 3</b>	The foreign Policy of the Ptolemies and the Wars between the Hellenistic Kingdoms from the 1st Syrian War to Antiochos' Anabasis. Discussion of selected sources.
<b>Week # 4</b>	The character of Hellenistic Monarchy: personal charisma, military victory, ruler-cult, reciprocal relation with the Greek cities. Discussion of selected sources.
<b>Week # 5</b>	Ptolemaic Egypt: Administration, Financial Organization, Ethnic groups. Discussion of selected sources.
<b>Week # 6</b>	The Seleucid and the Attalid States: Historical Survey, Administration and financial organization. Discussion of selected sources.
<b>Week # 7</b>	Rome enters and conquers the Eastern Mediterranean: from the 2 <sup>nd</sup> Macedonian War to Actium. Discussion of selected sources.
<b>Week # 8</b>	Roman administration in the Eastern Mediterranean: The Roman emperor, the Roman provincial governor and the Greek cities. Discussion of selected sources.
<b>Week # 9</b>	Political organization and civic life in the Greek cities under Roman rule.
<b>Week # 10</b>	Conclusions: a critical assessment of the Hellenistic and the Imperial Periods

#### Course educational objectives (learning outcomes, skills, qualities, competences):

Upon completion of the course the students will have gained:

- knowledge of the political and military developments that led to the emergence of the Hellenistic kingdoms
- understanding of the basic elements that constitute the particular character of the Hellenistic monarchy
- critical awareness of the organization of the Hellenistic kingdoms, of the Roman administrative system in the Eastern Mediterranean and of the status of the Greek cities under Imperial rule.
- knowledge of the relations between the Hellenistic kingdoms and of the new realities created by the rise of Rome as a hegemonic power in the Hellenistic East.
  - Search for, analysis and synthesis of data and information, with the use of the necessary technology
  - Production of free, creative and inductive thinking

#### Recommended Reading:

Allen R. E. (1983) *The Attalid Kingdom: A Constitutional History*. Oxford.

Aperghis J. J. (2004) *The Seleucid Royal Economy: the Finances and Financial Administration of the Seleucid Empire*. Cambridge.

- Austin M. M. (2006) *The Hellenistic World from Alexander to the Roman Conquest. A Selection of Ancient Sources in Translation*. Cambridge.
- Chaniotis, A. (2018) *Age of Conquests. The Greek World from Alexander to Hadrian*. London.
- Dmitriev, S. (2005) *City government in Hellenistic and Roman Asia Minor*, New York.
- Eckstein, A. M. 2008. *Rome enters the Greek East*. Oxford.
- Erskine A. (ed.) (2003) *A Companion to the Hellenistic World* Oxford.
- Grainger J. D. (2010) *The Syrian Wars*. Leiden, Boston.
- Green P. (1990) *Alexander to Actium. The Historical Evolution of the Hellenistic Age*. Berkeley.
8. Gruen, E. (1984). *The Hellenistic World and the Coming of Rome*. Berkeley.
- Hansen E. V. (1971) *The Attalids of Pergamon*. Ithaca, London.
- Jones, A. H. M. (1940) *The Greek City from Alexander to Justinian*. Oxford 1940.
- Kallet-Marx, R. 1995. *Hegemony to Empire: The Development of the Roman Imperium in the East from 148 to 62 B.C*. Berkeley.
- Lintott, A. (1993) *Imperium Romanum. Politics and Administration*. London.
- Ma J. (1999) *Antiochos III and the Cities of Western Asia Minor*. Oxford.
- Manning J. G. (2010) *The Last Pharaohs. Egypt under the Ptolemies*. Princeton.
- Oliver, J. H. (1989) *Greek Constitutions of Early Roman Emperors*. Philadelphia
- Sherwin-White S. M., and Kuhrt A. (1993) *From Samarkhand to Sardis : a new approach to the Seleucid Empire*. Berkeley.
- Shipley Gr. (2000) *The Greek World after Alexander, 323-30 B.C*. London.
- The Cambridge Ancient History* (second edition), volumes VII-XI
- Walbank F. W. (1981), *The Hellenistic World*. Glasgow.
- Will E. (1979) *Histoire politique du monde hellénistique*. Nancy.
- Zuiderhoek, A. (2009) *The Politics of Munificence in the Roman Empire*. Cambridge 2009.

#### Other resources:

#### Magazines, journals and newspapers

#### Web-sites

<b>Course Title:</b>	<b>International Relations in the Black Sea and Eastern Mediterranean Region</b>		
<b>Course Code:</b>	<b>BSEM C 03</b>		
<b>Course Level:</b>	Core Course		
<b>Semester</b>	1st (Full Time) // 1st or 3rd (Part Time) (winter)		
<b>Year of Study:</b>	1st Year (Full Time) // 1st or 2nd (Part Time)		
<b>Hours:</b>	30 Hours	<b>ECTS</b>	7.5 Credits
<b>Course Assessment</b>	Exam: 50%, Coursework: 50%		
<b>Teaching Method:</b>	Lectures, PowerPoint Presentations and Class Discussions		

#### Course Content (syllabus):

The core aim of the course is to provide an overview of the current evolutions in the Black Sea and Eastern Mediterranean Region in correlation with their historical causal factors as well as to familiarize the students with International Relations Theory and main geographical conceptualizations derived from classical Geopolitics. Besides, the overall geopolitical gamble of the region is best analyzed by an effective presentation of the causalities between theory and practice as well as among the state actors' strategic behaviors. To this direction, an essential description and analysis of the Great Powers' prioritizations is followed by an emphasis on Turkey's foreign policy, being the central actor bridging the Black and the Eastern Mediterranean and implementing activist strategic behavior in both these two sub-regions. Moreover, a separate course will be held with regard to international institutions – such as Black Sea Economic Cooperation (BSEC) – playing pivotal role in littoral states' strategic-making. Hereupon, existent or potential energy cooperation, also, owns distinct significance with

projects, such as Turkstream or Blue Stream I and II in the case of the Black Sea and East Med in the case of the Eastern Mediterranean, playing a crucial role since regional actors' strategic aims and means are fully depicted in these endeavors. How do the main actors of the region implement their strategies and to what extent do they identify them with Great Powers' interests? What are the implications of ongoing highly important geostrategic evolutions in Ukraine and the Middle East for the region? Are any destabilization tendencies observed as a result of "a chain of revisionism", from the aforementioned theatres of war to a changing regional balance of power as a result of certain actors' maximalist agendas? Such questions represent the pillars of the course and their answer will be given in parallel with clear-cut theoretical hypotheses explaining state behavior on a systemic basis.

#### Course Weekly Schedule/Outline:

Week # 1	Delineating the course and discussing its scope: Main themes, geographical concepts, main actors, sources. Discussion of coursework topics – Examination material – Guidelines on writing
Week # 2	Core theoretical concepts: Main hypotheses of IR Theory and the interplay between Classical Geopolitics and History
Week # 3	Schemas of interdependence and struggle for survival: Strategic Theory and Alliance Theory
Week # 4	The aims and means of engaging Great Powers: U.S., China and Russia
Week # 5	Turkey's strategic behavior as a double-sided determinant in the Black Sea and Eastern Mediterranean Region (I)
Week # 6	Turkey's strategic behavior as a double-sided determinant in the Black Sea and Eastern Mediterranean Region (II)
Week # 7	The role of international institutions: EU, NATO, OIC and BSEC
Week # 8	Energy cooperation and projects shaping (re)distribution of power
Week # 9	A case study from the Black Sea: Ukraine and Russia
Week # 10	A case study from Eastern Mediterranean: Israel and the Middle East

#### Course educational objectives (learning outcomes, skills, qualities, competences):

This course aims to offer a historical overview of the Black Sea and Eastern Mediterranean Region and explanatory theoretical tools regarding the ongoing evolutions. By the end of the course the students will:

- have a full understanding of main regional actors' objectives, strategies, tactics, achievements and failures.
- recognize the major events, trends and actors shaping the post-Cold War international arena.
- have gained fluency in core aspects of International Relations Theory as well as classical geopolitical conceptualizations regarding the region.
- have conducted original research that utilizes both primary and secondary source materials from both online databases and archives and print publications.

#### Recommended Reading:

- Abramowitz, M. and Barkey, H.J. (2009) Turkey's transformers: The AKP sees big. Foreign affairs, November/December issue.
- Ahmad, P.T. (2015) U.S.-Turkey relationship and Syrian crisis. Alternatives: Turkish journal of international relations, 14 (4), pp. 11-19.
- Angstrom, I. and Widen. J.J. (2015) Contemporary military theory: The dynamics of war. New York: Routledge.
- Aral, B. (2001) Dispensing with tradition? Turkish politics and international society during the Özal decade, 1983-1993. Middle Eastern studies, 37 (1), pp. 72-88.

- Aras, B. (2009) Davutoğlu era in Turkish foreign policy. SETA, 32, pp. 1-15.
- Arbell, D. (2014) The U.S.-Turkey-Israel triangle. The Center for Middle East Policy at Brookings, Analysis paper no. 34.
- Axelrod, R. and Keohane, R. (1985) Achieving cooperation under anarchy: Strategies and institutions. *World politics*, 38 (1), pp. 226-254.
- Aykan, M.B. (1993) Turkey and the OIC: 1984-1992. *The Turkish yearbook*, XXIII, pp. 101-131.
- Bacik, G. (2001) The Blue Stream project, energy cooperation and conflicting interests. *Turkish studies*, 2 (2), pp. 85-93.
- Black Sea Economic Cooperation (BSEC) (1992) Summit declaration on Black Sea Economic Cooperation. Istanbul: BSEC organization member-states.
- Black Sea Economic Cooperation (BSEC) (2004) BSEC strategic objectives. Istanbul: Meeting of the BSEC working group on energy.
- Booth, K. (1987) Alliances. In: Baylis, J. et al. (eds.) *Contemporary strategy I*. 2nd ed. New York: Holmes & Meier, pp. 258-309.
- Brunk, I. and Hakimi, M. (2022) Russia, Ukraine, and the future world order. *American journal of international law*. 116 (4), pp. 687-697.
- Burgess, P.M. (1967) *Elite images and foreign policy outcomes*. Ohio: Ohio state university.
- Çelik, Y. (1999) *Contemporary Turkish foreign policy*. London: Praeger.
- Cheterian, V. (2023) Friend and Foe: Russia-Turkey relations before and after the war in Ukraine. *Small Wars & Insurgencies*, 34 (7), pp. 1271-1294.
- Chorbajian, L., Donabedian, P. and Mutafian, C. (1994) *The Caucasian knot: The history and geo-politics of Nagorno-Karabagh*. London: Zed books.
- Chufin, G. (2001) *The security of the Caspian Sea region*. New York: Oxford university press.
- Cornell, S.E. (2012) What drives Turkish foreign policy? *Changes in Turkey*. *Middle East quarterly*, 19 (1), pp. 13-24.
- Davutoğlu, A. (2010) *Strategic depth: Turkey's international position*. Giza: Arab Scientific Publishers.
- Davutoğlu, A. (2011) *Alternative paradigms: The impact of Islamic and western weltanschauungs on political theory*. Lanham: University Press of America.
- De Waal, T. (2010) *The Caucasus: An introduction*. Oxford: Oxford university press.
- Dodds et al. (2023) The Russian invasion of Ukraine: Implications for politics, territory and governance. *Territory, Politics, Governance*, 11 (8), pp. 1519-1536.
- Efrat, M. and Bercovitch, J. (1991) *Superpowers and client states in the Middle East*. London: Routledge.
- Eisenstadt, S.N. and Roniger, L. (1984) *Patrons, clients and friends: Interpersonal relations and the structure of trust in society*. Cambridge: Cambridge university press.
- Fox, J. and Sandler, S. (2004) *Bringing religion into international relations*. New York: Palgrave Macmillan.
- Gilpin, R. (1981) *War and change in world politics*. Cambridge: Cambridge University Press.
- Grieco, J. (1988) Anarchy and the limits of cooperation: a realist critique of the newest liberal institutionalism. *International organization*, 42 (3), pp. 485-507.
- Hale, W. (2003) *Turkish foreign policy: 1774-2000*. London: Frank Cass.
- Handel, M. (1981) *Weak states in the international system*. London: Frank Cass.
- Ifestos, P. (1992) Patron-client relations in the emerging security environment. *Jerusalem journal of international relations*, 14 (2), pp. 35-47.
- Inbar, E. and Sandler, S. (1993) Israel's deterrence strategy revisited. *Security studies*, 3 (2), pp. 330-358.
- Jervis, R. (1976) *Perception and misperception in international politics*. Princeton: Princeton university press.
- Karaosmanoglu, A. (1988) Turkey and the southern flank: Domestic and external contexts. In: Chipman, J. (ed.) *NATO's southern allies: Internal and external challenges*. London: Routledge, pp. 287-353.

- Keohane, R. (1969) Lilliputians' dilemmas: Small states in international politics. *International organization*, 23 (2), pp. 291-310.
- Knorr, K.E. (1975) *The power of nations: The political economy of international relations*. New York: Basic books.
- Labs, E. (1997) Beyond victory: Offensive realism and the expansion of war aims. *Security studies*, 6 (4), pp. 1-49.
- Laçiner, S. (2009) Turgut Özal period in Turkish foreign policy: Özalism. *USAK yearbook of international politics and law*, 2, pp. 153-205.
- Larrabee, F.S. (2008) *Turkey as a U.S. security partner*. Santa Monica, CA: RAND corporation.
- Layne, C. (2006) *The peace of illusions: American grand strategy from 1940 to the present*. New York: Cornell university press.
- Lewis, B. (2002) *The emergence of modern Turkey*. 3rd ed. New York: Oxford university press.
- Mackinder, H.J. (1981) *Democratic ideals and reality*. London: Praeger.
- Maior, G.C. and Matei, M. (2005) The Black Sea region in an enlarged Europe: Changing patterns, changing politics. *Mediterranean quarterly*, 16 (1), pp. 33-51.
- Mazis, I.Th. (2013) Geopolitical analysis of the Greater Middle East system in the present juncture. *Regional science inquiry journal*, V (1), pp. 163-171.
- Mazis, I. (2017) The rationale of NATO founding and N.J. Spykman's geopolitical example, IX (1), pp. 657-673.
- Mazis, I. and Troulis, M. (2020) Greece's Aegean policy in the post-Cold War period. In: Çomak, H., Şeker, B.Ş. and Ioannidis, D. (eds.) *Ege jeopolitiği*. Ankara: Nobel, pp. 851-857.
- Mazis, I. Th. and Troulis, M. I. (2020) Israeli-Greek Common Security Concerns: On the Deterrence of Turkey's Adventurism. *Israel Journal of Foreign Affairs*, 14 (3), pp. 447-456.
- Mazis, I. Th., Troulis, M. and Domatioti, X. (2021) *Structural Realism and Systemic Geopolitical Analysis: Convergences and Divergences*. New York: Nova.
- Mazis, I., Sgouros, G. A., Troulis, M. and Domatioti, X. (2024) Greece as a central actor amid geostrategic antagonisms in the South-Eastern Mediterranean complex. In: Darques, R., Sidiropoulos, G. and Kalabokidis, K. (eds.) *The geography of Greece: Managing crises and building resilience*. Cham: Springer, pp. 497-514.
- Mearsheimer, J. (1990) Back to the future: Instability in Europe after the Cold war. *International security*, 15 (1), pp. 5-56.
- Mearsheimer, J. (1995) The false promise of international institutions. *International security*, 19(3), pp. 5-49.
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- Monaghan, A. (2007) Russia's energy diplomacy: A political idea lacking a strategy? *Southeast European and Black Sea studies*, 7 (2), pp. 275-288.
- Morgenthau, H. (1993) *Politics among nations: The struggle for power and peace*. Columbus: McGraw-Hill.
- Murinson, A. (2006) The strategic depth doctrine of Turkish foreign policy. *Middle Eastern studies*, 42 (6), pp. 945-964.
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- Posen, B. (2014) *Restraint: A new foundation for U.S. grand strategy*. New York: Cornell university press.
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- Snyder, G.H. (1984) The security dilemma in alliance politics. *World politics*, 36 (4), pp. 461-495.
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- Spykman, N.J. (1944) The geography of peace. New York: Harcourt.
- Stulberg, A.N. (2007) Well-oiled diplomacy: Strategic manipulation and Russia's energy statecraft in Eurasia. New York: State university of New York press.
- Troulis, M. (2019) The East Med pipeline project: Europe's fourth energy artery. *Civitas gentium*, 7 (2), pp. 153-168.
- Troulis, M. (2018) Davutoğlu's geopolitics without Davutoğlu: Continuities and discontinuities in Turkey's strategic initiatives. In: Mazis, I. Th. (ed.) Contemporary geopolitical readings of the Wider Middle East: Security, economy, politics, culture. Athens: Leimon, pp. 221-232.
- Troulis, M. (2017) Back to the geopolitical future of the Greater Middle East: What Turkey comes to remind us via its mistakes. *Civitas gentium*, 5 (4), pp. 177-190.
- Troulis, M. (2017) The Caucasus in the post-Cold War era: From the Soviet Republics to a crucial buffer zone. *Central Asia and the Caucasus: Journal of social and political studies*, 18 (1), pp. 14-24.
- Troulis, M. (2016) Challenges of metamorphosis in the Middle East: Religion-politics relations under construction. In: Mercan, M.H. (ed.) Transformation of the Muslim World in the 21st century. London: Cambridge Publishing Scholars, pp. 117-130.
- Troulis, M. (2016) Beyond the gas trade: Structural determinants of the Russo-Turkish relations. *The journal of human & society*, 5 (10), pp. 113-122.
- Tziampiris, A. (2015) The emergence of Israeli-Greek cooperation. New York: Springer.
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- Walt, S. (2007) Alliances: Balancing and bandwagoning. In: Art, R. and Jervis, R. (eds.) International politics: Enduring concepts and contemporary issues. 8th ed. New York: Pearson Longman, pp. 96-103.
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- Winrow, G. (2004) Turkey and the East-West gas transportation corridor. *Turkish studies*, 5 (2), pp. 23-42.
- Winrow, G. (2005) Energy security in the Black Sea – Caspian region. *Perceptions*, 10 (4), pp. 85-98.
- Winrow, G.M. (2007) Turkey and the Greater Black Sea region. In: Guney, N.A. (ed.) Contentious issues of security and the future of Turkey. London: Ashgate, pp. 121-136.
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- Zürcher, C. (2007) The post-soviet wars: Rebellion, ethnic conflict and nationhood in the Caucasus. New York: New York university press.
- Zürcher, E.J. (2004) Turkey: A modern history. 3rd ed. New York: I.B. Tauris.

#### Websites:

- **JSTOR (a digital library of academic journals, books, and primary sources):** <https://www.jstor.org/>
- **Europe-Asia Studies Journal:** <https://www.tandfonline.com/journals/ceas20>

- SIPRI: <https://www.sipri.org/>
- The Military Balance: <https://www.iiss.org/publications/the-military-balance/>
- The Middle East Journal: <https://www.mei.edu/education/middle-east-journal>
- Black Sea Studies: <https://en.unipress.dk/bogserier/black-sea-studies/>
- U.S. Energy Information Administration: <https://www.eia.gov/totalenergy/>
- World Bank: <https://www.worldbank.org/en/home>
- International Monetary Fund: <https://www.imf.org/en/Home>
- Eurostat: <https://ec.europa.eu/eurostat>
- Europa: [https://european-union.europa.eu/index\\_en](https://european-union.europa.eu/index_en)
- Black Sea Economic Cooperation – BSEC: <https://www.bsec-organization.org/>
- Cystat: <https://www.cystat.gov.cy/en/default>
- Turkish Statistical Institute: <https://www.tuik.gov.tr/Home/Index>
- UN Operational Data Portal: <https://data.unhcr.org/en/situations/mediterranean>
- Global Security: <https://www.globalsecurity.org/jhtml/jframe.html#http://www.globalsecurity.org/military/world/war/images/kurdistan1.gif>
- Blue Stream Gas Pipeline: <https://www.saipem.com/en/saipem-worldwide-projects/blue-stream-gas-pipeline>
- DEPA International Projects: Eastern Mediterranean Interconnecting Pipeline (EastMed): <https://depa-int.gr/en/interconnector-pipeline-eastmed/>

#### Indicative media sources:

- Jadaliyya: <https://www.jadaliyya.com/>
- Al Jazeera: <https://www.aljazeera.com/>
- The Jerusalem Post: <https://www.jpost.com/>
- Haaretz: <https://www.haaretz.com/>
- Arab News: <https://www.arabnews.com/>
- Black Sea News: <https://www.blackseanews.net/en>
- Deutsche Welle: <https://www.dw.com/en/top-stories/s-9097>
- BBC: <https://www.bbc.com/>
- The Economist: <https://www.economist.com/>
- The Washington Post: <https://www.washingtonpost.com/>
- The New York Times: <https://www.nytimes.com/international/>
- Le Monde Diplomatique: <https://mondediplo.com/>

<b>Course Title:</b>	<b><i>The Black Sea and the Eastern Mediterranean from the 19<sup>th</sup> c. until today</i></b>		
<b>Course Code:</b>	<b>BSEM EP 02</b>		
<b>Course Level:</b>	Core Course		
<b>Semester/Trimester:</b>	1st (Full Time) // 1st or 3rd (Part Time) (winter)		
<b>Year of Study:</b>	1st Year (Full Time) // 1st or 2nd Year (Part Time)		
<b>Hours :</b>	30 Hours	<b>ECTS:</b>	7.5 Credits
<b>Course Assessment</b>	Exam: 50 %, Coursework: 50 %		
<b>Teaching Method:</b>	Lectures, Class Discussion, Power Point Presentations, Participants' Presentations, multimedia, guest speakers		

#### Course Content (syllabus):

Covering the period from the Crimean War (1853-1856) to the Arab Spring and the annexation of Crimea in 2014 (2010s), events that shook the Eastern Mediterranean and the Arab World, the course aims at studying and analyzing the broader historical developments that took place in the Eastern Mediterranean and the Black Sea area, at political, diplomatic, and social level, from the mid-19th until the early 21st century. The major milestones from this period are presented to the students in class sessions that have at their core original sources (mainly documents from the

respective period, but, also, other kinds of primary material). Key events include WWI and the mandates that were given by the League of Nations to the allies (including the Greek one for Smyrna), the Bolshevik revolution and the effects the formation of the Soviet Union had, particularly in the the Black Sea region; colonialism and decolonization in the Eastern Mediterranean; the Second World War and collaboration with and resistance against Nazi Germany; the strengthening of Zionism and the foundation of Israel in 1948 and the conflict for Palestine; the Cold War and USSR and USA policies in both regions until the end of the bipolar era.

### Course Weekly Schedule/Outline:

<b>Week # 1</b>	Delineating the course and discussing its scope: Main themes, geographical concepts, main actors, sources. Discussion of coursework topics-examination material.
<b>Week # 2</b>	The “Russian War”: The politics behind the War in Crimea (1854-1856) and its aftermath.
<b>Week # 3</b>	The Russo-Turkish war of 1876-1877: the Vienna Congress; colonialism and imperialism in the Eastern Mediterranean; the Black Sea Straits issue; Nationalisms in the Balkan Provinces of the Ottoman Empire.
<b>Week # 4</b>	First World War and the inter-war period: The Young Turks and the fall of the Ottoman empire; the Caucasus campaign; the Armenian Genocide; Turkish nationalism and the Kurdish Issue, Turkish Republic; Soviet-Turkish relations (Treaty of Kars 1921); the war theatre in the Middle East; British and French colonialism; Egypt’s independence; impact of the Russian Revolution, founding of the Soviet Union. Greece’s campaign in Ukraine and Asia Minor.
<b>Week # 5</b>	The Second World War, the contest of ideologies and the emerging cold war in the regional dimension: The Axis powers and its interests in the Black Sea/ Eastern Mediterranean region; Operation “Barbarossa” and the war against the USSR in the Black Sea; Turkey, the evasive neutral; the Shoa in the region; collaboration and resistance; the collapse of the Axis; the aftermath of the war and the emerging cold war.
<b>Week # 6</b>	The Formation of Israel and the Arab-Israel conflicts: British policies, Balfour Declaration (1917) and British mandate; Jewish immigration, different trends within Zionism; the Yishuv during the World War; the UN partition plan; historiography of the “war of independence” and the “Nakba”; 1956: Suez Crisis; consolidation of the Israeli state until the so-called “six-day war” 1967; Six-Day War; 1973: Yom Kippur War
<b>Week # 7</b>	The cold war and the collapse of the Soviet Union: from a unipolar to a multipolar world Collapse of the Soviet Union; independence in the Black Sea region; impact on the Eastern Mediterranean, Gulf War (1991); “The end of history”; Russia’s renewed imperial ambitions (Crimea, Donbass, Abkhazia), new actors and alliances.
<b>Week # 8</b>	The Arab Spring & the current crises in the Eastern Mediterranean: Pre-Arab Spring perceptions of the region; Egypt & Tunisia; Regional repercussions; the quest for gas in the Eastern Mediterranean and the East Med Gas Forum (EMGF), new Turkey and Russian influence, Turkish-Greek tensions; Libya; China’s role.
<b>Week # 9</b>	The Tahrir and Maidan Squares revolutions: The Arab Spring & the current crises in the Eastern Mediterranean. The 2014 Ukrainian path towards the West.
<b>Week # 10</b>	Final remarks: EU Black Sea Cooperation; Eastern Neighbourhood; Russia; Ukraine; Western Balkans; Kosovo; Euro-Mediterranean Partnership, Southern Neighbourhood; Revision of the course, preparation for the exams.

### Course educational objectives (learning outcomes, skills, qualities, competences):

Upon the completion of the course the students will:

- Acquire a good overview over the Black Sea/ Eastern Mediterranean contemporary history and main political, economic, military and cultural trends.
- Be able to understand the transitions from empire to nation states in a changing geopolitical order leading to the cold war between the USSR and the USA and the end of the bipolar world in the region, at political, diplomatic, economic, religious and military level.
- Be able to interpret historic relations in the region and to relate them to contemporary developments in the Eastern Mediterranean and BS region
- Gain specific familiarity with the contemporary history of the Eastern Mediterranean, more specifically the history of the post-colonialist period, Arabism, Political Islam, Zionism, etc.
- Get an overview over possible professional use of a background in Black Sea / Eastern Mediterranean Studies
- Practice to discuss to present their own presentations on specific subjects.

### Course Reading list

The reading list for each session (usually 2-3 texts) will be published to students successively. Students are expected to read all provided articles in order to be prepared for discussions. The following is a list of selected introductory literature (selected), which students can refer to for additional background.

- Abulafia, David: Mediterranean History als Global History, in: *History & Theory*, Vol. 50, No. 2, pp. 220-228
- Abulafia, David: *The Great Sea: A Human History of the Mediterranean*, Oxford 2011
- Al-Marashi, Ibrahim, Goldschmidt Jr., Arthur: *A Concise History of the Middle East*, London/New York 2018
- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised Edition. London/New York 2016.
- Carvalho, Benjamin de, Julia Costa Lopez, und Halvard Leira. *Routledge Handbook of Historical International Relations*, London 2021.
- Center for Strategic and International Studies (CSIS): [3 essays on the strategic significance of the Black Sea region](#) to the United States and NATO.
- Charles King: *The Black Sea. A history*, Oxford 2004
- Del Sarto, Raffela: *Borderlands. Europe and the Mediterranean Middle East*, Oxford 2021
- Engelstein, Laura. *Russia in Flames: War, Revolution, Civil War, 1914 - 1921*. Illustrated edition. New York, NY: Oxford University Press, 2017.
- European Council on Foreign Relations (ECFR): *Deep sea rivals: Europe, Turkey, and new eastern Mediterranean conflict lines* (2020)
- Figes, Orlando. *Crimea: The Last Crusade*. First edition. London: Allen Lane, 2010.
- Jeffrey Holland, *The Aegean Mission: Allied Operations in the Dodecanese, 1943*, First Printing edition (New York: Praeger, 1988).
- Khalidi, Rashid: *Palestinian Identity: The Construction of Modern National Consciousness*, New York 1998
- Kordosis, Stefanos, "Tracks of Knowledge across Time and along the Black Sea Shores: The Case of Basil Vatatzes, 'History of Nadir Shah,'" in *Academic Cultures Between Dependencies and Independencies in the Interwar Black Sea Region*, ed. Milena Angelova and Sergii Glebov (Blagoevgrad, 2022), 65–74.
- Lambert, Andrew D. *The Crimean War British Grand Strategy against Russia, 1853-56*. Farnham, Surrey, England; Burlington, Vt.: Ashgate, 2011.
- Pawlowitch, Stevan K: *A History of the Balkans 1804-1945*, London/New York 1999
- Quataert, Donald: *The Ottoman Empire, 1700–1922*, Cambridge 2005
- Anthony Rogers, *Churchill's Folly: Leros and the Aegean - The Last Great British Defeat of World War Two*, 1st edition (London: Cassell, 1989).

- Said, Edward W.: *Orientalism*. First Edition. New York 1979
- Schiller, Friedrich. *The Pogroms in Ukraine, 1918-19: Prelude to the Holocaust*. Translated by Maurice Wolfthal. Open Book Publishers, 2019.
- Schroeder, Paul W. *Austria, Great Britain, and the Crimean War: The Destruction of the European Concert*. First edition. Ithaca N.Y.: Cornell University Press, 1972.
- Segev, Tom: *The Seventh Million: The Israelis and the Holocaust*. 1st edition. New York 2000.
- Singer, A., C. Neumann, S.A. Somel: *Untold histories of the Middle East: Recovering voices from the 19th and 20th centuries*, New York 2011
- Sofuoglu, Nasuh: [Theoretical Approaches to the Black Sea Region: 'Is the Wider Black Sea Area a Region?'](#), *Journal of Balkan and Black Sea Studies*, Year 3, Issue 5, December 2020, pp. 171-190
- Steinmetz, George. „The Sociology of Empires, Colonies, and Postcolonialism“. *Annual Review of Sociology* 40, Juli 2014, pp 77–103.
- Zhurzhenko, Tatiana: *Geopolitics of Memory: Rethinking World War II and the fight for Hegemony in the Baltic-Black Sea Region*, in: *Crossroads Digest* N 6/2011. *The journal for the studies of Eastern European Borderland*, pp. 116-133

### Magazines, journals and newspapers:

Southeastern Europe (<https://brill.com/view/journals/seeu/seeu-overview.xml> )

Oriente Moderno

(<https://brill.com/view/journals/oromo/oromo-overview.xml?rskey=ERkQ8S&result=6> )

## Stream Elective Course Details

### ARCHAEOLOGY AND CULTURES STREAM

<b>Course Title:</b>	<b>Topics in the Prehistoric Archaeology of the Black Sea and the Eastern Mediterranean</b>		
<b>Course Code:</b>	<b>BSEM EA 01</b>		
<b>Course Level:</b>	Archaeology and Cultures Stream Core Course		
<b>Semester/</b>	2nd (Full Time) // 2nd or 4th (Part Time) (spring)		
<b>Year of Study</b>	1st Year (Full Time) // 1st or 2nd (Part Time)		
<b>Hours :</b>	30 Hours	<b>ECTS:</b>	7.5 Credits
<b>Course Assessment</b>	Exam: 50%, Coursework: 50%		
<b>Teaching Method:</b>	Lectures, PowerPoint Presentation, coursework presentation and class discussion		

### Course Content (syllabus):

Mycenaean civilization flourished in mainland Greece and the Aegean islands in the Late Bronze Age. The Mycenaeans have left behind an impressive material legacy, including the remains of mighty palaces, many precious objects, highly decorative pottery, as well as thousands of clay tablets. These tablets, which all form part of local administrations, are written in the Linear B script, which was deciphered in 1952 by Michael Ventris. The documents are written in the Mycenaean language, an archaic form of ancient Greek. This course aims to give an introduction to Mycenaean history, culture, society and religion, both from a philological and archaeological perspective.

Topics include: Mycenaean society and religion, contacts between Mycenaeans and contemporary ancient Near Eastern civilizations, such as Egypt and the Hittite Empire; Mycenaean art and architecture and current archaeological excavations; Neo-Hittite kingdoms; Brief introduction both to Hittite and Luwian Cuneiform Script and to Luwian Hieroglyphics, as well as to the Hittite and Luwian Languages. The course will also pay attention to the so-called 'Homeric Question', discussing the origins and historicity of Homer's poems on the basis of archaeological, linguistic and textual data, offering in the

same time the opportunity for comparison with common literary elements in the Ancient Near Eastern Literature (Hurro-hittite Epic Cycle: myth of Kumarbi, Ullikummi, the Caucasian myth of “Nartians”, etc.).

### Course Weekly Schedule/Outline:

<b>Week # 1</b>	Asia Minor and the Aegean in the Late 3 <sup>rd</sup> – 2 <sup>nd</sup> Millennium BC: a historical overview
<b>Week # 2</b>	Homer and the Legacy of the Late Bronze Age
<b>Week # 3</b>	The Aegean in the late Bronze Age: an open space of inter-regional interactions
<b>Week # 4</b>	Ahiyawa (The Mycenaean World) and the Near Eastern Empires
<b>Week # 5</b>	The Near Eastern Literature and the homeric <i>Iliad</i>
<b>Week # 6</b>	Asia Minor in the Hittite and Luwian bilingual environment
<b>Week # 7</b>	The hittite kingdom and its historical development.
<b>Week # 8</b>	Eastern Mediterranean in the Neo-Hittite period
<b>Week # 9</b>	Hittites and the Aegean: Interaction and Connectivity
<b>Week # 10</b>	Homer and the East on Aegean Crossroads

### Course educational objectives (learning outcomes, skills, qualities, competences):

Upon the completing the course students will:

- will gain insight into the culture, religion and political history of the Aegean and the Eastern Mediterranean Region during the Late Bronze Age
- will become familiar with recent discussions and literature in the field of Mycenology
- learn to assess and contextualize the available source material and become familiar with the methodological problems involved in their interpretation
- will be able to consider the debates from a theoretical standpoint and to independently formulate a new and original research question

### Recommended Reading:

- Emma Blake - A. Bernard Knapp (Eds), *The Archaeology of Mediterranean Prehistory*, Wiley-Blackwell, 2005.
- Eric H. Cline (ed.) 2010 *The Oxford Handbook of the Bronze Age Aegean*. Oxford University press
- Tracey Cullen (ed.) 2001 *Aegean Prehistory. A Review*. American Journal of Archaeology, Supplement 1. Boston, Archaeological Institute of America.
- Oliver T.P.K. Dickinson 1994 *The Aegean Bronze Age*. Cambridge University Press
- Bernard Knapp and Peter van Dommelen (eds.) (2015) *The Cambridge Prehistory of the Bronze and Iron Age Mediterranean*. Cambridge University Press
- Sharon R. Steadman and Gregory McMahon (eds.) (2011) *The Oxford Handbook of Ancient Anatolia: (10,000-323 BCE)*. Oxford University Press
- Bryce T., *The Kingdom of the Hittites*. Oxford, 2005.
- Bryce T., *The World of the Neo-Hittite Kingdoms: A Political and Military History*. Oxford, 2012
- Bachvarova M. R., *From Hittite to Homer: The Anatolian Background of the Ancient Greek Epic*. Cambridge, 2016
- Bachvarova M. R., Dutsch D., Suter A., (eds.), *The Fall of Cities in the Mediterranean: Commemoration in Literature, Folk-Song, and Liturgy*. Cambridge, 2016
- Beckman G. M., Trevor R. Br., Cline E. H., *Writings from the Ancient World: The Ahhiyawa Texts*. Atlanta, 2011
- Πετρόπουλος Η. Κ., *Όμηρος και Ανατολή στο σταυροδρόμι του Αιγαίου: Ιστορία, Αρχαιολογία, Μυθολογία. (Homer and the East on Aegean Crossroads: History, Archaeology, Mythology)*. Εκδ. Κλειδάριθμος. Αθήνα, 2018.

### Other resources:

**Magazines, journals and newspapers**

**Web-sites**

- <http://www.dartmouth.edu/~prehistory/aegean>
- <http://classics.uc.edu/nestor/>
- <http://www.academia.edu>

<b>Course Title:</b>	<b>Ancient Art and Monumental Topography in the Black Sea</b>		
<b>Course Code:</b>	<b>BSEM EA 02</b>		
<b>Course Level:</b>	Elective Stream Course		
<b>Semester</b>	2nd (Full Time) // 2nd or 4th (Part Time) (spring)		
<b>Year of Study:</b>	1st Year (Full Time) // 1st or 2nd Year (Part Time)		
<b>Hours / Credit Allocation:</b>	30 Hours	<b>ECTS</b>	7.5 Credits
<b>Course Assessment</b>	Exam: 50%, Coursework: 50%		
<b>Teaching Method:</b>	Lectures, PowerPoint Presentation, field-work (occasionally), coursework presentation and class discussion		

### **Course Content (syllabus):**

The aim of the course is to investigate the preserved ancient and medieval settlements of the Black Sea area and their spatial organization, as the urbanization process continued, and the most significant buildings or other building remains. The course refers essentially to the Greek colonies and the subsequent cities of the Byzantine period. Moreover, this course examines the development of Greek and local Art in the Black Sea area during Antiquity. Of particular interest are the significant forms of art, such as painting, pottery/vase-painting and sculpture (in clay or marble) as well as metalwork. For this purpose, published archaeological finds from the Black Sea area will be examined, which make up important products of these arts and are indicative of the development of each of them in the ancient and Byzantine period. The course also examines the historical context of these works of art.

### **Course Weekly Schedule/Outline:**

<b>Week # 1</b>	Introduction to Monumental Topography and ancient art. The archaeological excavation. Types of monuments. The law on the monuments.
<b>Week # 2</b>	Ancient Greek architecture (religious, public and private buildings) and urban planning
<b>Week # 3</b>	Ancient Greek sculpture, metallurgy, jewellery and coins
<b>Week # 4</b>	Ancient Greek monumental painting (frescoes and mosaics), pottery and vase painting
<b>Week # 5</b>	Ancient Greek pottery and vase-painting
<b>Week # 6</b>	Thracian art
<b>Week # 7</b>	Scythian art
<b>Week # 8</b>	Monumental topography of ancient Olbia: historical review and archaeological research. The development of ancient Olbia: urban planning. Monumental topography of other Black Sea sites.
<b>Week # 9</b>	The development of ancient Olbia: fortification, Agora, public buildings. Monumental topography of other Black Sea sites.
<b>Week # 10</b>	The development of ancient Olbia: sanctuaries, private houses and necropolis. Monumental topography of other Black Sea sites.

### **Course educational objectives (learning outcomes, skills, qualities, competences):**

At the end of the course, the students will:

- have knowledge of the most significant settlements of the Black Sea during the ancient and medieval periods which have been archaeologically researched and studied
- recognize the urban planning and the plans of the aforementioned settlements
- become familiar with the most significant building types which existed in those settlements, such as ancient temples, fortifications, workshops, public and private buildings, Byzantine temples, etc.

- obtain an idea of the objects found in all of these settlements during excavations, which provide significant data regarding the use of the buildings and the history of the settlements.
- learn about the development of basic art forms in the Black Sea area dating from the ancient and Byzantine era.
- be able to identify and date an ancient art work.
- be able to incorporate any work in its historical context and interpret it as a product of a typological development, as well as of a society with specific cultural and economic characteristics.

#### Recommended Reading:

##### Topography

- Bryer, A. – Winfield, D. (1985). The Byzantine Monuments and Topography of Pontos, vol. 1-2, Washington.
- Grammenos, D. V. & Petropoulos, E. K. (2003). Ancient Greek Colonies in the Black Sea. 2 vols. Thessaloniki.
- Grammenos, D. V. & Petropoulos, E. K. (2007). Ancient Greek Colonies in the Black Sea 2. 2 vols. British Archaeological Reports International Series 1675. Oxford.
- Manoledakis M. (ed.), Exploring the Hospitable Sea. Proceedings of the International Workshop on the Black Sea in Antiquity (Thessaloniki, 21-23 September 2012), British Archaeological Reports Series, Oxford 2013.
- Manoledakis, M., Tsetschladze, G., Xydopoulos, I. (eds.), *Essays on the Archaeology and Ancient History of the Black Sea Littoral, Colloquia Antiqua* 18, Leuven/Paris/Bristol, CT 2018.

##### Art

- Boshkov, A. (1996). Thracian Art, London.
- Boteva-Boyanova, D. (ed.) 2006. Image and Cult in ancient Thrace. Some Aspects of the Formation of the Thracian Imagery language. Faber.
- Boteva, D. 2011. The “Thracian Horseman” reconsidered”, in Haynes, Ian P. (ed), Early Roman Thrace: New Evidence from Bulgaria. JRA, Supplement 82, 85-105. (with previous bibliography)
- Fless, F. – Treister, M. (2005). Pictures and Objects as carriers of cultural identity and inter-cultural communication in the Black Sea Region, Rahden.
- Jacobson, E. (1995). The Art of the Scythians: The Interpretation of Cultures at the Edge of the Hellenic World, Leiden.
- Middleton, S.H. (2001). Classical Engraved Gems from Turkey and Elsewhere, Oxford.
- Trofimova, A.(2007). Greeks on the Black Sea. Ancient Art from Hermitage, J.P. Getty Museum.
- Vermeule, C. C., (1977). Greek and Roman sculpture from the northern coasts of the Black Sea (chiefly Russia), The Burlington Magazine Vol. 119, 810-818.
- Vickers, M. (2003). Scythian and Thracian Antiquities in Oxford, Oxford.

#### Other resources:

##### Magazines, journals and newspapers

##### Web-sites

<b>Course Title:</b>	<b>Ancient Religion and Mythology in the Black Sea</b>		
<b>Course Code:</b>	<b>BSEM EA 03</b>		
<b>Course Level:</b>	Elective Stream Course		
<b>Semester</b>	2nd (Full Time) // 2nd or 4th (Part Time) (spring)		
<b>Year of Study:</b>	1st Year (Full Time) // 1st or 2nd Year (Part Time)		
<b>Hours / Credit Allocation:</b>	30 Hours	<b>ECTS</b>	7.5 Credits
<b>Course Assessment</b>	Exam: 50%, Coursework: 50%		

<b>Teaching Method:</b>	Lectures, PowerPoint Presentation, field-work (occasionally), coursework presentation and class discussion
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### Course Content (syllabus):

The subject of this course is the study of those mythological incidents, e.g. the Argonaut expedition, Hercules' labours, wandering Odysseus, punished Prometheus in the Caucasus, etc., which associate the myths of Greeks with the Black Sea region. The comparative mythology, that is the systematic comparison of myths from different cultures, seeks to discover underlying themes that are common to the myths of multiple cultures. Myths of the Black Sea region, both from the Greek and the local cultures shall be thoroughly examined in order to define their origin and their possible connection with actual historical events (Colonisation), distorted over many retellings.

There will also be an approach to the religious life of the Black Sea population in Hellenistic and Roman times, through the study of Greek and local cults. According to the myth-ritual theory, a myth is closely tied to rituals and it also provides a religious experience. This approach will be based on the study of written sources (inscriptions, literary sources) and archaeological evidence (sanctuaries, shrines, temples, votive offerings, religious articles).

### Course Weekly Schedule/Outline:

<b>Week # 1</b>	Introduction to the ancient Greek mythology. Myths and archaeology in the Black Sea
<b>Week # 2</b>	Myths and colonization
<b>Week # 3</b>	The cult of Apollo
<b>Week # 4</b>	The cults of Sinope
<b>Week # 5</b>	The cults of Olbia
<b>Week # 6</b>	The cult of Aphrodite in the Black Sea
<b>Week # 7</b>	The cult of the Mother of the Gods / Kybele
<b>Week # 8</b>	Cults and myths and the Mitridatc dynasty.
<b>Week # 9</b>	The cults of Isis and Sarapis.
<b>Week # 10</b>	Religious Networks in the Roman Empire

### Course educational objectives (learning outcomes, skills, qualities, competences):

Upon completing the course, the students will:

- attain knowledge on the legends of Greek mythology referred to or linked to the Black Sea region
- be able to interpret these myths based on historical events, such as the Greek colonisation, the foundation of cities etc.
- know which Greek and Eastern deities were worshiped in different parts of the Black Sea area during antiquity
- gain knowledge on the known ancient sacral monuments of the Black Sea area, the most important published worship objects, such as votive offerings found there, and the texts of the ancient sources referring to the worship of deities and worship practices in the Black Sea region.
- be able to interpret these myths in conjunction to historical events, e.g. the Greek Colonisation, the foundation of cities, etc.
- be taught on religions and deity/ hero cults related to the Black Sea area.
- be able to identify the major sacral monuments from the Black Sea settlements, important religious artefacts (e.g. votive offerings), discovered during excavations and published. They will also learn to study written texts (inscriptions, literary sources) associated with religion and religious practices in the Black Sea region.

### Recommended Reading:

- Antal, A. 2016. *Venus Cult in Roman Dacia*. Cluj-Napoca, Mega Publishing House
- Boteva, D. 2011. The 'Thracian Horseman' reconsidered, in Haynes, Ian P. (ed), *Early Roman Thrace: New Evidence from Bulgaria*. JRA, Supplement 82, 85-105.

- Burkert, W. (1993). *Αρχαία Ελληνική Θρησκεία* (N. Μπεζεντάκου & A. Αβαγιανού, μτφρ.), Athens.
- Buxton, R. (2000), *Oxford Readings in Greek Religion*. OUP.
- Collar, A. 2013 *Religious Networks in the Roman Empire: The Spread of New Ideas*. Cambridge University Press.
- Grammenos, D. V. & E. K. Petropoulos (2003; 2007). *Ancient Greek Colonies in the Black Sea*. 2 vols. Thessaloniki; 2 vols. British Archaeological Reports International Series 1675. Oxford.
- Manoledakis, M., Tsetschladze, G., Xydopoulos, I. (eds.), *Essays on the Archaeology and Ancient History of the Black Sea Littoral, Colloquia Antiqua* 18, Leuven/Paris/Bristol, CT 2018.
- Pedley, J. (2005) *Sanctuaries and the Sacred in the Ancient Greek World*. Cambridge University Press.
- Petropoulos, E. K – Maslennikov, A. A. (eds.) (2010). *Ancient Sacral Monuments in the Black Sea*, Thessaloniki.
- de Polignac, Fr. (1995). *La naissance de la cite grecque. Cultes, espace et société, VIII-VII siecles*, Paris.
- Price, S. R. F. 1984. *Rituals and Power. The Roman Imperial Cult in Asia Minor*. Cambridge.
- Raycheva, M. 2015. Dea Roma in Thrace. *Archaeologia Bulgarica* XIX, 1: 23-32.
- Tacheva-Hitova M. (1984). *Eastern Cults in Moesia Inferior and Thracia: 5th c. BC – 4th c. AD*, Leiden.

#### Other resources:

**Magazines, journals and newspapers**

**Web-sites**

<b>Course Title:</b>	<b>Historical and Cultural Aspects of the Black Sea and the Eastern Mediterranean in the Hellenistic and Roman periods</b>		
<b>Course Code:</b>	<b>BSEM EA 04</b>		
<b>Course Level:</b>	Elective Stream Course		
<b>Semester/Trimester</b>	2nd (Full Time) // 2nd or 4th (Part Time) (spring)		
<b>Year of Study:</b>	1st Year (Full Time) // 1st or 2nd Year (Part Time)		
<b>Hours :</b>	30 Hours	<b>ECTS:</b>	7.5 Credits
<b>Course Assessment</b>	Exam: 50 %, Coursework: 50 %		
<b>Teaching Method:</b>	Lectures, PowerPoint Presentation, fieldwork (occasionally) and class discussion		

#### Course Content (syllabus):

The subject of this course is the examination of how cities of the Eastern Mediterranean and the Black Sea regions were developed from the Late Hellenistic and throughout the Roman Period until Late Antiquity. Through sources and material remains (stone inscriptions, coinage, architecture, sculpture, etc), the course will discuss the urbanistic development of cities in the Balkan–Danubian and the Greek and Asia Minor provinces under the Romans. The process of Romanisation and the interaction between the local communities and the Roman colonists, will be examined through the discussion of institutions, social, religious and cultural life. The course will discuss the development of a common architectural and artistic language, that from the Late Hellenistic period onwards and mostly during the Imperial Period not only allowed the transmission of specific messages from the Emperor to his subjects, and vice versa, but it also promoted interconnectivity and communication between the periphery (provinces) and the centre (Rome).

This course will initially present issues on the administration and the social structure of the provinces, the institution of Patronage and Euergetism (benefactions), in correlation to the Imperial cult. It will afterwards discuss representative monuments of the Eastern Roman provinces with particular emphasis on monuments showing a definite Roman character (theaters, amphitheatres, triumphant

arches, nymphaea, etc), also sculptural decoration and iconographical programs on large scale architecture, historical and funerary art, that through the interrelation with the urban and natural landscape they played a significant role in the formation of regional identities.

#### Course Weekly Schedule/Outline:

<b>Week # 1</b>	The Roman State and the Provincial Administrative Structure
<b>Week # 2</b>	Patronage of Cities, Patronage of Individuals, Euergetismus – issues on Imperial and Private Patronage in the Eastern Provinces
<b>Week # 3</b>	The Romanization Process at the Roman East: Imperial Cult. (architecture, Festivals, Priesthood)
<b>Week # 4</b>	The Romanization Process at the Roman East: Neokoroi Cities in Asia Minor and the Black Sea (architecture, Festivals, Priesthood)
<b>Week # 5</b>	Urban Development and Regional Identity in the Provinces as revealed through monumentality: The Foras.
<b>Week # 6</b>	Urban Development and Regional Identity in the Provinces as revealed through monumentality: Spectacle monuments (theatres, amphitheatres) and ludi scaenici
<b>Week # 7</b>	Urban Development and Water Management in the Provinces as revealed through monumentality: Aqueducts and monumental Fountains
<b>Week # 8</b>	Regional Identity, Politics and art: Historical reliefs and architectonic freezes (Pergamon: Great Altar. Ephesus: Parthian monument, Aphrodisias: Sebasteion. Black Sea: Tropaeum Traiani & Trajan's Column).
<b>Week # 9</b>	Regional Identity, and Art: Funerary Monuments. Aphrodisias: monument of G. Julius Zoilos. Sarcophagi; Funerary reliefs (Banquet scenes, Hero Rider, Gladiators, etc)
<b>Week # 10</b>	Late Antiquity: Imperial Pillar Monuments in Asia Minor and the Black Sea Course Overview.

#### Course educational objectives (learning outcomes, skills, qualities, competences):

Upon completing the course, students will

- acquire a spherical view of the Black Sea region and Asia Minor on grounds of history and artistic expression during the Hellenistic and Roman period
- gain knowledge on the Romanization process in the Balkan-Danubian and the Greek and Asia Minor provinces
- be able to examine roman monumental architecture and sculpture (historical reliefs, portraits, etc.) and discuss their role within the Roman society and the formation of local identities
- be able to discuss topics such as strategies of Remembrance in the Graeco-Roman provinces, Benefactions, Imperial propaganda, etc.

#### Recommended Reading:

- **Ando, C. 2010.** The Administration of the Provinces, in: *A Companion to the Roman Empire*. Blackwell.
- **Burton G. P. 1993.** Provincial Procurators and the Public Provinces, *Chiron* 23: 13-28.
- **Cotton, H. M. & Rogers, G. M. (eds.), 2004.** *Government, Society, and Culture in the Roman Empire*, Chapel Hill- London
- **Garnsey P. & Saller R. 1995.** *Η Ρωμαϊκή αυτοκρατορία. Οικονομία, κοινωνία και πολιτισμός*. Β. Αναστασιάδης (μτφρ.), Γ. Σουρής (επιμ.), Ηράκλειο.
- **Αριστοδημου, Γ. 2012.** *Ο Γλυπτός Διάκοσμος Νυμφαίων και Κρηνών στο Ανατολικό Τμήμα της Ρωμαϊκής Αυτοκρατορίας*. Α.Π.Θ., Κληροδότημα Μερόπης Ενυάλη, στη Μνήμα Λάμπρου Ενυάλη. Θεσσαλονίκη: Εκδόσεις Κορνηλία Σφακιανάκη. ISBN: 978-960-6681-46-2.
- **Aristodemou G. and Th. P. Tassios (eds.) 2018.** *Great Waterworks in Roman Greece: Aqueducts and Monumental Fountain Structures. Function in Context*. Oxford: Archaeopress Roman Archaeology, 35. ISBN: 9781784917647.

International Hellenic University – School of Humanities, Social Sciences and Economics

- **Aristodemou G. 2021.** Local Cultures Narrated in Art. Dacian Architecture as Reflected On The Trajan'S Column. In: G. R. Tsetsckhladze, Al. Avram and J. Hargrave (eds.) *The Greeks and Romans in the Black Sea and the Importance of the Pontic Region for the Graeco-Roman World (7th century BC-5th century AD): 20 Years On (1997-2017)*. Proceedings of the Sixth International Congress on Black Sea Antiquities (Constanța, 18-22 September 2017): 342-351. Oxford: Archaeopress Archaeology.
- **Antonescu, D. 2009.** *Trajan's Column. The architecture on the sculpted frieze*. A.R.A. (Romanian-English) (with previous bibliography)
- **Burell, B. 2004.** *Neokoroi. Greek Cities and Roman Emperors*. Cincinnati Classical Studies, n.s. IX. Leiden, Brill.
- **Cramme S. 2001.** *Die Bedeutung des Euergetismus für die Finanzierung städtischer Aufgaben in der Provinz Asia*, Köln.
- **Dickenson, Ch. P. 2016.** *On the Agora: The Evolution of a Public Space in Hellenistic and Roman Greece (c. 323 BC – 267 AD)*. Leiden, Brill.
- **Eckstein, M. 2012.** *Rome Enters the Greek East: From Anarchy to Hierarchy in the Hellenistic Mediterranean, 230-170 BC*. Wiley-BlackWell.
- **Eilers, Cl. 2002.** *Roman patrons of Greek cities*. Oxford.
- **Fabricius, J. 1999.** *Die Hellenistischen Totenmahlreliefs. Grabrepräsentation und Wertvorstellungen in ostgriechischen Städten*. Studien zur antiken Stadt, 3. München: Pfeil.
- **Isaac, B. 1993.** *The Limits of the Empire. The Roman Army in the East*. Clarendon Paperbacks.
- **Macro, A. D. 1980.** "The Cities of Asia Minor under the Roman Imperium", Temporini, H. (ed.), ANRW II, 7.2, 658-697. Berlin.
- **Magie, D. 1950.** *Roman Rule in Asia Minor. To the End of the Third Century after Christ, I-II*, Princeton – New Jersey.
- **Marek, C. 1993.** *Stadt, Ara und Territorium in Pontus-Bithynia and Nord-Galatia*. Tübingen: Ernst Wasmuth.
- **Millar, F. 2002.** *Rome, the Greek World, and the East. Volume 1: The Roman Republic and the Augustan Revolution* (Studies in the History of Greece and Rome). The University of North Carolina Press.
- **Millar, F. 2004.** *Rome, the Greek World, and the East. Volume 2: Government, Society, and Culture in the Roman Empire* (Studies in the History of Greece and Rome). The University of North Carolina Press.
- **Millar, F. 2006.** *Rome, the Greek World, and the East. Volume 3: The Greek World, the Jews, and the East* (Studies in the History of Greece and Rome). The University of North Carolina Press.
- **Opreanu C. H. and Lăzărescu, V.-A. 2016.** The province of Dacia, in: Opreanu C. H. (ed) *LANDSCAPE ARCHAEOLOGY ON THE NORTHERN FRONTIER OF THE ROMAN EMPIRE AT POROLISSUM. An interdisciplinary research project. CORPVS LIMITIS IMPERII ROMANI DACIA POROLISSENSIS (I): POROLISSUM. POROLISSUM MONOGRAPHS 2*, 49-110. Mega Publishing House Cluj-Napoca.
- **Price, S. 1998.** *Rituals and Power. The Roman Imperial Cult in Asia Minor*, 2. Cambridge.
- **Pfuhl, E. - Möbius, H. 1977/79.** *Die ostgriechischen Grabreliefs*, Bd. 1-2, Mainz am Rhein: Ph. V. Zabern.
- **Sartre, M. 1991.** *L'Orient romain. Provinces et sociétés provinciales en Méditerranée orientale de 31 av. J.-C. à 235 ap. J.-C.* Paris, Le Seuil.
- **Sartre, M. 1995.** *L'Asie Mineure et l'Anatolie d'Alexandre à Dioclétien (ive siècle av. J.-C. - iiiie siècle*. Paris, Armand Colin.
- **Sartre, M. 1997.** *La Méditerranée antique : IIIe siècle av. J.-C./IIIe siècle*. Paris, Armand Colin (2<sup>nd</sup> ed).
- **Sartre, M. 1997b.** *Le Haut-Empire romain : les provinces de Méditerranée orientale d'Auguste aux Sévères*. Seuil, coll. « Points Histoire / Nouvelle histoire de l'Antiquité »
- **Sartre, M. 2004.** *L'Anatolie hellénistique de l'Égée au Caucase (334-31 av. J.-C.)*. Paris éd. Armand Colin (2e éd.).
- **Stefanidou-Tiveriou Th. 2018.** Monumental Images of Late Antique Thessaloniki: Imperial Statues on Columns . In: J. Fournier-M.G.G. Parissaki (eds) *Les communautés du nord égéen au*

*temp de l' Hégémonie romaine entre ruptures et continuités*, 389-419. Μελετήματα 77, Hellenic Research Foundation, Athènes.

- Robert, L. 1940. *Les gladiateurs dans l'orient grec*. Bibliothèque de l'École des Hautes Études IVe section, Sciences historiques et philologiques, 278 .
- Sear, F. 2006. *Roman theatres. An Architectural Study*. Oxford University Press.
- Ευαγγελίδης, Β. 2010. *Η Αγορά των πόλεων της Ελλάδας από τη Ρωμαϊκή κατάκτηση ως τον 3ο αι. μ.Χ.* University Studio Press, Θεσσαλονίκη.
- Xydopoulos, I. 2018. *Euergetes and Euergesia in Inscriptions for Public Benefactors from Macedonia*, AWE 17: 83-118.
- Zuiderhoek, A. 2009. *The Politics of Munificence in the Roman Empire: Citizens, Elites and Benefactors in Asia Minor*. Cambridge, Cambridge University Press.

#### Other resources:

Magazines, journals and newspapers

Web-sites

Course Title:	<b>Topics in Byzantine and Islamic Art in the Black Sea and the Eastern Mediterranean</b>		
Course Code:	<b>BSEM EA 05</b>		
Course Level:	Elective Stream Course		
Semester/Trimester	2nd (Full Time) // 2nd or 4th (Part Time) (spring)		
Year of Study:	1st Year (Full Time) // 1st or 2nd Year (Part Time)		
Hours :	30 Hours	ECTS:	7.5
Course Assessment	Exam: 50 %, Coursework: 50 %		
Teaching Method:	Lectures, PowerPoint Presentation, fieldwork (occasionally) and class discussion		

#### Course Content (syllabus):

Within the framework of the course an outline of the main streams of the medieval culture developed around the Black Sea and the Mediterranean Basin will be given. The monumental topography of these areas will be examined focusing on the urban development of the coastal cities from the early Christian era to the Ottoman period. The examination of the area will be based on the testimony of the archaeological material, as well as on the standing monuments preserved in these regions. Several different types of monuments, both movable and immovable will be presented, such as fortifications, secular and religious monuments, works of art, mosaics, wall paintings, icons and minor arts, as the representative martyrs of the Byzantine and Islamic cultural heritage developed around the Black Sea and the Mediterranean Basin. During the course, the role of Constantinople, as capital and main political, economic, religious and cultural centre which influenced the culture developed in the wider area inside and out of the borders of the Empire, will be highlighted.

#### Course Weekly Schedule/Outline:

Week # 1	Introduction in byzantine architecture. Main trends and representative monuments
Week # 2	Introduction in byzantine art (frescos, mosaics, sculpture, icons, minor arts)
Week # 3	Early Christian and Byzantine Constantinople
Week # 4	Early Christian/Byzantine pilgrimage centres in Black Sea and Eastern Mediterranean
Week # 5	Early Christian / Byzantine fortifications and city-ports in Black Sea and Eastern Mediterranean
Week # 6	Venetian and Genoese installations in Constantinople, Black Sea and Eastern Mediterranean
Week # 7	Byzantium and the Arabs
Week # 8	Topics on Islamic Architecture (fortifications, mosques, baths, bedestens, etc.)
Week # 9	Masterpieces of Islamic Art (manuscripts, textiles, metalwork, furniture etc.)

### Course educational objectives (learning outcomes, skills, qualities, competences):

By the end of this course, the students will:

- have acquired a global knowledge about the Byzantine and Islamic Art and Architecture developed in the Black Sea and the Eastern Mediterranean basin.
- be able to identify the local characteristics and particularities of the architectural monuments and works of art made in different areas around the Black Sea and the Eastern Mediterranean basin.
- have developed the capability to identify the influences among cultures developed in the wider area of the Black Sea and the Eastern Mediterranean basin.
- be familiar with issues such as the dating of a Byzantine and/or an Islamic architectural monument or work of art and its study within the historical and archaeological context.

### Recommended Reading:

- Balloni N.F., Kukovalska N. (eds), *The Genoese in Crimea. A historical guide*, Kiev 2009
- Bendall, S., *An Introduction to the Coinage of the Empire of Trebizond*, London 2015.
- Bryer, A.A.M., "The Question of Byzantine Mines in the Pontos: Chalybian Iron, Chaldian Silver, Koloneian Alum and the Mummy of Cheriana", *Anatolian Studies* 32 (1982), 133-150.
- Bryer A., Winfield D., *The Byzantine Monuments and the Topography of Pontos*, vol. 2, *Dumbarton Oaks Studies* 20, Washington D.C. 1985.
- Catalogue of the Exhibition: *Des Thraces aux Ottomans. La Bulgarie à travers les collections des musées de Varna*, ed.M. Cullin-Mingaud, M. Doncheva, C. Landes, C.Huguenot, Montpellier 2006.
- Catalogue of the Exhibition: *Icons from the Thracian Coast of the Black Sea*, ed. A. Tourta, Thessaloniki 2012
- Chotzakoglou Ch., Karagianni F. (eds), *Olkas II. Sailing from and to Byzantium. Medieval Ports from Euxine Pontos to Eastern Mediterranean*, Athens 2014
- Ćurčić Sl., *Architecture in the Balkans from Diocletian to Süleyman the Magnificent*, USA- China 2010.
- Didebulidze M., Georgian Pilgrimage routes and sites, *Proceedings of an International Symposium: Routes of Faith in the Medieval Mediterranean*, (Thessalonike, 7-10/11/2007), Thessaloniki 2008, 145-155.
- Dzhhanov O., Farbey O., Mayko V., *The Genoese in Crimea. A historical Guide*, Kiev 2009.
- Grabar A., *La peinture religieuse en Bulgarie*, Paris 1928
- Harris, J., Holmes, C., Russell, E. (eds), *Byzantines, Latins, and Turks in the Eastern Mediterranean World after 1150*, Oxford 2012.
- Karagianni F. (ed.), *Proceedings of the International Symposium: "Medieval Ports in North Aegean and the Black Sea. Links to the Maritime Routes of the East"*, Thessalonike 2013
- Khroushkova L. G., *Early Christian Monuments in the Eastern Black Sea Coast Region (4th-7th Centuries)*, Moscow: Nauka, 2002 (in Russian)
- Khroushkova L., *Les monuments chrétiens de la côte orientale de la Mer Noire. Abkhazie (IVe-XIVe siècles)*, [Bibliothèque de l'Antiquité Tardive 9], Belgium 2006.
- Mango C., *Le développement urbain de Constantinople (IVe – VIIe siècles)*, Paris 1985.
- Matakiewa-Lilkova T., *Christian Art in Bulgaria*, Sofia 2001
- Matschke, K. P., "Mining", Laiou, A. (ed), *The Economic History of Byzantium from the Seventh Through the Fifteenth Century*, Washington D.C. 2002, 115-120.
- Metcalf, D.M., *Coinage in South-Eastern Europe 820-1396, with a New Introductory Essay, and a Supplementary Bibliography*, Athens, 2016.
- Mijatev K., *Die Mittelalterliche Baukunst in Bulgarien*, Sofia 1974.
- Müller-Wiener W., *Bildlexikon zur Topographie Istanbuls: Byzantion -Konstantinupolis-Istanbul bis zum Beginn des 17. Jahrhunderts*, Tübingen: 1977.
- Rusu S., *Archaeological Sites of Constanta country*, Constanta.

- Ukrainian Papers at the 20<sup>th</sup> International Congress of Byzantine Studies, *Kiev- Cherson-Constantinople*, ed. A. Aibabin , H. Ivakin, (Paris, 19-25 August 2001), Kiev-Simferopol-Paris 2007.

### Islamic Art

- Sinclair S., with H. Bleaney and P. García Suárez, *Bibliography of Art and Architecture in the Islamic World* (2 vol. set), Brill 2012.
- Levey M., *The World of Ottoman Art*, 1975, Thames & Hudson
- Ed. H. Madden, "Some Characteristics of Islamic Art". *Journal of Aesthetics and Art Criticism* 33 (1975).
- Bloom J. & Blair S. 'The Mirage of Islamic Art: Reflections on the Study of an Unwieldy Field'. *The Art Bulletin*, 2003, 85, 1, 152-184,
- Ettinghausen R., Grabar O., Jenkins-Madina M., *Islamic Art and Architecture 650–1250* (2nd ed.). Yale University Press (2003).
- "Arts": D. Jonesu & G. Michell (eds); *The Arts of Islam*, Arts Council of Great Britain, 1976.

### Other resources:

### Magazines, journals and newspapers

### Web-sites

<b>Course Title:</b>	<b>Excavation</b>		
<b>Course Code:</b>	<b>BSEM EA 06</b>		
<b>Course Level:</b>	Elective Course		
<b>Semester/Trimester:</b>	2nd (Full Time) // 2nd or 4th (Part Time) (spring)		
<b>Year of Study:</b>	1st Year (Full Time) // 1st or 2nd Year (Part Time)		
<b>Hours:</b>	120Hours	<b>ECTS:</b>	7.5 Credits
<b>Course Assessment</b>	Exams 30% Coursework: 70 %		
<b>Teaching Method:</b>	Lectures, PowerPoint Presentation, Fieldwork		

**Course Content (syllabus):** Students will take part in the excavation of the International Hellenic University (Trapeza N. Rysiou-Kardias). There, they will become familiar with the fundamental principles of the excavation procedure, as well as identifying, cataloguing (registering), and studying the archaeological material. Furthermore, the participants will be engaged with the general preservation process of the excavated artefacts, i.e. cleaning, sorting, and storing the findings. Finally, students will practice the procedure of drawing the trial trenches, as well as the ancient objects that will be found.

### Course educational objectives (learning outcomes, skills, qualities, competences):

Within the framework of this course students will become familiar with the:

- excavation methods, the stratigraphic representation of excavation sections and findings and also the preservation and the recording of the artefacts
- terminology and the study of archaeological findings
- field practice on excavation methods
- needs of a modern excavation

Moreover, students will have the opportunity to practice through placements in museums and archaeological sites.

### Recommended Reading:

A photocopy of the corpus will be given to the students, which will be related to the excavation site and the wider geographical area of Thessaloniki.

## Stream Elective Course Details

## INTERNATIONAL RELATIONS AND HISTORY STREAM

International Hellenic University – School of Humanities, Social Sciences and Economics

<b>Course Title:</b>	<b>Conflicting National Strategies: Georgia-Russia, Ukraine-Russia, Armenia-Azerbaijan, Greece-Turkey-Cyprus</b>		
<b>Course Code:</b>	<b>BSEM EP 01</b>		
<b>Course Level:</b>	Elective Stream Course		
<b>Semester</b>	2nd (Full Time) // 2nd or 4th (Part Time) (spring)		
<b>Year of Study</b>	1st Year (Full Time) // 1st or 2nd (Part Time)		
<b>Hours :</b>	30 Hours	<b>ECTS:</b>	7.5 Credits
<b>Course Assessment</b>	Exam: 50 %, Coursework: 50%		
<b>Teaching Method:</b>	Lectures, PowerPoint Presentation, coursework presentation and class discussion, on site		

### Course Content (syllabus):

The course examines conflicting nationalisms in the areas of the Northern Black Sea, the Caucasus and the Eastern Mediterranean by introducing the students to the historical background that led to the formation and delineation of nation-states in these areas, the role nationalism played in political discussions in the Soviet Union, Turkey and Greece at the beginning of the 20th century and how nationalism polarized the political discourse leading to never-ending conflicts. The course initially focuses on the Soviet Union and the “Nationalities question”, the national delineation policies followed by Moscow and the formations of the Ukrainian SSR and the Transcaucasian SFSR, until the latter’s subsequent dissolution in 1936 with the Soviet Constitution. The formations of the nation-states of Georgian SSR, Armenian SSR and Azerbaijan SSR is closely examined, together with their inherent problematic issues that would provoke local nationalisms in the future. Next, the course passes into concurrent times by examining the 2008 Russo-Georgian War, linking it with the deeper historical causes for its outbreak. The military operations are presented briefly together with an analysis of the consequences on Georgia itself and on the wider international and geopolitical level. Following the Russo-Georgian war, the course looks at the other major conflict that afflicts the region of South Caucasus: The Azero-Armenian conflict over Nagorno-Karabakh (1st war in 1988-1994 and 2nd war in 2020) is still an open wound for the region and one that needs to be studied as a case where local narratives collide with Great Power policies in the region. The course also examines the other great war that broke out within the post-Soviet space, between Ukraine and Russia, since 2014, and particularly after its flare-up, in 2022. As in the case of the Russo-Georgian War, the deepest causes are analyzed and discussed with the students together with the wider consequences in international relations. The course also looks at another great clash of nationalisms, this time not in post-soviet space but in the area of the Eastern Mediterranean. A background of the Graeco-Turkish wars is provided to the students since the independence of the Greek state in 1830 and the invasion of Cyprus is discussed. The students become familiar with the interests of the Great Powers over the island of Cyprus and become aware of how the discovery of natural resources in the area turned the Eastern Mediterranean into a Sea of Contention between Greece, Turkey and Cyprus.

### Course Weekly Schedule/Outline:

<b>Week # 1</b>	Transcaucasia before and after the Russian Revolution – The Transcaucasian Socialist Federative Soviet Republic
<b>Week # 2</b>	Russian Foreign Policy In Transcaucasia From the 1990s Onwards – Nato Expansion
<b>Week # 3</b>	The Guns of August – Consequences of the Russo-Gergian War of 2008
<b>Week # 4</b>	Armenians and Azeris in the period after the Russian Revolution and During Soviet Times The Nagorno-Karabakh/Artsakh Issue and the First first Nagorno-Karabakh War between Armenia and Azerbaijan
<b>Week # 5</b>	The Second Nagorno-Karabakh War

<b>Week # 6</b>	Ukraine After the Russian Revolution until the collapse of the Soviet Union
<b>Week # 7</b>	NATO Eastwards Expansion and Ukraine – The Causes and Consequences of the Russo-Ukrainian War
<b>Week # 8</b>	Britain-Greece-Turkey and The Cyprus Issue
<b>Week # 9</b>	The Invasion and Occupation of Cyprus by Turkey
<b>Week # 10</b>	The Spillover Effect of the Cyprus Invasion: Greek-Turkish Low Intensity Conflict Over the Aegean.

### Course educational objectives (learning outcomes, skills, qualities, competences):

Upon completing the course the students will have gained:

- Knowledge of the historical background that led to the crystallization of nation-states in the Soviet Union
- critical awareness of the political conditions that led to the formation of the nation states
- an overview of the regional and political geography of the Black Sea and the Eastern Mediterranean during the modern and contemporary periods
- Knowledge of the deeper reasons of disputes in three sensitive geographical areas of the Black Sea and the Eastern Mediterranean
- an understanding of the histories of three strategic sub-regions in the Black Sea and the Eastern Mediterranean

### Required Readings:

#### Recommended Readings:

- Blank, Stephen J. "From Eurasia with Love: Russian Security Threats and Western Challenges." *Strategic Studies Quarterly* 8, no. 2 (2014): 42–73.
- Broeke, Han ten, Alessandra Barrow, Patrick Willemsen, Rob de Wijk, Paul Sinning, Frank Bekkers, Laura Birkman, et al. "Focus Area: The Russian Invasion of Ukraine." Annual Report 2022. Hague Centre for Strategic Studies, 2022.
- Camp, Glen D. "Greek-Turkish Conflict over Cyprus." *Political Science Quarterly* 95, no. 1 (1980): 43–70.
- Chifu, Iulian. "The East-West Black Sea/Caspian Sea Corridor in the Age of Uncertainty." German Marshall Fund of the United States, 2013.
- Companjen, Françoise J. "Nagorno-Karabakh: Embedded in Geo-Politics." *Atlantisch Perspectief* 34, no. 4 (2010): 9–14.
- Cornell, Svante E., and S. Frederick Starr. *The Guns of August 2008: Russia's War in Georgia*. 1st edition. Armonk, N.Y: Routledge, 2009.
- Croissant, Michael P. *Armenia-Azerbaijan Conflict, The: Causes and Implications*. Praeger, 1998.
- (Csis), Center for Strategic and International Studies. "Democracy in Danger: The Russian Threat to Ukraine." Center for Strategic and International Studies (CSIS), 2022.
- Cutler, Robert M. "Domestic and Foreign Influences on Policy Making: The Soviet Union in the 1974 Cyprus Conflict." *Soviet Studies* 37, no. 1 (1985): 60–89.
- Dodd, Clement. *The History and Politics of the Cyprus Conflict*. 2010th edition. Houndmills, Basingstoke, Hampshire ; New York: Palgrave Macmillan, 2010.
- Dr Geukjian, Ohannes. *Ethnicity, Nationalism and Conflict in the South Caucasus: Nagorno-Karabakh and the Legacy of Soviet Nationalities Policy*. 1st edition. Ashgate, 2013.
- Hadjipavlou, Maria. "The Cyprus Conflict: Root Causes and Implications for Peacebuilding." *Journal of Peace Research* 44, no. 3 (2007): 349–65.
- Hasanli, Jamil. *Foreign Policy of the Republic of Azerbaijan: The Difficult Road to Western Integration, 1918-1920*. 1st edition. London ; New York, NY: Routledge, 2014.
- Kuzio, Taras. "Russian National Identity and the Russia-Ukraine Crisis." Federal Academy for Security Policy, 2016.
- Larsen, Henrik Boesen Lindbo. "The Russo-Georgian War and Beyond: Towards a European Great Power Concert." Danish Institute for International Studies, 2009.

- LeDonne, John P. *The Grand Strategy of the Russian Empire, 1650-1831*. Uitgawe and Revised ed. edition. Oxford University Press, 2003.
- Magen, Zvi, and Oded Eran. "Ukraine: An American-Russian Wrestling Arena." Institute for National Security Studies, 2014.
- Martin, Terry. *The Affirmative Action Empire: Nations and Nationalism in the Soviet Union, 1923–1939*. 1st edition. Ithaca ; London: Cornell University Press, 2001.
- Monaghan, Andrew C. "The Russo-Georgian Conflict." NATO Defense College, 2008.
- Papadakis, Yiannis, Nicos Peristianis, and Gisela Welz, eds. *Divided Cyprus: Modernity, History, and an Island in Conflict*. Bloomington: Indiana University Press, 2006.
- Petro, Nicolai N. *The Tragedy of Ukraine: What Classical Greek Tragedy Can Teach Us About Conflict Resolution*. 1st edition. De Gruyter, 2022.
- Plokhy, Serhii. *The Russo-Ukrainian War: The Return of History*. W. W. Norton & Company, 2023.
- Smith, Jeremy. *Red Nations: The Nationalities Experience in and after the USSR*. Cambridge: Cambridge University Press, 2013.
- Syrigos, Angelos, *The Status of the Aegean Sea According to International Law*, Athens: Sakoulas 1997.
- Uzer, Umut. *Identity and Turkish Foreign Policy: The Kemalist Influence in Cyprus and the Caucasus*. London ; New York: I.B.Tauris, 2010.
- Varnava, Andrekos, and Hubert Faustmann, eds. *Reunifying Cyprus: The Annan Plan and Beyond*. London: I.B. Tauris, 2009.
- Waal, Thomas de. *Black Garden: Armenia and Azerbaijan through Peace and War*. Anniversary, Updated edition. New York ; London: NYU Press, 2013.
- Wallensteen, Peter, and Margareta Sollenberg. "After the Cold War: Emerging Patterns of Armed Conflict 1989-94." *Journal of Peace Research* 32, no. 3 (1995): 345–60.
- Wilhelmsen, Julie. "Russia's View of Georgia: A NATO Proxy yet Again?" Norwegian Institute of International Affairs (NUPI), 2020.
- Yavuz, M. Hakan, and Michael Gunter, eds. *The Nagorno-Karabakh Conflict: Historical and Political Perspectives*. 1st edition. Routledge, 2022.
- **Other resources:**
- **Magazines, journals and newspapers**
- **Web-sites**

<b>Course Title:</b>	<b>War and Revolution in the Middle East: From the Arab-Israeli Conflict to the Arab Spring</b>		
<b>Course Code:</b>	<b>BSEM EP 02</b>		
<b>Course Level:</b>	<b>Core Course</b>		
<b>Semester</b>	2nd (Full Time) // 2nd or 4th (Part Time) (spring)		
<b>Year of Study</b>	1st Year (Full Time) // 1st or 2nd (Part Time)		
<b>Hours :</b>	30 Hours	30 Hours	30 Hours
<b>Course Assessment</b>	Exam: 50 %, Coursework: 50%		
<b>Teaching Method:</b>	Lectures, PowerPoint Presentation, coursework presentation and class discussion		

### Course Content (syllabus):

This course traces the evolution of the Arab-Israel conflict from its roots in the late Ottoman Empire to the Arab Spring revolutions and beyond. Beginning with the Arab and Jewish nationalist movements of the late nineteenth century, students will follow the flow of events through the British Mandate (1920-48), the establishment of Israel in 1948, the displacement and dispersal of the Palestinian population, the Arab-Israel wars of 1956, 1967 and 1973, and the failure of regional parties and the international community to broker a final peace settlement. Israel's ability to survive and prosper in a

hostile security environment, and the emergence of an armed Palestinian resistance, discredited the secular Arab old guard and hastened the rise of militant Islamist political movements that posed a new set of threats. The sheer longevity and complexity of the Arab-Israel conflict has distorted the Middle East's economic development and hastened a destructive cycle of political evolution defined by authoritarian rule and revolution. Can the cycle of war and revolution be broken? An important focus of this course is for students to explore the radically different perceptions Arabs and Israelis have of themselves and each other, if only because their competing, weaponized historical narratives have now gone global to impact us all.

#### Course Weekly Schedule/Outline:

<b>Week # 1</b>	Introduction: Delineating the course and discussing its scope: Main themes, geographical concepts, main actors, sources. Discussion of coursework topics—examination material.
<b>Week # 2</b>	One Land, Two Peoples: At the turn of the 20th century two distinct nationalist movements, one Arab, the other Jewish, emerged in response to imperialism, oppression and discrimination. In the Middle East, Arab intellectuals and leaders supported the establishment of a free pan-Arab homeland. In Eastern Europe, Jewish intellectuals called for the creation of a Zionist homeland in the Levant.
<b>Week # 3</b>	The British Mandate: After rallying to the side of the Allies in World War I, Arab ambitions were foiled when Britain and France divided the Middle East into colonial enclaves. The British Mandate in Palestine was challenged in the 1930s by open conflict between Arab communities and newly arrived Jewish emigres fleeing persecution in Europe.
<b>Week # 4</b>	Foundation and Displacement: Following the collapse of British control, Arabs and Jews fought for the future of Palestine. The Arab-Israeli wars of 1948 and 1956 established Israel as a regional power. For the Palestinians, defeat on the battlefield was followed by displacement and dispersal.
<b>Week # 5</b>	From Republic to Empire: Israel's triumph in the 1967 Six-Day War inspired the emergence of an armed Palestinian resistance that seized the popular imagination. The United States and the Soviet Union took sides in a conflict that now had global repercussions.
<b>Week # 6</b>	Talk of Peace: In 1973 the Arabs won an important psychological victory in the October/Yom Kippur War, a conflict that included a worldwide oil embargo and superpower nuclear alert. Peace talks brokered by the United States resulted in an Israel-Egypt peace treaty. The PLO and Arab states rejected the Camp David Accords as a betrayal.
<b>Week # 7</b>	Islam and Intifada: Israel was dealt a blow in 1979 when the Shah of Iran, a longtime ally, lost power to an Islamist regime. The Israeli search for security included the bombing of Iraqi nuclear installations, invading Lebanon, and quelling a popular uprising or "intifada" in the West Bank.
<b>Week # 8</b>	From Oslo to the Second Intifada: The First Persian Gulf War in 1991 facilitated the Madrid Conference and the Oslo Accords. But the peace process was foiled by a violent backlash from extremists on both sides. The failure to secure peace led to the Second Intifada.
<b>Week # 9</b>	Hezbollah and Hamas: The 9/11 terror attacks prompted the US invasion of Iraq, an action that further radicalized the Middle East. Iranian-backed proxies Hezbollah and Hamas challenged the PLO for leadership of the Palestinian people and the right to challenge Israel.

<b>Week # 10</b>	From the Arab Spring to Regional War: Arab discontent erupted into revolution in 2010 with the overthrow of authoritarian regimes. Years of unrest, civil conflicts and ethnic violence followed. The US-sponsored Abraham Accords provoked another backlash from Iranian proxies.
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### Course educational objectives (learning outcomes, skills, qualities, competences):

This course aims to familiarise students with the century-old Arab-Israeli conflict. By the end of the course the students will:

- have gained an understanding of the origins and evolution of the Arab-Israel conflict, and the dynamic of war and revolution that continues to define the modern Middle East.
- learned to recognize the major events, trends and actors that defined the modern Middle East from the late 19th century into the early 21st century.
- gained fluency in the competing, contradictory, parallel nationalist narratives that have shaped, and that continue to shape, perceptions of the Arab-Israel conflict both in the region and outside the Middle East.
- have conducted original research and produced an essay that utilised primary and secondary source materials obtained from both online databases and archives and print publications.

### Recommended Reading:

- Adwan, Sami and Bar-On, Dan. *Side By Side: Parallel Histories of Israel-Palestine*. The New Press: New York 2012.
- Cleveland, William L and Bunton, Martin (Eds). *A History of the Modern Middle East*. New York and London: Routledge, 2016.
- Ephron, Dan. *Killing a King: The Assassination of Yitzhak Rabin and the Remaking of Israel*. W Norton: New York 2015. W
- Friedman, Thomas. *From Beirut to Jerusalem*. Picador: New York 1989.
- Fromkin, David. *A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East*. Picador" New York 2009. the
- Gelvin, James L. *The Modern Middle East: A History*. Oxford University Press: New York and Oxford, 2008.
- Gorenberg, Gershom. *The Accidental Empire: Israel and the Birth of the Settlements, 1967-1977*. Henry Holt & Co.: New York 2007.
- Kessler, Oren. *Palestine 1936: The Great Revolt and the Roots of the Middle East Conflict*. Rowman & Littlefield Publishers: Maryland, 2023.
- Khalidi, Rashid. *The Hundred Years' War on Palestine: A History of Settler Colonialism and Resistance, 1917–2017*. Metropolitan Books: New York 2020.
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- Laron, Guy. *The Six-Day War: The Breaking of the Middle East*. Yale University Press: Yale 2017.
- Laqueur, Walter and Schueftan, Dan. *The Israel-Arab Reader: A Documentary history of the Middle East Conflict*. Penguin: New York 2016.
- Mahler, Gregory S. *The Arab-Israeli Conflict: An Introduction and Documentary Reader*. Routledge: London and New York 2023.
- Masala, Nur. *Palestine: A Four Thousand Year History*. I B Taurus: New York 2023. Montefiore, Simon Sebag. *Jerusalem, The Biography*. Vintage: New York 2012.
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- Nusseibeh, Sari. *Once Upon a Country: A Palestinian Life*. Picador: New York 2008.

- Peters, F E. *The Children of Abraham: Judaism, Christianity, Islam*. Princeton University Press: Princeton and Oxford, 2004.
- Said, Edward. *The Selected Works of Edward Said, 1966 - 2006*. Vintage: New York 2019.
- Segev, Tom. *1949: The First Israelis*. Free Press: New York and London, 1986.
- . *One Palestine, Complete: Jews and Arabs Under the British Mandate*. Metropolitan Books: New York 2000.
- . *1967: Israel, the War, and the Year that Transformed the Middle East*. Metropolitan Books: New York 2007.
- Shapira, Anita. *Israel: A History*. Brandeis University Press: 2014.
- Shlaim, Avi. *Lion of Jordan: The Life of King Hussein in War and Peace*. New York: Vintage Books, 2007.
- . *The Iron Wall: Israel and the Arab World*. W. W. Norton & Company: New York 2014.
- Tusan, Michelle. *The Last Treaty: Lausanne and the End of the First World War in the Middle East*. Cambridge University Press: Cambridge and New York, 2023.
- Waxman, Dov. *The Israeli-Palestinian Conflict: What Everyone Needs to Know*. Oxford University Press: Oxford and New York, 2019.
- Wright, Lawrence. *Thirteen Days in September: Carter, Begin, and Sadat at Camp David*. New York: Alfred A. Knopf, 2014.
- Yapp, M E. *The Near East Since the First World War: A History to 1995*. Routledge: London and New York, 1996.

<b>Course Title:</b>	<b>Hellenism in the Black Sea countries</b>		
<b>Course Code:</b>	<b>BSEM C 04</b>		
<b>Course Level:</b>	Core Course		
<b>Semester/Trimester:</b>	2nd (Full Time) // 2nd or 4th (Part Time) (spring)		
<b>Year of Study:</b>	1st Year (Full Time) // 1st or 2nd (Part Time)		
<b>Hours:</b>	30 Hours	<b>ECTS:</b>	7.5 Credits
<b>Course Assessment</b>	Exam: 50 %, Coursework:50 %		
<b>Teaching Method:</b>	Lectures, PowerPoint Presentation, fieldwork (occasionally) and class discussion		

### Course Content (syllabus):

The course examines the historically rich Hellenic heritage of the Greek people in the Black Sea area. It mostly focuses on the thriving political, social, economic, political, religious, and cultural activities of the Greeks in the cities and areas of southern Russia, the Caucasus and the Wider Central Asia, the Romanian Principalities, Eastern Rumelia, Asia Minor and the Middle East. Starting from the 16th century, the course also tries to investigate and highlight the remaining elements of the Hellenic presence in the Black Sea region nowadays.

### Course Weekly Schedule/Outline:

<b>Week # 1</b>	<b>Introduction to the history of the Greek communities in the Black Sea countries.</b> Mapping diaspora, social mobility, trade routes, the role of religion, migration movements.
<b>Week # 2</b>	<b>The Greeks of Constantinople</b>

	The legal status of the orthodox Greek community. The role of the Ecumenical patriarchate. Balancing between political necessities and the need for survival. The 'Septemvriana'. The gradual elimination of the Greek community.
<b>Week # 3</b>	<b>The Greek communities in Southern Russia</b> Causes and patterns of migration. The settlement process. Community life. Commercial activities. Relations with the other religious and ethnic communities. The difficult transition from the Tsarist Russia to Communism and its consequences towards the Greek presence.
<b>Week # 4</b>	<b>The Greek communities in the Caucasus: Georgia and Armenia</b> Causes and patterns of migration. The settlement process. Community life. Commercial activities. Relations with the other religious and ethnic communities. The Russian – Ottoman War of 1877-1878. The difficult transition from the Ottoman administration and the Tsarist Russia to Communism and their consequences towards the Greek presence.
<b>Week # 5</b>	<b>The Greeks of Asia Minor and Pontus (part I)</b> Historical outline of the Greek settlement. The legal status of the Greek communities. The consequences of Nationalism. The difficult coexistence. The dissolution of the Greek communities as a result of the Asia Minor Campaign. 'Nostalgia' and memory.
<b>Week # 6</b>	<b>The Greeks of Asia Minor and Pontus (part II)</b> Historical outline of the Greek settlement. The legal status of the Greek communities. The consequences of Nationalism. The difficult coexistence. The dissolution of the Greek communities as a result of the Asia Minor Campaign. 'Nostalgia' and memory.
<b>Week # 7</b>	<b>The Greek communities in the Romanian Principalities.</b> Causes and patterns of migration. The settlement process. Community life. Commercial activities. Relations with the other religious and ethnic communities. Leading personalities.
<b>Week # 8</b>	<b>The Greek presence in Eastern Rumelia.</b> Historical outline of the Greek settlement. The legal status of the Greek communities. The consequences of Nationalism. The dissolution of the Greek communities. Memory and cultural diplomacy.
<b>Week # 9</b>	<b>The Greeks of the Middle East</b> Historical roots. Arab nationalism in Egypt and Syria and the Greek communities. Zionism and the Greeks of the Holy Land and the Levant.
<b>Week # 10</b>	<b>Conclusion Remarks - Evaluation</b> <b>Presentations of students' essays</b>

### **Course educational objectives (learning outcomes, skills, qualities, competences):**

Upon completing the course, the students will have gained:

- critical awareness of the theoretical concerns regarding minorities and immigration in the Black Sea region and the wider Middle East
- knowledge of the impact Hellenic migration had on the economy and society of these regions
- ability to read, analyze and communicate orally sources and documents related to Greek immigration and minorities

### **Recommended Reading:**

- Οι Έλληνες στη Διασπορά, 15<sup>ος</sup> -21<sup>ος</sup> αιώνας, Αθήνα: 2006 <http://eranistis.net/wordpress/wp-content/uploads/2013/08/diaspora.pdf>

- *Armeniens et Grecs en diaspora: approches comparatives: Actes du Colloque Europeen et International Organise a l'Ecole francaise d'Athenes (4-7 Octobre 2001)*, Athenes: Ecole Francaise d'Athenes, 2007
- *The Odyssey of the Pontic Greeks, Journal of Refugee Studies, special issue, vol. 4, no. 4, (1991)*, (Oxford University Press in association with the Refugee Studies Programme, University of Oxford)
- Ascherson N. (1996), *Black Sea*, New York, Hill and Wang
- Bartlett Roger P. (1979), *Human Capital. The Settlement of Foreigners in Russia 1762-1804*, Cambridge
- Beller-Hann I. & Hann C. (2000), *Turkish Region: State, Market and Social Identities on the East Black Sea Coast*, James Curey Ltd, Oxford.
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- Daldas N. Ath. (2001), *Le Patriarche Oecumenique de Constantinople et le statue canonique de la diaspora orthodoxe de langue greque: le cas de la France*, Katerini: Epektasis
- Damanakis M. (2007), *Ταυτότητες και εκπαίδευση στη διασπορά*, Αθήνα: Gutenberg
- Ember M., Ember C. R. and Skoggard I. (2005), *Diaspora communities* ; edited by, New York: Springer
- Ginsburgs G. (1957), *The Soviet Union and the problem of refugees and displaced persons 1917-1956*. *The American Journal of International Law* 51(2):325-61
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- Harlaftis G., *A History of Greek-owned Shipping. The Making of an International Tramp Fleet, 1830 to the Present Day*, New York, Routledge, 1995
- King C. (1999), *The Moldovans: Romania, Russia, and the Politics of Culture*, Stanford, Hoover Institution Press
- — (2004), *The Black Sea: A History*, New York, Oxford University Press
- Kardasis V. A. (2001), *Diaspora merchants in the Black Sea: the Greeks in southern Russia, 1775-1861*, Lanham, Md.: Lexington Books
- Karpat K. (1985), *Ottoman population, 1830-1914. Demographic and Social Characteristics*, Madison
- Κατσιαρδή-Hering O. (2004), *Il mondo europeo degli intellettuali greci della diaspora (sec. XVIII ex.- XIX in.)* Roma Padova: Editrice Antenore
- Khazanov A. (1995), *After USSR. Ethnicity, Nationalism, and Politics in the Commonwealth of Independent States*. Madison, The University of Wisconsin Press
- Koenig M. et al. (2011), *Balkan Echoes: Voices and Images from Bulgaria*, Barking Rooster Press
- Magocsi P.R. (2010), *History of Ukraine: The Land and Its Peoples*, Toronto: University of Toronto Press, Scholarly Publishing Division
- Mazis I. (2004), *Th. The Greeks of Odessa: diaspora leadership in late imperial Russia*, New York: Columbia University Press
- Mourellos Y., "The 1914 Persecutions and the first Attempt at an Exchange of Minorities between Greece and Turkey", *Balkan studies*, 1985, 2, pp. 389-413
- Pridham G. & T. Gallagher (eds.) (2000), *Experimenting with Democracy: Regime Change in the Balkans*, London; New York: Routledge
- Satrazanis A. (2007), *Erudits grecs de la diaspora le cas de Thessaloniciens: de la Renaissance au Siecle des Lumieres leur oeuvre en Occident*, Thessalonique: Centre de Histoire de Thessalonique, 2007
- Szporluk R. Ed. (1994), *National Identity and Ethnicity in Russia and the New States of Eurasia*. New York & London: ME Sharpe
- Todorova M. (1997), *Imagining the Balkans*, New York, Oxford University Press
- Todorov Varban N. (1999), *Catalogue of Greek manuscripts and printed books (17th - 19th century). The collection in Nyiregyhaza, Hungary: contribution to the history of the Greek diaspora*, Athens: Centre for Neohellenic Research. National Hellenic Research Foundation

- Tsarlapatani A. (2011), *The Reinvention of tradition: National mythology of the Greek diaspora*, Athens
- Tziovas D. (2009), *Greek diaspora and migration since 1700: Society, politics and culture*, Burlington: Ashgate
- Voutira E. (2006). *Post-Soviet diaspora politics: the case of the Soviet Greeks*. *Journal of Modern Greek Studies* 24:379-414
- Voutyra E. (2011), *The "right to return" and the meaning of "home": a post-Soviet Greek diaspora becoming European?* Berlin: Lit Verlag
- Ξανθοπούλου Άρτ. κ.ά. (2015), *Οι Έλληνες του Πόντου και η Οθωμανική Αυτοκρατορία (1461-1923)*, Παράρτημα Αρχείο Πόντου 36, Επιτροπή Ποντιακών Μελετών, Αθήνα

#### Additional recommended bibliography:

- Proceedings of the first International Congress on the Hellenic Diaspora from antiquity to modern times. International Congress on the Hellenic Diaspora (1st: Montreal, Quebec, and Athens, Greece) 1988. Amsterdam: Gieben, 1991
- Ethnic minority groups in international banking greek diaspora banks of Constantinople and Ottoman state finances, c. 1840-1881. Athens University of Economics and Business. Department of Economics
- Diaspora entrepreneurial networks of the black sea and Greece, 1870-1917, Athens University of Economics and Business. Department of Economics, 1995

#### Other resources:

##### Magazines, journals and newspapers, Web-sites

- <http://greekdiasporamap.seesox.growcreate.co.uk/#>
- <http://www.ime.gr/projects/migration/15-19/gr/v2/index.html>
- Foundation of the Hellenic World- Εγκυκλοπαίδεια Μείζονος Ελληνισμού-Εύξεινος Πόντος: <http://blacksea.ehw.gr/forms/fmain.aspx>
- University of Athens-Bibliography of the Greek Diaspora: <http://diaspora.arch.uoa.gr/main/index.php>
- <http://webtv.ert.gr/category/ert3/diaspora/>
- <http://hellenic-institute.rhul.ac.uk/CGDS/>
- <https://www.iie.org/Programs/Greek-Diaspora-Fellowship-Program>
- Directory of Open Access Repositories: <http://www.opendoar.org/>
- [http://www.migrationpolicy.org/topics/diaspora-engagement?gclid=CjwKCAjw87PNBRBAEiwA0XAIr7LKf0pduVycvCiubDO8VddsEsfk9HKG2OZIOF3Rkd\\_e\\_ICOf\\_3ZdohoCyZoQAvD\\_BwE](http://www.migrationpolicy.org/topics/diaspora-engagement?gclid=CjwKCAjw87PNBRBAEiwA0XAIr7LKf0pduVycvCiubDO8VddsEsfk9HKG2OZIOF3Rkd_e_ICOf_3ZdohoCyZoQAvD_BwE)
- Encyclopedia of Ukraine: <http://www.encyclopediaofukraine.com/>
- Harvard Ukrainian Studies (Harvard Ukrainian Research Institute): <http://www.huri.harvard.edu/pubs/hus/hus-online.html>
- Hellenic Academic Libraries Link: <http://www.heal-link.gr/>
- Virtuelle Fachbibliothek Osteuropa: <http://www.vifaost.de/>

#### Other resources:

##### Magazines, journals and newspapers

##### Web-sites

Course Title:	<b>Classical Geopolitics, Energy and Security Dilemmas in a Historical Perspective</b>
Course Code:	<b>BSEM EP 04</b>

<b>Course Level:</b>	International Relations and History Stream Core Course		
<b>Semester/Trimester</b>	2nd (Full Time) // 2nd or 4th (Part Time) (spring)		
<b>Year of Study</b>	1st Year (Full Time) // 1st or 2nd (Part Time)		
<b>Hours :</b>	30 Hours	<b>ECTS:</b>	7.5 Credits
<b>Course Assessment</b>	Exam: 50 %, Coursework: 50 %		
<b>Teaching Method:</b>	Lectures, PowerPoint Presentation, seminars and class discussion		

### Course Content (syllabus):

The course examines the role of the Black Sea and Eastern Mediterranean region in two complementary contexts: The first is the context provided by the theory of Classical Geopolitics, through which the student acquires the necessary analytical tools by which to approach current International Relations issues: East & West interaction, trans-Eurasian Trade, Energy transfer corridors and Security Dilemmas. Both the Black Sea and Eastern Mediterranean are central to these overlapping state projects and Classical Geopolitics theory helps in understanding why.

The second frame is that of History: The Black Sea/Eastern Mediterranean region, as a geographical and cultural complex, has always been the western terminal of East-West interaction, a focal point of competition between Great Powers, already from Ancient times. This part of the course aims at urging the students to explore these past aspects by presenting to them international bibliography's latest findings and information found on sources translated into English. Additionally, by juxtaposing past and present narrations of the West-East network of exchanges, the student will understand how Economy, History and Culture (amongst other things) are utilized by contemporary states or organizations in order to promote their particular interests and purposes.

### Course Weekly Schedule/Outline:

#### Course overview:

<b>Week # 1</b>	Land and Sea Powers in the History of the Black Sea-Eastern Mediterranean (BSEM) Region
<b>Week # 2</b>	The "Heartland" theory and BSEM
<b>Week # 3</b>	Alfred Thayer Mahan and the BSEM: A Sea Power's perspective
<b>Week # 4</b>	The Biologization of Geopolitics: The cases of Friedrich Ratzel, Rudolf Kjellen και Karl Haushofer
<b>Week # 5</b>	The BSEM region and the "Eurasian Balkans".
<b>Week # 6</b>	BSEM along Eurasian cultural fault lines? Samuel P. Huntington's <i>Clash of Civilizations</i>
<b>Week # 7</b>	Russian Eurasianism and the BSEM region..
<b>Week # 8</b>	Energy and trade across Inner Eurasia: The Geopolitics of the "New" Great Game The Chinese Geopolitical vision of the Belt & Road Initiative: Dream or Reality?
<b>Week # 9</b>	Strategic depth of strategic blunder? A. Davutoglu's imperial vision for Turkey.

<b>Week # 10</b>	Between Land and Sea Power. Greece's geostrategic visions and dilemmas. Overview of the Course
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Course educational objectives (learning outcomes, skills, qualities, competences):

Upon completing this course the students will:

- Use Theories of Classical Geopolitics and International Relations as analytical tools in their research and analysis
- Be familiar with the Political and Historical Geography of the Black Sea/Eastern Mediterranean region and of Central Eurasia.
- Understand the multiple dimensions of the discussion on the "New Silk Road"
- Be able to research on sources regarding modern integration policies particularly as regards the Black Sea and Eastern Mediterranean regions and the contacts between Europe and Central or East Asia.
- become familiar with past aspects of West-East contacts and communication and with the prominent role the Black Sea and the Eastern Mediterranean had in it as terminals
- have an overview of the sources (written and archaeological) that attest to such contacts

#### SUGGESTED BIBLIOGRAPHY (Note: the main course book may not belong to this list)

- Baldwin, Natylie, and Kermit E Heartsong. *Ukraine: Zbig's Grand Chessboard & How the West Was Checkmated*. Kindle Edition. San Francisco-Montreal, 2015.
- Bassin, Mark, Sergey Glebov, and Marlene Laruelle, eds. *Between Europe and Asia: The Origins, Theories, and Legacies of Russian Eurasianism*. 1st edition. Pittsburgh, Pennsylvania: University of Pittsburgh Press, 2015.
- Brzezinski, Z. *The Grand Chessboard: American Primacy and Its Geostrategic Imperatives*. basic books, 1998.
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- Devonshire-Ellis, Chris. *China's New Economic Silk Road: The Great Eurasian Game & The String of Pearls*. Hongkong: Asia Briefing Ltd, 2015.
- Glebov, Sergey. *From Empire to Eurasia: Politics, Scholarship, and Ideology in Russian Eurasianism, 1920s–1930s*. 1 edition. DeKalb, IL: Northern Illinois University Press, 2017.
- Halford John Mackinder. *Democratic Ideals and Reality a Study in the Politics of Reconstruction*. S.I.: Forgotten Books, 2012.
- Huntington, Samuel P. *The Clash of Civilizations and the Remaking of World Order*. A edition. New York: Simon & Schuster, 2011.
- Kaplan, R. *The Revenge of Geography*. New York: Random House Trade Paperbacks, 2013.
- Karlis, Thanasis, and Dionysios Polemis. "The Belt and Road Initiative. A Geopolitical Analysis," 1–21. Athens, 2019. <https://doi.org/10.13140/RG.2.2.12968.21764>.
- Kearns, G. *Geopolitics and Empire: The Legacy of Halford Mackinder*. Oxford Geographical and Environmental Studies Series. Oxford ; New York: Oxford University Press, 2009.
- Kleveman, Lutz. *The New Great Game: Blood and Oil in Central Asia*. New York: Grove Press, 2004.
- Kordosis, Stefanos, "The Black Sea & Eastern Mediterranean region and OBOR: Macro-historical tendencies and geopolitical models of analysis", in *The Geography of Greece : Managing Crises and Building Resilience* (World Regional Geography Book Series) (1st ed. 2024) pp.
- Kordosis, Stefanos, "A View of the Refugee Crisis in the Eastern Mediterranean through Classical European Geopolitics," *The Cyprus Journal of Sciences* 14 (2016): 29–50.
- Kordosis, Stefanos, "How the Bear Copes with the Wolf, Russia and Turkey in Syria," *ELIAMEP Briefing Notes*, October 2015.
- Kordosis, Stefanos, "'Pan-Turkism and Islam: Compatible in Practice', Middle East Mediterranean," *Middle East Mediterranean, An ELIAMEP Report*, no. 1/2 (April 2012): 14–15.
- Kordosis, Stefanos, "The Future of Turkey-Israel Relations. Could an Apology Make a Difference?," *Middle East Mediterranean, An ELIAMEP Report*, no. 1/2 (February 2013).

- Kordosis, Stefanos, "Underlying Historical Assumptions in the Current Geopolitical Narration of the Chinese One Belt One Road: A Critical Assessment" (11th International Conference of the Hellenic Geographical Society (ICHGS - April 12 - 15, 2018), Athens: Hellenic Geographical Society, 2018).
- Mackinder, H. J. "The Geographical Pivot of History (1904)." *The Geographical Journal* 170, no. 4 (2004): 298–321.
- Mahan, Alfred Thayer Rear Adm. *Mahan on Naval Strategy: Selections from the Writings of Rear Admiral Alfred Thayer Mahan*. Edited by John B. Hattendorf. Annapolis: Naval Institute Press, 2015.
- Markey, Daniel. *China's Western Horizon: Beijing and the New Geopolitics of Eurasia*. Oxford University Press, 2020.
- Parker, Geoffrey. *Geopolitics: Past, Present and Future*. London ; Washington: Pinter Pub Ltd, 1997.
- Schmitt, Carl. *Land and Sea: A World-Historical Meditation*. Edited by Samuel Garrett Zeitlin and Russell A. Berman. Candor, NY: Telos Press Publishing, 2015.
- Spykman, Nicholas John. *The Geography of the Peace*. Edited by Helen R Nicholl. Hamden: Archon Books, 1969.
- Stavridis, James. *Sea Power: The History and Geopolitics of the World's Oceans*. Penguin Press, 2017.
- Weitz, Richard. *Kazakhstan and the New International Politics of Eurasia*. Central Asia-Caucasus Institute Silk Road Studies Program, 2008.
- Yergin, Daniel. *The New Map: Energy, Climate, and the Clash of Nations*. Illustrated edition. New York: Penguin Press, 2020.
- Yiwei, Wang. *The Belt and Road: What Will China Offer the World in Its Rise*. 1st edition. Beijing: New World Press, 2016.

#### Other resources:

**Magazines, journals and newspapers**

**Web-sites**

<b>Course Title:</b>	<b>Mass Violence and Population Transfers in 20th and 21st centuries</b>		
<b>Course Code:</b>	<b>BSEM EP 05</b>		
<b>Course Level:</b>	International Relations and History Stream Core Course		
<b>Semester/Trimester</b>	2nd (Full Time) // 2nd or 4th (Part Time) (spring)		
<b>Year of Study</b>	1st Year (Full Time) // 1st or 2nd (Part Time)		
<b>Hours :</b>	30 Hours	<b>ECTS:</b>	7.5 Credits
<b>Course Assessment</b>	Exam: 50 %, Coursework: 50%		
<b>Teaching Method:</b>	Lectures, PowerPoint Presentation, fieldwork (occasionally) and class discussion		

#### Course Content (syllabus):

At first, students are introduced to the concepts of conflict, violence, interstate wars, civil wars, genocides, ethnic cleansing, and revolutions. Specific case studies, such as the Armenian Genocide, the Al Naqba and the Arab-Israeli conflict, the Holocaust, and the break-up of Yugoslavia will be examined. Subsequently, the course will focus on the impact of these tragic events in the shaping of current political affairs in the Eastern Mediterranean and Black Sea region. How are deep, divisive conflicts remembered after they have ended? What is their influence in current politics? How can reconciliation emerge and under what conditions? What is the role of the colonial forces in the violent past of this region and what are the responsibilities of local elites in preserving such rivalries?

### Course Weekly Schedule/Outline:

<b>Week # 1</b>	Introduction – Mass Violence and Population transfers in a Historical Perspective
<b>Week # 2</b>	History of Human Rights Law: 4 major crimes of the International Human Rights Law
<b>Week # 3</b>	The Armenian Genocide: From Abdul Hamid to the republican period
<b>Week # 4</b>	The Greek Genocide: The case of Pontus and Asia Minor
<b>Week # 5</b>	Crimes against the Assyrians and muslim non-Turkish tribes
<b>Week # 6</b>	Holodomor in Ukraine and elsewhere in USSR (1931-34)
<b>Week # 7</b>	Mass Violence and extermination during the 40's: The Holocaust (part A)
<b>Week # 8</b>	Mass Violence and extermination during the 40's: The Holocaust (part B)
<b>Week # 9</b>	Other cases of mass violence and extermination: The foundation of Israel and the disslocation of Palestinians The Greek minority of Constantinople and the the pogrom of September 1955 EOKA B and Turkey's invasion of Cyprus.
<b>Week # 10</b>	Review of the course Presentations of students work

### Course educational objectives (learning outcomes, skills, qualities, competences):

Upon completing this course, the students will:

- know the basic theoretical and analytical concepts of the study of violence and conflict
- be in a position to research the interaction between people and the surrounding area of the specific region and specific eras
- be familiar with the geographic, demographic and historical consequences of the genocidal conflicts and ethnic cleansing of the Black Sea and Eastern Mediterranean. area during the modern period and be able to use this knowledge to explain the current status of these regions.

### Recommended Reading:

- Ackam T., (2006), *A Shameful Act: The Armenian Genocide and the Question of Turkish Responsibility*, Metropolitan Books.
- Aguilar P., (2002), *Memory and Amnesia. The Role of the Spanish Civil War in the Transition to Democracy*, New York, Berghahn Books
- Alexander J., (2002), 'On the Social Construction of Moral Universals. The "Holocaust" from War Crime to Trauma Drama', *European Journal of Social Theory*, 5 (1), pp. 5-85
- Applebaum, Anne. *Red Famine: Stalin's War on Ukraine*. New York: Doubleday, 2017.
- Charlwood, David. *Armenian Genocide: The Great Crime of World War I*. Pen and Sword Military, 2019.
- Evans M., (2006), 'Memories, Monuments, Histories: the Re-thinking of the Second World War since 1989', *National Identities*, vol. 8 (4), pp.317-348
- Kiernan B., (2007), *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. Yale University Press.
- King C., (2010), *Extreme Politics: Essays on Nationalism, Violence, and Eastern Europe*, Oxford University Press
- Morris, Benny, and Dror Ze'evi. *The Thirty-Year Genocide: Turkey's Destruction of Its Christian Minorities, 1894–1924*. Cambridge, Massachusetts: Harvard University Press, 2019.
- Taner Akcam, Theodosios Kyriakidis, Kyriakos Chatzikyriakidis, *The Genocide of the Christian populations in the Ottoman Empire and its Aftermath (1908-1923)*, Rutledge, 2023.

- George Shirinian (ed.), *New Perspectives on the Great Catastrophe: The Genocide of the Greeks in the Ottoman Empire, 1913-1923*, Chicago 2019.
- George Shirinian (ed.), *The Asia Minor Catastrophe and the Ottoman Greek Genocide: Essays on Asia Minor, Pontos, and Eastern Thrace, 1912-1923*, Chicago 2012.
- Medardus Brehl-Kristin Platt, *The Displacement, Extinction and Genocide of the Pontic Greeks 1916-1923*, Velbrueck, 2024.
- Manussos Marangudakis, *Persecution and Cultural Trauma. Pontian Greeks, Jewish Greeks and Iraqi Yazidis*, Mythos Group, Lemnos 2023.
- George Shirinian (ed.), *The Greek Genocide, 1913-1923: New Perspectives*, 2019.
- Neier, Aryeh. *The International Human Rights Movement: A History*. Princeton, N.J.: Princeton University Press, 2013.
- Pappe I., (2006), *The Ethnic Cleansing of Palestine*, London and New York: Oneworld
- Schabas, William. *Unimaginable Atrocities: Justice, Politics, and Rights at the War Crimes Tribunals*. Oxford University Press, 2012.
- William Schabas, *Genocide in International Law The Crime of Crimes*, Cambridge 2009
- Howard Ball, *Genocide: A Reference Handbook*, 2011.
- James Hughes, *Genocide and ethnic conflict*, Routledge, Abingdon, 2010.

#### Other resources:

- **Magazines, journals and newspapers**  
<http://www.tandfonline.com/toc/cjgr20/current>  
<http://scholarcommons.usf.edu/gsp/>  
<https://academic.oup.com/hgs>
- **Web-sites**  
<http://www.un.org/en/genocideprevention/>  
<http://www.genocidewatch.org/>  
<https://cla.umn.edu/chgs>  
<http://www.preventgenocide.org/>  
<http://www.armenocide.de/armenocide/armgende.nsf>  
<https://genocideeducation.org/>  
<http://www.projects4save.org/>  
<http://www.armenian-genocide.org/index.htm>  
<https://www.ushmm.org/>  
<https://sfi.usc.edu/collections/armenian>  
<http://zoryaninstitute.org/>  
<https://unesdoc.unesco.org>

<b>Course Title:</b>	<b>Political Islam across three Continents</b>		
<b>Course Code:</b>	<b>BSEM EP 06</b>		
<b>Course Level:</b>	Elective Stream Course		
<b>Semester/Trimester:</b>	2nd (Full Time) // 2nd or 4th (Part Time) (spring)		
<b>Year of Study:</b>	1st Year (Full Time) // 1st or 2nd Year (Part Time)		
<b>Hours:</b>	30 Hours	<b>ECTS:</b>	7.5 Credits
<b>Course Assessment</b>	Exam: 50%, Coursework: 50%		
<b>Teaching Method:</b>	Lectures, Student Presentations, fieldwork (if possible), class discussions		

#### Course Content (syllabus):

The course is structured in three main sections. The first section (two sessions) will sketch out the theoretical background by discussing concepts and debates relevant to the topic such as Sociology

of Religion, Political Theology, Islam, Modernity and Globalization, the “religious turn” in International Relations and the wider debate on “Political Islam”, including the different definitions and understandings of the term. The aim will be to provide students with the relevant concepts and analytical tools to follow and debates on Political Islam. The section will further elaborate on different aspects of Islamic Theology and its inherent religion/politics nexus, providing an overview of the diverse nature of Islamic political movements, setting the background for the study of their current and historical facets in the wider Middle East, Central and South-East Asia (including parts of China and parts of the Russian Federation), Africa, and Europe.

The second and central section (five sessions) of the course will examine Islamic movements in the Eastern Mediterranean and the wider Middle East and their political impact in the 19<sup>th</sup> and 20<sup>th</sup> century. These will include both reform oriented and anti-reformatory movements and their relation to processes of modernization, colonialism and nationalism during the last phase of the Ottoman Empire and Qajar Persia. Special attention will be applied to the emergence the Zionist movement, the founding of the state of Israel and the Israeli-Palestinian conflict and how it impacted political Islam. Emphasis will also be given to the Pan Islamic and Pan Turkist movements that, even though initially propagated in the Ottoman Empire, trespassed international borders and affected Muslim societies both in northern Africa, the Black Sea region and Central Asia.

The final section (three sessions) will provide an overview of political Islamic movements beyond the wider Middle East in the Balkans, Europe, and Central Asia, and highlight their historical and current links with the Eastern Mediterranean. Special emphasis will be given to the Russian Empire’s expansion in the 19<sup>th</sup> and 20<sup>th</sup> centuries and the way a secular regime in Moscow interacted with Islamic thought and political Islamic actors on its territory, and the impact this encounter had on the formation of national identities and policies throughout the 20<sup>th</sup> century. Even though Islam has traditionally interacted with Europe in many ways (and is an autochthonous local force across vast parts of Southeast Europe), it was mainly during the 20<sup>th</sup> and the beginnings of the 21<sup>st</sup> century, within the project of European Integration and large-scale immigration from Muslim societies, that a new debate about Islam’s place in Europe has emerged. This, oftentimes polemic, debate is ongoing, accompanied by academic discourse as well as raging political discussions about refugees from Muslim countries, the menace of political Islam and the possibilities and meaning of “being a European Muslim” (Tariq Ramadan).

#### **Course Weekly Schedule/Outline:**

<b>Week # 1</b>	Introduction of Course objectives; political thinking on religion and politics; political theology; approaching “Political Islam”: key concepts & tools for analysis .
<b>Week # 2</b>	Introduction to Islamic thought and Sharia; Islamic understandings of the relation between religion and politics; key terms (Tawhīd, Shahada, Jihad, Ijtihad etc.)
<b>Week # 3</b>	Al-Wahhab and Islamic Orthodoxy; Saudi Arabia and the Gulf.
<b>Week # 4</b>	Muhammad Abduh, Al-Afghani; Islamic Modernism, Pan-Islamism, Salafism.
<b>Week # 5</b>	The Roots of the Muslim Brotherhood in Egypt and its offsprings.
<b>Week # 6</b>	From Islamism to Jihadism: Different religious-political groups in the Middle East and their relation to violence.
<b>Week # 7</b>	Political Islam in Turkey, Panturkism.
<b>Week # 8</b>	Europe and Islam in Historical Perspective: Islamic reactions to European Colonialism in the Arab lands (19 <sup>th</sup> , 20 <sup>th</sup> century); current debates about Political Islam in Europe.
<b>Week # 9</b>	Islam in Russia; Soviet nation building in the Islamic lands of Central Asia; The Tatars of Volga and Black Sea region; Jaddidism in the Russian Empire and the USSR; post-Soviet Islamism.
<b>Week # 10</b>	Review of the course/ t.b.d.

#### **Course educational objectives (learning outcomes, skills, qualities, competences):**

Upon completing this course the students will:

- understand the basic concepts of the Sociology of Religion and Political Theology, in general, and of Islam, in specific, be able to apply them as tools for analysis.
- have a good overview over the historical development and contemporary state of the diverse and often contradictory movements that are lumped together as “Political Islam”.

- see Islamic political movements in historical perspective and understand their changes as they act in transforming state and inter-state contexts and interact with other movements from Europe to China.
- gain familiarity with the concepts of Islamic fundamentalism, Islamic reformism, Islamism, political Islam, Islamic resistance, contemporary jihad, and their historical interaction with western modern political theory and practice.
- study the most important of these movements, such as the Muslim Brotherhood, Hamas, Hizbullah, Hizb Ut-Tahrir, et.al.
- have deepened their understanding of the role of Political Islam in the “Arab Spring”
- continue to practice to discuss and present their own presentations and course works on specific subjects.

### Recommended Reading/ Books:

#### Handbooks and Readers

- Akbarzadeh, Shahram, Hrsg. *Routledge Handbook of Political Islam*. Abingdon, Oxon ; N.Y., N.Y.: Routledge, 2012.
- Martin, Richard C. and Barzegar, Abbas (Eds.): *Islamism: Contested Perspectives on Political Islam*. Stanford: Stanford University Press, 2009.
- Moaddel: *Contemporary Debates in Islam: An Anthology of Modernist and Fundamentalist Thought* | 2000 | Michigan Population Studies Center (PSC).
- Volpi, Frédéric, Hrsg. *Political Islam: A Critical Reader*. London ; New York: Routledge, 2011.

#### Understanding Political Islam/ Sociology of Religion

- Bayat, Asef. *Islam and Democracy: What Is the Real Question?* ISIM Paper 8. Leiden: Amsterdam Univ. Press [u.a.], 2007.
- ———, Hrsg. *Post-Islamism: The Changing Faces of Political Islam*. Oxford ; New York: Oxford University Press, 2013.
- Beyer, Peter. *Religions in Global Society*. London ; New York: Routledge, 2006.
- Brown, Nathan J. *Arguing Islam after the Revival of Arab Politics*. New York, NY: Oxford University Press, 2017.
- Crockett, Clayton. *Radical Political Theology: Religion and Politics After Liberalism*. New York: Columbia University Press, 2013.
- Dabashi, Hamid. *Islamic Liberation Theology: Resisting the Empire*. London; New York: Routledge, 2010.
- Hamid, Shadi. *Temptations of Power: Islamists and Illiberal Democracy in a New Middle East*. Oxford, New York: Oxford University Press, 2014.
- Hamid, Shadi, und William McCants, Hrsg. *Rethinking Political Islam*. Oxford, New York: Oxford University Press, 2017.
- Jung, Dietrich. *Orientalists, Islamists and the Global Public Sphere: A Genealogy of the Modern Essentialist Image of Islam*. Comparative Islamic Studies. Sheffield, UK ; Oakville, CT: Equinox Pub, 2011.
- Mandaville, Peter G. *Islam and Politics*. Second edition. New York: Routledge, 2014.
- March, Andrew F. „Political Islam: Theory“. *Annual Review of Political Science* 18, Nr. 1 (11. Mai 2015): 103–23.
- Roy, Olivier. *Globalized Islam: The Search for a New Ummah*. Columbia University Press, 2004.
- ———. *The Failure of Political Islam*. Cambridge, Mass: Harvard University Press, 1994.

#### Movements of Political Islam

- ‘Anānī, Khalīl. *Inside the Muslim Brotherhood: Religion, Identity, and Politics*. New York, NY: Oxford University Press, 2016.

- Axiarlis, Evangelia, und James P. Piscatori. *Political Islam and the Secular State in Turkey: Democracy, Reform and the Justice and Development Party*. New edition. London ; New York: I.B. Tauris, 2014.
- Aydın, Cemil. *The Politics of Anti-Westernism in Asia: Visions of World Order in Pan-Islamic and Pan-Asian Thought*. New York: Columbia University Press, 2007.
- Brown, Nathan J. *When Victory Is Not an Option: Islamist Movements in Arab Politics*. Ithaca: Cornell University Press, 2012.
- Crews, Robert D. *For Prophet and Tsar: Islam and Empire in Russia and Central Asia*. Cambridge, Mass: Harvard University Press, 2006.
- Demirağ, Yelda. 'Pan-ideologies in the Ottoman Empire against the West: From Pan-Ottomanism to Pan-Turkism'. *The Turkish Yearbook of International Relations* 36 (2006): 139–58.
- Gillette, Maris Boyd. *Between Mecca and Beijing Modernization and Consumption among Urban Chinese Muslims*. Stanford University Press, 2000.
- Gunn, T. Jeremy. "Shaping an Islamic Identity: Religion, Islamism, and the State in Central Asia." *Sociology of Religion* 64, no. 3 (2003): 389–410.
- Israeli, Raphael. "Muslims in China: The Incompatibility between Islam and the Chinese Order." *T'oung Pao* 63, no. 4/5 (1977): 296–323.
- Karasipahi, Sena. *Muslims in modern Turkey: Kemalism, modernism and the revolt of the Islamic intellectuals*. Library of modern Middle East studies 72. London ; New York : New York: I.B. Tauris, 2009.
- Khalid, Adeeb. *Islam after Communism: Religion and Politics in Central Asia*. Berkeley, Calif.: Univ. of California Press, 2014.
- Landau, Jacob M. *Pan-Turkism: From Irredentism to Cooperation*. 2. ed., and updated, With a new bibliography. London: Hurst, 1995.
- Mackerras, Colin. *China, Xinjiang and Central Asia: History, Transition and Crossborder Interaction into the 21st Century*. London [u.a.: Routledge, 2011.

#### Other resources:

**Magazines, journals and newspapers**

**Web-sites**

<b>Course Title:</b>	<b>Archival research and internship in historical archives</b>		
<b>Course Code:</b>	<b>BSEM EP 07</b>		
<b>Course Level:</b>	Elective Stream Course		
<b>Semester:</b>	2nd (Full Time) // 2nd or 4th (Part Time) (spring)		
<b>Year of Study:</b>	1st Year (Full Time) // 1st or 2nd Year (Part Time)		
<b>Hours:</b>	120 Hours	<b>ECTS:</b>	7.5 Credits
<b>Course Assessment</b>	Exam: 50%, Coursework: 50%		
<b>Teaching Method:</b>	Lectures, Class Discussion, PowerPoint Presentation		

#### Course Content (syllabus):

Students will perform a 4 weeks practical internship in relevant historical archives conducting original historical research or assessing and classifying already existing archival sources. They will be assessed by a research paper they will submit.

#### Course educational objectives (Learning outcomes, Skills):

Within the framework of this course students will become familiar with the:

- archival research methods, the preservation and the recording of oral testimonies.

- terminology and the study of historical findings.
- field practice on oral history methods.
- needs of a modern history research.

Moreover, students will have the opportunity to practice through placements in museums and historical archives.

#### **Recommended Reading:**

- Blouin Jr., Francis X. and William G. Rosenberg. *Processing the Past: Contesting Authority in History and the Archives*. New York: Oxford University Press, 2011.
- Roe, Kathleen D. *Arranging & Describing Archives & Manuscripts*. Chicago: Society of American Archivists, 2005.
- O'Toole, James M. and Richard J. Cox. *Understanding Archives & Manuscripts*. Chicago: Society of American Archivists, 2006

#### **Other resources:**

**Magazines, journals and newspapers**

**Web-sites**

## **The Master's Dissertation**

Credit Allocation:

**30 Credits**

Course Assessment:

Written report 18,000-20,000 words & Dissertation Presentation

As a part of the MA in “Black Sea and Eastern Mediterranean Studies: Culture and International Relations” programme, students work on a one-semester project (=30 ECTS) upon a subject related to their academic interests and career aspirations. The Dissertation provides a good opportunity to apply theory and concepts learned in different courses. The Dissertation examines the ability a) to apply a certain methodology or approach to analyse a given problem and b) to argue a reasonably original hypothesis. Students are expected to gain certain specialisation in the topic they have selected for research and take responsibility for their work.

**Supervision:** According to the Greek law for Postgraduate Studies, only serving faculty members can be appointed as dissertation supervisors. All the others lecturers may and indeed should help students to choose a proper subject, trace the bibliography and prepare their proposal by the given deadline. Supervision is delivered through face-to-face meetings at the University and through the e-learning platform of the University. Students are encouraged to have regular meetings with their supervisors. If a student chooses a topic other than those taught during the MA programme, a professor from another academic institution, specialized in the field and interested in the specific proposal, shall be appointed to supervise the student.

Supervisors assist students in their research work by advising and guiding them throughout the research process and practice. They will correct the students' drafts until the day of submission, however they are not expected to edit the students' work in order to bring it to perfection.

### **Submission and Evaluation**

The length of the Master's Dissertation should be app. 18,000-20,000 words (excluding Bibliography and Figures). The Thesis should be supplemented by an abstract of 200-400 words, Contents and Bibliography.

The **Submission Deadline is 31 January 2026**. Details regarding the submission of the Master's Dissertation will be given to students closer to date.

The Dissertation is assessed by a three-member academic committee. If there is a difference of more than 3 points (on a scale of 1-10) in the evaluations of the three examiners, then a fourth evaluation is called for. The final grade awarded on the Dissertation will be the average of the mark given by the fourth examiner and the closest two marks to it of the other three marks.

The students are expected to send a preliminary draft/outline of their work to the Academic Mentors assigned to them by the Faculty, so that any mistakes regarding Bibliography, or language use can be avoided and corrected at an early stage. Deadline for the first report is September 30, 2025.

To qualify for a Master's degree, a student must achieve a minimum grade of 5.00 in the Dissertation.

## Research Methodology Seminars

<b>Course Title:</b>	<b>Academic Writing and Methodology Seminars</b>		
<b>Course Assessment</b>	0 credits		
	The Research Methodology Seminar is not assessed but, given its importance, attendance is obligatory		
<b>Tutor's name:</b>	<b>Dr Eleni Mentesidou &amp; Dr Stefanos Kordosis</b>	<b>Tutor's Rank:</b>	Academic Associates & Assistant Professor
<b>Teaching Method:</b>	Lectures, PowerPoint Presentation, and Lab practice		

**Course Content (syllabus):** This seminar is a working guide on writing a thesis. It is intended to assist students with their semester coursework and during their dissertation thesis. Students will get guidance on how to conduct original research, to organise and write a successful dissertation. The purpose of these seminars is to examine the methods used, to provide insights into various qualitative and quantitative research methods, to comprehend and develop the use of scientific data/literature and to enhance skills for academic writing.

### **Course educational objectives (learning outcomes, skills, qualities, competences):**

The Academic Writing Seminars allow students to demonstrate their ability to produce academic research which is both systematic and methodical. During these seminars students should demonstrate their understanding of:

- how a piece of academic writing should be organised and structured
- the necessity of the literature review
- the importance of acknowledging another author's views (avoiding plagiarism)

and their ability to:

- organise their work
- take notes and critically evaluate other people's research methods and findings
- avoid plagiarism by properly using the reference system
- conduct a well structured literature review
- deploy the appropriate qualitative and/or quantitative data on their work
- reach a well-supported conclusion to their argument.

### **Course Weekly Schedule/Outline:**

<b>Week # 1</b>	PLAGIARISM
<b>Week # 2</b>	REFERENCE SYSTEMS
<b>Week # 3</b>	CITATION SYSTEMS
<b>Week # 4</b>	THESIS STRUCTURE
<b>Week # 5</b>	RESEARCH ENGINES and DATABASES
<b>Week # 6</b>	HOW TO WRITE A PROPOSAL
<b>Week # 7</b>	HOW TO WRITE AN ABSTRACT
<b>Week # 8</b>	HOW TO WRITE A DISSERTATION

## PART II: REGULATIONS & POLICIES

### Admissions Policy

#### 1. Tuition Fees

- 1.1 IHU full-time and part-time postgraduate students pay for their participation on the MA in “Black Sea and Eastern Mediterranean Studies: Culture and International Relations” programme, total fees amounting to 2,500€.
- 1.2 Deposits: Upon acceptance on a postgraduate programme of study at the IHU, you will be asked to pay a non-refundable deposit of 500€ to secure your place. This amount will count towards the first instalment of your tuition fees. The deposit can be paid by bank transfer or bank draft.
- 1.3 Tuition fees are paid in two instalments for full-time students and in four instalments for part-time students. The first day of each academic semester is set as the final date for payment. Proof of payment of the first fee instalment must be submitted by or upon registration of the student on Induction Day.
- 1.4 No extension is provided for tuition fee payment and no different arrangement is permitted for payment of the first fee instalment. Exceptionally, a special arrangement for subsequent fee payments may be foreseen by the Scientific Director of the Programme following the respective request by the student, provided there are exceptional reasons.
- 1.5 Examination and coursework marks for students in arrears regarding the payment of fees will not be disclosed by the School. These students will not be permitted to proceed to the next semester of studies if payment has not been made according to the payment schedule, unless there are exceptional circumstances that have been communicated to and approved by the General Assembly of the School.
- 1.6 In the final instance, students who have not paid the full tuition fees by the end of the programme will not be allowed to receive their degree until they have fulfilled this obligation within a deadline to be set by the General Assembly of the School.
- 1.7 Additional elective courses A student opting to take additional elective courses beyond those required shall be required to pay additional fees, to be determined by decision of the General Assembly of the School.

#### 2. Student identity

- 2.1 Registration on an IHU postgraduate programme confers the identity of student on the candidate. This identity expires upon receiving one's degree or upon expulsion from the university.
- 2.2 Students may use IHU facilities and services in the pursuit of their educational work, according to the stipulations of respective Governing Board decisions.

#### 3. Mentor scheme

Academic mentoring has been established by the University in order to provide students with advice on a range of academic matters, such as assessing the current level of knowledge provided and identifying any impediments to the learning process that may be present, with the overall objective of enhancing open, continuous and direct communication between students and the faculty.

#### 5. Programme Duration

- 5.1. The programme will commence in October each year, the exact dates are announced by the Course Office.
- 5.2. The duration of studies in order to acquire a postgraduate degree is 3 academic semesters full-time (comprising taught courses during the 1<sup>st</sup> and 2<sup>nd</sup> periods, while the 3<sup>rd</sup> period is dedicated to the MA Dissertation). On a part-time basis the duration of the MA is doubled.

- 5.3. Examinations and assessed work will take place throughout the course.
- 5.4. The maximum period for completion of the study programme is five (5) academic semesters for full-time students and eight (8) academic semesters for part-time students. Extension of the above deadlines is generally not permitted. In certain exceptional cases, a short extension may be given, following approval by the General Assembly of the School.

## 5. Assessment

- 5.1 The programme is taught and assessed in English. Student assessment on each course is supervised by the instructor(s).
- 5.2 Performance is assessed on a 1-10 scale.
- 5.3 To complete the programme successfully, students must pass all courses, achieving an average grade on each course and its assessment components (coursework and examination) of at least 5.00.
- 5.4 In special circumstances, such as when a student is unable to participate in the examinations or to submit a paper due to professional or health reasons, a special examination date may be set for the student or a new deadline for the submission of the respective coursework, following a decision by a competent committee appointed by the General Assembly of the School.
- 5.5 Coursework/exam results are published within 45 days from the date of submission/the examination.

## 6. Assessment Regulations

The rules governing the calculation of course and overall degree marks are as follows:

- 6.1 To qualify for the MA in “Black Sea and Eastern Mediterranean Studies: Culture and International Relations” degree, a student must acquire a total of 90 credits.
- 6.2 All courses must be passed individually.
- 6.3 Credits and marks are awarded for all courses successfully completed and passed.
- 6.4 It is compulsory to complete all coursework and exam components and no course mark can be awarded until these are completed.
- 6.5 All courses are assessed by both coursework and exam (without exception). Course assessment weightings may vary but exams cannot be weighted less than 50% in any case. A minimum mark of 5.00 must be achieved on each component (exam and coursework).
- 6.6 Students will be required to retake any failed assessment component in the next assessment period.
- 6.7 A student failing at the second attempt will normally be asked to withdraw immediately from the programme, following the decision in this respect of the General Assembly.
- 6.8 Calculating the overall mark of a course in the case of a re-sit: in those cases where a student has passed a course component after a re-sit, the overall mark of the course will be calculated by combining the original grades awarded for other component(s) passed at the first attempt and the re-sit mark for the component passed at the re-sit, in line with relative credit values of courses, as set out in the table below.
- 6.9 A student is entitled to appeal against the grade received for an exam or piece of coursework for a specific course within 15 days after the grades have been announced. Students must provide full details of the grounds of their appeal in writing. Such appeals are assessed by an academic appointed by the Director of the Programme, within thirty (30) days of receipt of the appeal. As a result of an appeal, grades may stay the same, go up or down. In the case of group work, the decision to appeal should be taken unanimously by the students of the group.
- 6.10 A course mark is calculated by aggregating the marks for all assessment components.
- 6.11 To calculate the overall degree mark, course marks are combined using weightings in line with the relative credit values of courses, set out in the table below.

Assessment matrix of courses, hours, credits and weightings

Courses	Taught Hours	Credits	Coursework	Exam
<b>Core Courses</b>				
Historical Geography and Cartography of the Black Sea in Antiquity	30	7,5	50%	50%
Alexander the Great and the Formation of a New World	30	7,5	50%	50%
International Relations in the BSEM Region: Theory and Practice	30	7,5	50%	50%
The Black Sea and the Eastern Mediterranean from the 19th until the end of the 20th century	30	7,5	50%	50%
<b>Stream Elective Courses *</b>				
<b>ARCHAEOLOGY AND CULTURES STREAM</b>				
Topics in the Prehistoric Archaeology of the Black Sea and the Eastern Mediterranean	30	7,5	50%	50%
Ancient Art and Monumental Topography in the Black Sea	30	7,5	50%	50%
Ancient Religion and Mythology in the Black Sea	30	7,5	50%	50%
Historical and Cultural Aspects of the Black Sea and the Eastern Mediterranean in the Hellenistic and Roman periods	30	7,5	50%	50%
Topics in Byzantine and Islamic Art in the Black Sea and the Eastern Mediterranean	30	7,5	50%	50%
Excavation	120	7,5	70%	30%
<b>Stream Elective Courses *</b>				
<b>INTERNATIONAL RELATIONS AND HISTORY STREAM</b>				
Conflicting National Strategies: Georgia-Russia, Ukraine-Russia, Armenia-Azerbaijan, Greece-Turkey-Cyprus	30	7,5	50%	50%
War and Revolution in the Middle East: From the Arab-Israeli Conflict to the Arab Spring	30	7,5	50%	50%
Hellenism in the Black Sea countries	30	7,5	50%	50%
Classical Geopolitics, Energy and Security Dilemmas in a Historical Perspective	30	7,5	50%	50%
Mass Violence and Population Transfers in 20th and 21st centuries	30	7,5	50%	50%
Political Islam across three Continents	30	7,5	50%	50%
Archival research and internship in historical archives	30	7,5	50%	50%
<b>Courses</b>		<b>60</b>		

<b>Master Dissertation</b>		<b>30</b>		
<b>Total</b>		<b>90</b>		

\*Coursework may consist of a short exam, an invigilated test, a group or individual assignment.

To qualify for the Master's Degree, a student must acquire a total of 90 credits.

Credits and marks are awarded for all successfully completed and passed courses.

## 7. Re-examination of Failed Courses

- 7.1 Students who fail a course will be required to retake any assessment component for which their mark falls below 5.00.
- 7.2 Re-sit provisions will apply to all failed courses under the following provisions:
- The re-sit method and date shall be prescribed by the Course Office in accordance with the course regulations. The content of the re-assessed component will be decided by the Course instructor(s);
  - A course may be re-sat only once.
- 7.3 A student who successfully completes a re-sit shall be awarded the credits for the course. The grade awarded for other components will be the original grade. The course grade will be calculated using the weightings detailed in the matrix on the previous page. This grade will be used in calculating the overall degree grade.
- 7.4 A student who does not pass his or her re-sit by the date specified shall not progress on the Programme and the Programme Director shall make a recommendation to the General Assembly of the School that the student withdraw.

## 8. Coursework Submission

- 8.1 Coursework must be submitted via online submission to the E-learning platform at <https://elearn-ucips.ihu.gr/> (this constitutes your receipt of submission).
- 8.2 **The deadline for all coursework is at 17:00 (5pm) on the submission date, unless otherwise indicated by the lecturer.** Students are required to retain a copy of all coursework submitted.
- 8.3 Online coursework submission allows the course officer to check the timeliness of submissions.
- 8.4 Late submission of coursework is unacceptable other than in the most extreme circumstances. In such circumstances, a student must submit a written request for an extension in advance of the deadline to, and gain permission from, the relevant course office, NOT the lecturer. The student will need to produce supporting evidence as to why he/she is unable to meet the deadline. If permission is granted, a new submission date will be given without penalties to the grade. If students submit their coursework late without permission, a system of penalties will apply, as follows: Work submitted late without permission is immediately penalised by 7% for late submission plus 1% daily, including weekends. The maximum period for late submission is 2 weeks. Work submitted later than two weeks after the proper date shall not be accepted and shall therefore be graded with a mark of 0.00.

## 10. Class Attendance and Timely Arrivals

- 10.1 Students are expected to attend all lectures and all other scheduled activities.
- 10.2 Students are obliged to have the cameras on during lectures via Zoom. Professors are responsible for keeping track of students' presence/absence. Students who have the cameras off during lectures via Zoom will be considered as absent.
- 10.3 Please note that extensive absence from a taught course, i.e., over 30% of the total taught hours of the course, albeit justified, will incur a grade penalty, namely, the grade of the course will be capped at the minimum pass mark (5.00). If a student does not attend the 50% of the total taught hours of the course, this course must be taken if available the following year. If a student is absent for the 100% of the total taught hours of the course the General Assembly of the School is responsible for deciding whether this may lead to a suspension of studies or withdrawal from the programme.
- 10.4 Late arrival to a lecture or class is unacceptable and the lecturer has the right to refuse admission. In any case, every effort should be made to ensure that entrance does not interrupt the lecturer or distract the class.
- 10.5 Lectures normally include breaks. Lectures are carefully prepared and timed and any delay in restarting may cause it to over-run. The lecturer has the right to refuse readmission to anyone returning late.

## 10. Good Conduct

- 10.1 Students must use university facilities and equipment properly and with due care, to prevent

- damage or malfunction, and otherwise shall bear the responsibility for replacing damaged items.
- 10.2 Students shall behave with respect towards the teaching staff and administrative personnel of the University, as well as towards their fellow students, and shall not cause problems with disorderly behaviour.
- 10.3 Mobile phones should be turned off during lectures. Phones ringing during a lecture are not only intrusive but also extremely offensive.
- 10.4 Students wishing to make audio-recordings during course tuition must obtain the lecturer's written permission.

## 11. Appeal Committee

- 11.1 Students are entitled to submit an appeal to an Appeal Committee, appointed by the Governing Board, with respect to any decision concerning their status at the University. A student submitting an appeal is invited to exercise his/her right to be heard, according to Article 6 of the Greek Administrative Procedure Code.
- 11.2 The Appeal Committee examines any appeals against decisions of the Governing Board and/or the General Assembly of the School according to Article 24 of the Greek Administrative Code of Procedure.

## 12. Students' Complaints Procedure

- 12.1 Students who wish to make a complaint concerning the quality of an academic programme, any related service or member of the academic or administrative staff should first do so at the local level, by raising the issue with the individual, department or service provider directly involved. Issues of concern may often be resolved more quickly and effectively at this stage.
- 12.2 If a student decides to make a complaint, this will be taken seriously and confidentiality will be respected. Investigations will be carried out thoroughly and the issue determined fairly by someone who is not directly involved in the complaint. It should be noted, however, that complaint resolution may not be possible without revealing the identity of the complainant to the subject of the complaint and anonymous complaints will not be investigated. Allegations which are found to be unsubstantiated or malicious will be dismissed.

## 13. Postponement of studies

- 13.1 Postgraduate students may postpone their studies for a period no longer than one academic year or two successive academic semesters, following a respective application submitted to the General Assembly of the School – and approval thereof – for reasons related to the student's family and personal circumstances, which must be documented accordingly.

## 14. Bibliographies and References Format

Bibliographies and references are to be arranged in a single list at the end of the area of work and presented in alphabetical order according to the surname of the first author. In the case of identical family names, alphabetise next by the forename or first initial of the author. In the case of two or more references by the same author, the name is given for the first entry, and an eight-space line (the underscore key struck eight times) takes its place in subsequent entries. The entries are then arranged chronologically with most recent submissions first. Please note that you are solely responsible for ensuring accuracy and format consistency in the bibliography and references section of any papers you write.

Some examples:

### Book Citation:

Dunning, J. H. (1993) *Multinational Enterprises and the Global Economy*. Addison-Wesley, Reading, United Kingdom.

Caves, R. E. (1982) *Multinational Enterprise and Economic Analysis*. Cambridge University Press, New York, NY, USA.

**Tip:** Don't forget to give the name of the publisher in full, along with their location (city, state [for USA you show the abbreviation of the state], and country).

### Edited Book Citation:

Kindleberger, C. P. (ed.) (1970) *The International Corporation*. MIT Press, Cambridge, MA, USA.

Szegedi, Z., Marer, P., and Waisvisz, P. (eds.) (1999) *Vállalati Esettanulmányok*, 2. Kötet. AULA Publishing Co., Budapest, Hungary

**Chapter in a Book Citation:**

Aliber, R. Z. (1970) A Theory of Foreign Direct Investment. In *The International Corporation*, Kindleberger, C. P. (editor), MIT Press, Cambridge, MA, USA.

**Journal Article Citation:**

Anderson, E. and Gatignon, H. (1986) Modes of Foreign Entry: A Transaction Cost Analysis and Propositions. *Journal of International Business Studies*, Fall, pp. 1-26.

**Tip:** Don't forget to include the page numbers on which the article appears. Also, remember that you italicize the title of the journal but not the title of the article.

**Working Paper Citation:**

Bellas, C. J., Bochniarz, Z., Jermakowicz, W. W., Meller, M., and Toft, D. (1994) *Foreign Privatization in Poland*. Center for Social & Economic Research (CASE), Warsaw, Poland, Working Paper, October.

Rojec, M., Jermakowicz, W. W., Illes, M., and Zemplerova, A. (1995) *Foreign Acquisition Strategies in the Central European Privatization Process*. Center for International Cooperation and Development (CICD), Ljubljana, Slovenia, Working Paper.

**Tip:** Don't forget to include the name of the institution / organization and list the city and country where it is based (located) as noted in the publication.

**Two or More Authors Citation:**

Anderson, E., and Gatignon, H. (1986) Modes of Foreign Entry: A Transaction Cost Analysis and Propositions. *Journal of International Business Studies*, Fall, pp. 1-26.

Rojec, M., Jermakowicz, W. W., Illes, M., and Zemplerova, A. (1995) *Foreign Acquisition Strategies in the Central European Privatization Process*. Center for International Cooperation and Development (CICD), Ljubljana, Slovenia, Working Paper.

**Works by the Same Author Citation (that appear after one another):**

Vernon, R. (1983) Organizing and Institutional Responses to International Risk. In Herring, R. (ed.), *Managing International Risk*, Cambridge University Press, New York, NY, USA, pp. 191-216.

\_\_\_\_\_. (1966) International Investment and International Trade in the Product Cycle. *Quarterly Journal of Economics*, No 80, pp. 190-207.

**Works by the Same Author & Same Year Citation (that appear after one another):**

Guyon, J. (1996a) *Lindahl to Succeed Barnevik as Chief Executive of ABB*. The Wall Street Journal Europe (WSJE), 11-12 October.

Guyon, J. (1996b) *At ABB, Globalization Isn't Just a Buzzword: It's a Corporate Culture*. The Wall Street Journal Europe (WSJE), 1 October.

**Tip:** Remember that you place the letter after the year in respect of the order in which these appear in your text. Hence, 'a' comes before 'b' and so forth.

**Newspaper / Magazine Article Citation:**

Rapoport, C. (1992) *How Barnevik Makes ABB Work*. Fortune, 29 June, pp. 24-27.

Roth, T. (1995) *Europe's Labors: Integrating the East, Reinventing the West Are One and the Same*. The Wall Street Journal Europe (WSJE), 30 June/1 July.

EIU (1999) *Business Eastern Europe*, Economist Intelligence Unit (EIU), 22 February.

**Tip:** Almost all newspaper/magazine articles have an author, so make sure that you properly cite him/her. Also, the title of the article is not italicised while the source publication is italicised.

**Internet Citation:**

Czech Invest (1998) <http://www.czechinvest.org/>.

Renault (2001) <http://www.renault.com>.

**Tip:** You only need to show the primary source (main site) of any Internet site and the year in which you accessed the web site.

**Company Annual Report Citation:**

Renault (1999) *1998 Renault Financial Report*. Boulogne-Billancourt Cedex, France.

Generali Budapest Biztosító Rt. (1993-97) *Company Annual Reports 1992-96* (Hungarian/German language editions). Budapest, Hungary.

**Tip:** For Annual Reports the year of publication is almost always the year after the reported year. For example, a 1998 Financial Report is published in 1999.

### Example of a Bibliography (listed in alphabetical and chronological order):

#### Bibliography:

- Aliber, R. Z. (1970) A Theory of Foreign Direct Investment. In *The International Corporation*, Kindleberger, C. P. (editor), MIT Press, Cambridge, MA, USA.
- Anderson, E. and Gatignon, H. (1986) Modes of Foreign Entry: A Transaction Cost Analysis and Propositions. *Journal of International Business Studies*, Fall, pp. 1-26.
- Bellas, C. J., Bochniarz, Z., Jermakowicz, W. W., Meller, M., and Toft, D. (1994) *Foreign Privatization in Poland*. Center for Social & Economic Research (CASE), Warsaw, Poland, Working Paper, October.
- Caves, R. E. (1982) *Multinational Enterprise and Economic Analysis*. Cambridge University Press, New York, NY, USA.
- Czech Invest (1998) <http://www.czechinvest.org/>.
- Dunning, J. H. (1993) *Multinational Enterprises and the Global Economy*. Addison-Wesley, Reading, United Kingdom.
- EIU (1999) *Business Eastern Europe*, Economist Intelligence Unit (EIU), 22 February.
- Kindleberger, C. P. (ed.) (1970) *The International Corporation*. MIT Press, Cambridge, MA, USA.
- Rapoport, C. (1992) *How Barnevik Makes ABB Work*. *Fortune*, 29 June, pp. 24-27.
- Renault (1999) *1998 Renault Financial Report*. Boulogne-Billancourt Cedex, France.
- Roth, T. (1995) *Europe's Labors: Integrating the East, Reinventing the West Are One and the Same*. *The Wall Street Journal Europe (WSJE)*, 30 June/1 July.
- Vernon, R. (1983) Organizing and Institutional Responses to International Risk. In Herring, R. (ed.), *Managing International Risk*, Cambridge University Press, New York, NY, USA, pp. 191-216.
- (1966) International Investment and International Trade in the Product Cycle. *Quarterly Journal of Economics*, No 80, pp. 190-207.

**Tip:** Pay attention to detail and get your sources (facts) right!!!

### 15. Plagiarism – Fraudulent Coursework - Malpractice

- 15.1 Plagiarism is the passing off of the ideas or words of someone else as though they were your own. It applies equally to the work of other students as to published sources. In addition, auto-plagiarism takes place when a student presents any prior writing of his or her own work, from another course or school, as entirely fresh work for course credit. This is also considered plagiarism.
- 15.2 Fraudulent or fabricated coursework is defined as work such as reports of laboratory or practical work that are untrue and/or fabricated, submitted to satisfy the requirements of a University Assessment in whole or in part.
- 15.3 Malpractice in University Assessments occurs when a candidate attempts to mislead or deceive the examiners concerning the work submitted for assessment. This includes colluding with others (including other students) in the preparation, editing or submission of work.
- 15.4 PENALTIES

The University takes a serious view of plagiarism, fraudulent, fabrication and malpractice and will act to ensure that students found breaching its guidelines are dealt with severely. This action may lead to expulsion from the University. All work is marked on the assumption that it is the work of the student: the words, diagrammes, computer programmes, ideas and arguments should be their own. However, much coursework will be based on what students have read and heard and it is important that you show where, and how, your work is indebted to those other sources.

#### Range of Penalties:

When determining the penalty of a plagiarized, fraudulent, fabricated piece of work or other malpractice the following points should be taken into consideration that affects the severity of the penalty imposed:

- Severity of the offence (percentage of plagiarised work)
- The student's explanation and response to the allegation
- Maintenance of the principles of equal treatment and proportionality

#### 15.5 Range of Penalties at School Level:

The penalties which can be imposed at School level, by the General Assembly of the School regard components of up to 50% of the course evaluation. The penalties range from a re-writing of a coursework to a capped mark for the whole course. In all cases a reprimand letter will be sent to the student from the School.

i) Re-writing of coursework by removal/correction of plagiarised parts: Work that is identified as plagiarised in part must be expunged and re-written before the mark for the assessment and for the course can be released. There will be a minimum 10% reduction in the mark of the re-written component. The mark will be aggregated with the marks for the remaining components of the course. Normal resit opportunities will be retained.

ii) Submit a new piece of work: On the same/similar topic or a different one (based on instructors' advice) the student will be required to submit a completely new assignment for the particular piece of coursework. There will be a minimum 10% reduction in the mark of the re-written component. The mark will be aggregated with the marks for the remaining components of the course. Normal resit opportunities will be retained in the case of a failed mark.

ii) Submit a new piece of work - component mark capped: On the same/similar topic or a different one (based on instructors' advice) the student will be required to submit a completely new assignment for the particular piece of coursework. The mark will be capped at 5 and will be aggregated with the marks for the remaining components of the course. Normal resit opportunities will be retained in the case of a failed mark.

iii) Submit a new piece of work – course mark capped: On the same/similar topic or a different one (based on instructors' advice) the student will be required to submit a completely new assignment for the particular piece of coursework. The mark is capped at 5 for the whole course and not only for the specific course component. Normal resit opportunities will be retained in the case of a failed mark for all course components.

#### 15.6 Range of Penalties at Governing Board Level:

The penalties of course repetition and permanent exclusion from studies can only be applied by the Governing Board. Such penalties may be proposed by the General Assembly of the School to the Governing Board which is competent to take the final decision on the matter. Such penalties are recommended in cases of high severity of the offence (i.e., very high percentage of plagiarised work in dissertation thesis). The Governing Board has the discretion to also impose any of the aforementioned penalties, taking into account the severity of the offence.

i) Course mark capped - Repeat the course: The student will be required to repeat the respective course in which plagiarism has occurred in its entirety by attending the whole course again when this is next available. The mark for all course components is capped at the pass mark. The marks for other courses are retained. If the plagiarised offence occurred on courses such as the dissertation thesis, consulting project or similar, the student will need to wait for up to a year until a new allocation of projects and dissertations are in place.

iii) Permanent exclusion from the University with no award: The student will be requested to withdraw from his/her studies and no award will be made.

### 16. Academic Misconduct

16.1 The University takes very seriously any form of cheating in examinations or other forms of assessment, including plagiarism (see above), impersonation, collusion and disruption.

16.2 Cases of suspected academic misconduct will be reported to the course office and academic staff and, where misconduct is established, a range of penalties may be recommended to the General Assembly, which body will decide on the penalty to impose. Its decision will reflect the severity of the offence and intent and may also result, in extreme circumstances, in expulsion from the University.

### 17. Examination Regulations

17.1 Students must bring an ID document with them to all examinations. **Admission to** an examination without the ID document is prohibited.

17.2 Students must ensure that they arrive early enough to find the room in which they are sitting the examination. If they arrive up to half an hour late for their examination, they will normally be permitted to sit their exam. No extra time will be given and students must finish together with all others taking the same paper. Only in the case of exceptional circumstances delaying their attendance and beyond their control will the full allotted time be allowed for the paper.

17.3 Students will normally be permitted to enter the examination room approximately 10-15 minutes before the start of the examination and only after permission has been given by the invigilator.

- 17.4 Students are not permitted to take any coat or bag or personal belongings (other than those needed for an examination) to the examination desk. Before entering the room, an invigilator will announce where belongings should be placed. Possession of a mobile phone, walkman, pager, personal organiser or any electronic device (other than those specifically allowed for an examination) is strictly prohibited whilst sitting an examination. Mobile phones must be switched off and placed in the student's coat/bag. Failure to do so may result in disciplinary action. Belongings should be kept to a minimum. Possessions are left at students' own risk.
- 17.5 Upon entering the examination room, talking is strictly prohibited. During the examination, students must fully comply with the invigilator's instructions and requests. Failure to comply may result in expulsion from the exams and corresponding penalties imposed by the School General Assembly.
- 17.6 Once students have found their desk they must await the invigilator's instruction. They will be asked to fill in their details on the front of the answer booklets. At this time they must place their ID document, face up, on their desk in order for an invigilator to confirm their identity. The invigilator will give permission to start reading the question paper. It is in students' own interest to read the instructions on the question paper carefully.
- 17.7 Students are required to supply their own pens, pencils, etc., at each examination. Where permission is given, students must supply their own hard-copy dictionary and calculator. Electronic dictionaries are not permitted. Students must comply with all instructions given by an invigilator before, during and after the examination.
- 17.8 If a student has a query, he/she should raise a hand and an invigilator will approach them. Students must not vacate the desk for the duration of the examination without the express permission of an invigilator. Failure to comply is an examination offence and may result in the examination script not being marked.
- 17.9 Students are not permitted to leave the examination room during the first half hour or the last 15 minutes of the examination. If they wish to leave the room at any other time during the exam, they should raise their hand and an invigilator will respond to their request. When allowed to leave, students should leave the room as quickly and quietly as possible with due consideration to their fellow students who may still be working. If students are given permission to temporarily leave the room, they will be accompanied by an invigilator. During this time they will not attempt to contact any other person or consult any material relating to the examination.
- 17.10 When the invigilator announces the end of the examination, all students must stop writing. The front of each answer booklet must be fully completed and the flap must be sealed securely. Students must not leave their desk until the script has been collected by an invigilator. A copy of the exam paper may only be taken if permission has been given to do so.

## **18. Extenuating circumstances**

- 18.1 Students unable to attend an examination or to submit a piece of coursework at a set time due to illness, bereavement, business travel abroad or any other personal circumstances must produce documentary evidence testifying the reason for their absence. Students need to fill in a special Extenuating Circumstances Form (available on the E-learning platform at <https://elearn-ucips.ihu.gr/>) and submit it to the course office within 10 days of the examination/coursework submission deadline. This will be considered by a competent committee appointed by the General Assembly of the School, which will decide whether to accept the reason and allow the student to take the examination as a first attempt or allow the student to submit the coursework he did not submit on a new deadline (or allowable re-sit) or reject it and count the absence as a failure. In exceptional circumstances, and following approval by the General Assembly of the School, a special examination date may be set for the student or a new deadline given for submission of the paper.
- 18.2 **Special Examination Arrangements** Students with a physical or learning disability are given extra examination time or sit their examinations at an alternative venue along with any special provisions available. In order for students to apply for such special arrangements, they must provide the Course Office with current certification (from a responsible official state institution) detailing their condition well ahead of the exam period. The Course Office will decide on the special examination provisions to be made.

## 19. Dissertation Supervision and Submission

- 19.1 The Master's Dissertation is supervised by an academic member of staff. Students are encouraged to have regular meetings with their supervisor. Supervisors assist students in their research work by acting as consultants and counsellors in matters of research process and practice: students are expected to become the experts in the topic they selected for research and take responsibility for their work.
- 19.2 The Dissertation is assessed by a three-member academic committee. If there is a difference of more than 3 points (on a scale of 1-10) in the evaluations of the three examiners, then a fourth evaluation is called for. The final grade awarded on the Dissertation will be the average of the mark given by the fourth examiner and the closest two marks to it of the other three marks.
- 19.3 To qualify for a Master's degree, a student must achieve a minimum grade of 5.00 in the Dissertation.
- 19.4 The Dissertation must be submitted in the approved format. The Dissertation is due to be submitted by **31 January 2026**. Extension beyond this deadline will only be given in extreme circumstances and with the agreement of the student's supervisor and the Programme Coordinating Committee. A maximum of two weeks' extension is permitted in the first instance. Any application for extension must be made three weeks before the due date of submission, by completing and submitting the Extenuating Circumstances Form (available on the E-learning platform at <https://elearn-ucips.ihu.gr>). It is the student's responsibility to have the Extenuating Circumstances Form properly approved.
- 19.5 If the Dissertation is submitted late without permission, it will be immediately penalised by 7% for late submission plus 1% daily, including weekends. The maximum period for late submission is 2 weeks. Any dissertation submitted later than two weeks after the proper date shall not be accepted and shall therefore be graded with a mark of 0.00.
- 19.6 The submission requirements for dissertations are:
- ☐ Dissertations must be submitted via online submission to the E-learning platform at <https://elearn-ucips.ihu.gr> (this constitutes receipt of submission). The deadline is 17:00 (5pm) on the submission date.
- 19.7 The International Hellenic University has adopted an **Open Access Policy** from 10/02/2015 (<https://repository.ihu.edu.gr/xmlui/page/openaccess-policy-en>). In brief, Open Access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions. Along with this policy, the IHU Library proceeded with the creation of an Institutional Repository (<https://repository.ihu.edu.gr/xmlui/> the online archive), where all scholarly material can be submitted, kept and managed. Part of the collection consists of the Master's dissertations and PhD theses. **Students are required to submit their dissertations and theses to the repository making them accessible to the wider academic community.** As the pdf file is the final version, content alterations are not possible. This process is part of the dissertation/thesis submission workflow and is intended to ensure the content accuracy and quality of the dissertation/thesis submitted. **Students are strongly advised to carefully read the terms of submission before submitting their work** <https://repository.ihu.edu.gr/xmlui/page/terms-en>.

## 20. Re-examination of Failed Dissertation

- 20.1 Students who fail the dissertation will be required to re-submit their dissertation on the same or a similar topic. Students are allowed to re-submit their dissertation only once, assuming a valid submission was made in the first instance.
- 20.2 The deadline for re-submission is 6 weeks after the publication of the mark of the first submission.

## 21. Degree Classification

- 22.1 The award of the degree shall be calculated on the basis of the overall aggregate of the course marks weighted according to their credit value. The classification shall be determined as follows:  
Distinction will be awarded if:  
The weighted average mark across all courses and the dissertation is 8.50 or above  
Merit will be awarded if:

The weighted average mark across all courses and the dissertation is between 6.50 – 8.49 inclusive.  
Pass will be awarded if:  
The weighted average mark across all courses and the dissertation is between 5.00 – 6.49 inclusive  
Fail. A student fails to meet the requirements for the award of a degree if:  
The average mark of any course or the dissertation is below 5.00 after one re-sit examination or assessment.

## **PART III: UNIVERSITY FACILITIES**

### **IHU Library & Information Centre**

#### **Mission statement**

The Library mission is to provide high quality services to all members of the IHU academic community (students, researchers, teaching staff, administration staff, etc.) and to support user access to specialised knowledge in their scientific fields. The Library collection consists of books, journals, reference material, subscriptions to online databases and electronic journals, both relating to the modules taught on the EMBA & Masters Courses and to the wider research and information needs of the Academic Community.

#### **Library collection**

The Library cares for the enrichment and administration of its collection and other resources, in order to meet the educational, research and/or other cultural needs of the university community. The Library is also responsible for the administration of these collections according to its regulations of operation, including the process of selecting, ordering and acquiring material. The selection of the appropriate printed materials as well as other resources is assisted by the members of the academic community of the University.

Members of staff are responsible for ordering and taking receipt of the material. This process includes checking proper receipt of copies ordered and the invoice prices. The incorporation of the material into the collection is completed with the inventory and registration in the automated catalogue. The work is performed by librarians specialised in the digitised cataloguing of materials.

The following international standards are implemented in the processing of Library materials:

- For cataloguing: the Anglo-American Cataloguing Rules (AACR)
- For electronic cataloguing: the rules of Machine Readable Cataloguing (MARC21)
- For classification: the Dewey Decimal Classification system
- For subject terms: the Library of Congress Subject Headings (LCSH)

The Library Collection comprises a wide range in terms of subject, of book titles and print journals relating to the courses offered at the University. Databases and electronic materials are also available to the user community, ensuring that their educational and research needs are covered.

#### **Collection Management**

The books are located in the main Library area, classified according to the Dewey Decimal Classification System. Subject signs are displayed on the shelves to assist users in their search.

All books are available for loan according to the loan regulations, with the exception of reference material (dictionaries, encyclopaedias, art books and student theses), which are placed on distinct bookshelves.

The journals are clearly visible in alphabetical order on special display shelving. The journals are available only for use in the Library area and are not for loan.

Electronic databases and all other electronic materials are available on site in the Library. The databases can be accessed only by the internal users of the Library using passwords and personal codes.

The print material is catalogued on the automated Library system SIERRA using the MARC21 format, the Anglo-American Cataloguing Rules and the Library of Congress Subject Headings.

All print material is searchable through the Library online catalogue ([http://opac.seab.gr/\\*eng](http://opac.seab.gr/*eng)).

#### **Donations**

All donations are welcome. Acceptance is on the basis of assessment and valuation. The criteria taken into account in the assessment are:

- The importance and/or rarity of the material contained in the donation (or other special reason)
- The donated material's relevance to the development objectives of the Library
- The fitness of the gift
- Respective gaps in the Library collection

- Any need to supplement the number of copies available within the collection due to frequent use.

## Users

Access to the Library and reading rooms is open to all the members of the academic community and, upon respective authorisation, to members of the public.

“Library User” is taken to mean anyone entering the Library and reading rooms for the purpose of using their materials and resources for educational and research purposes. In the case of high attendance, priority is given to the Members of the Library.

Members of the Library and reading rooms are members of the university community, including: a) students, b) graduate students, c) lecturers, d) invited lecturers, e) academic staff, f) administrative staff and g) invited researchers.

Other external users are permitted to visit the Library and use (study) the print material only within the area of the Library. External users are not allowed to borrow material or use the databases and electronic material.

Personal data of members is confidential. Only Library employees acting in their capacity as such and the administrator of the database of the automated Library system shall have access to this data, which shall not be disclosed to any third party.

An information and assistance service operates in the Library area.

## User obligations

Users are required to abide by the regulations, comply with the recommendations of staff and respect other users of the areas of the Library and reading rooms.

Users must use with respect all books, documents and any other material they use inside or outside the Library space. They must not write on or damage materials belonging to the Library.

Users are fully responsible and accountable for the loss or destruction, in whole or in part, of any document or equipment, or for damage or wear of materials beyond that resulting from their normal use; users are required to compensate the value of any such loss, damage or wear. The amount of compensation is determined by decision of the competent services of the Library subject to the approval of the relevant supervisory authority.

Smoking and the consumption of food or drink is prohibited on the premises of the Library and reading rooms. The use of mobile phones and any other device the use of which, at the discretion of staff, involves annoyance to other users is also prohibited.

Members of staff have the right, at their own discretion, to prohibit objects which can cause damage to the material or which may give cause for suspicion of intended theft.

Animals (other than guide dogs) are not allowed into the Library.

Users must not put the books or journals they have used back on the shelves, but should leave them on the desk designated for this purpose.

## Borrowing


### Terms of loans and renewals


All Library members have the right to borrow material.


The conditions under which a user may borrow material depends on the user category:

EMBA Students	up to 5 books for 35 days
Full-time and part-time Masters Students	up to 5 books for 5 or 15 days
Academic Staff	up to 5 books for 5, 15 or 35 days
Administration Staff	up to 3 books for 5 or 15 days
Alumni	up to 2 books for 5 or 15 days

The following signs on the book spine indicate:

 = 5 days loan

 = not for loan

 = reference material, not for loan

The material is inspected when borrowed and returned. In the case of damage or unjustified wear, a fine will be charged accordingly by the Library.

The loan period may be extended by users by contacting the Library staff.

Users can apply to reserve a book already out on loan. With the return of the book the interested user is notified by telephone or by email. The user who has the material on loan is required to return it within the time limits set by the automated Library programme and may not extend that period.

### **Electronic information services**

The electronic resources are available locally on the University campus (Library area, PC Labs) or remotely via VPN instalment and the use of codes and passwords.

The Library staff can change the codes and passwords during the academic year in order to ensure the security of the codes. Users are always informed of such changes.

All users are obliged to sign the copyright agreement confirming that they will use databases for their own private purposes and that the codes and passwords will not be disclosed to any third party. In addition, users must affirm that the data they collect will be used only for academic purposes.

The Library website (<http://www.lib.ihu.edu.gr/>) provides information on all the services offered by the Library, such as electronic resources and a brief analysis of the same, bibliographic databases, electronic journals. Information about how to contact staff, hours of operation and a form by which to submit quick questions (Ask a librarian) are also available.

The IHU Library provides users with an interlibrary loan service allowing them to access material in other libraries, as defined by the decision of the supervisory authority. The material becomes subject to Interlibrary Loan provisions of this Regulation and to any other regulations imposed by the lending Library. The due date and overdue fees of the material borrowed are set by the lending Library.

### **Photocopying and digital reproduction**

All Library users shall use the Library photocopy machine to cover only their needs as arising in the context of their studies.

If any item is not in good condition or there is a danger of suffering damage, it shall not be photocopied. Users are obliged to respect the legislation on the protection of intellectual property and copyright (up to 10% of the total number of pages of a single authored book is allowed).

Users are obliged to respect and comply with any license terms that the University has signed with third parties regarding the reproduction by any means of books (photocopying, photographing, electronic reproduction), the use of software and databases, and access conditions and use of such data.

### **User training**

The acquisition of new sources, methods of information retrieval and the use of services provided require the proper training of Library Members so as to be in a position to fully benefit from Library resources and services. The Library operates an education service which is responsible for the organisation of appropriate training seminars.

### **Library working hours**

The IHU Library & Information Centre is open throughout the year except during University holidays.

Opening hours: **Consult the library's website:**

<http://www.lib.ihu.edu.gr/index.php/the-library/working-hours>

### **Library Contact Details**

T +30 2310 807560

[library@ihu.edu.gr](mailto:library@ihu.edu.gr)

### **ICT Services**

Computer laboratories are available for student use and for teaching purposes on the University campus. The facilities provided are primarily PC-based computing and internetworking, reflecting the

mix of Information & Communication technologies (ICT) available in the business community. The main PC labs have PCs with Windows 10, connected to the University campus area network and to the Internet, which gives users access to electronic mail, conferencing facilities, and library, academic and business information worldwide. There is also wireless (WiFi) access to the University network covering the entire campus, as well as universal access to/from other Universities through the global EduRoam network. An extensive range of software includes a variety of generic PC software such as word processing, spreadsheet and business graphics, as well as more specialized software such as statistical packages, software development frameworks, simulation packages, CAD software and business management software. The facilities, together with the Computer Support Service, are designed to provide full IT support for students, backed up with all the help and advice they may require.

### **Alumni Network**

As an alumnus of IHU, you are invited to be a part of an active network that helps you to stay in touch with each other and feel part of the School after your graduation. The network is designed to facilitate your connections and to enhance global communication for both social and business opportunities.

Staying in contact with the IHU has a number of benefits, including:

- Individual career advising
- Lifelong support on career issues
- National and International networking opportunities
- Continued learning and career advising
- Access to online services
- Access to library resources
- Participation in various events including career fairs, reunions, social gatherings, symposiums and conferences

You become a member of the Alumni Network automatically upon graduation and membership is free of charge. Upon your graduation, you are eligible to become a member of “International Hellenic University Alumni” group at LinkedIn.

Alumni who decide to follow a second postgraduate programme of study at the IHU after the successful completion of their first programme at the IHU are granted a 20% fee discount.

We envisage that many alumni will maintain close links with the School and will be welcomed back to act as advisors or mentors, to work with us on recruitment both in Greece and abroad, providing invaluable help at University Fairs, and offering current students job briefings, mock interviews and advice on business research projects.

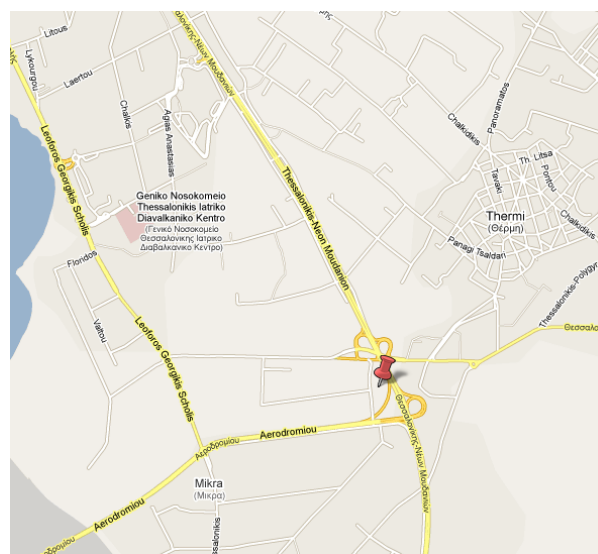
## Contact Information

### Address

School of Humanities, Social Sciences and Economics  
14th km Thessaloniki – N. Moudania  
57001 Thermi  
Greece

### Contact

Homepage [www.ihu.gr/ucips](http://www.ihu.gr/ucips)  
e-mail [co-soh@ihu.edu.gr](mailto:co-soh@ihu.edu.gr)  
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