

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Social Anthropology and History		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	H - 286	<b>SEMESTER</b>	F
<b>COURSE TITLE</b>	Utopias and Dystopias in the Byzantine world		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
<i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The course aims at familiarizing the students with the Byzantine and more broadly the Medieval European utopian and dystopian thought. The students not only enrich their knowledge on an important topic of Medieval history but they also familiarize themselves with comparative approaches to the history of the Middle Ages. Moreover they become familiar with methodological tools of social and cultural history thus developing their analytical skills.</p>

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology.

Criticism and self-criticism.

Production of free, creative and inductive thinking.

### (3) SYLLABUS

The course consists of three parts:

- i) Utopias, Dystopias and eschatology in Medieval thought.
- ii) Millenarian movements.
- iii) Governmentality, Utopia and Revolt in the late Byzantine world.



#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Study and analysis of bibliography	111
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Open-ended questions	

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

N.Cohn, *The Pursuit of the Millennium: Revolutionary Millenarians and Mystical Anarchists of the Middle Ages*, Oxford: OUP 1970.

C.Mango, επιμ., *Ιστορία του Βυζαντίου του Πανεπιστημίου της Οξφόρδης*, μτφ. Ο.Καραγιώργου, Αθήνα: Νεφέλη 2006.

J.Haldon, *Βυζάντιο: Μια Ιστορία*, μτφ. Σ.Ν.Σφυρόερα, Αθήνα: Ελληνικά Γράμματα 2007.

H.G.Beck, *Η Βυζαντινή χλιετία*, μτφ. Δ.Κούρτοβικ, Αθήνα: ΜΙΕΤ 2009.

C.Morrisson – J.C.Cheynet, επιμ., *Ο Βυζαντινός κόσμος*, τ. I-II, Αθήνα: Πόλις 2007 – 2012.

Α.Λιάκος, *Αποκάλυψη, Ουτοπία και Ιστορία. Οι μεταμορφώσεις της ιστορικής συνείδησης*, Αθήνα: Νεφέλη 2011.

Γ.Σμαρνάκης, *Βυζαντινή Αναγέννηση και Ουτοπία. Ο Πλήθων και το Δεσποτάτο του Μυστρά*, Αθήνα: Ευρασία 2017.

- *Related academic journals:*

Βυζαντινά

Βυζαντινά Σύμμεικτα

Byzantine and Modern Greek Studies

Byzantinoslavica

Byzantinische Zeitschrift

Dumbarton Oaks Papers

Jahrbuch der Österreichischen Byzantinistik

Revue des Études Byzantines

Utopian Studies