

## 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>	<b>W-S-030</b>	<b>SEMESTER</b>	<b>E</b>
<b>COURSE TITLE</b>	Historiography of Byzantium		
<b>INDEPENDENT TEACHING ACTIVITIES</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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	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>	Specialised general knowledge Skills development		
<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>Students are expected not only to familiarize themselves with the broader conceptual framework within which the Byzantine studies were established as an academic field in the 19<sup>th</sup> century but also to be able to analyze some of the contemporary historiographical debates about Byzantium. Moreover through studying historical works and discussing them in the seminar they get familiar with the working methods of an historian. The students learn to analyze the context of the historical writing while they also develop their own writing 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.

Working independently.

Criticism and self-criticism.

Production of free, creative and inductive thinking.

### **(3) SYLLABUS**

The seminar offers students the opportunity to familiarize themselves with the historiography of Byzantium. The first section of the course is devoted to the establishment of "Byzantine studies" as an independent academic field during the second half of the 19<sup>th</sup> century mainly under the influence of Romanticism and the rising nationalistic movements. In the second section selected contemporary historiographical debates about Byzantium are analyzed. During the current academic year the following issues will be explored: i) Byzantine Identities, ii) The Byzantine society of the 11<sup>th</sup> – 12<sup>th</sup> centuries, iii) Byzantium and the Crusades.



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

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching and communication with students	
<p><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.</i></p> <p><i>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></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Seminars	39
	Study and analysis of bibliography	41
	Essay writing	70
Course total	<b>150</b>	
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Public presentation Essay / report Written work</p>	

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

A.Harvey, *Economic Growth in Byzantium 900-1200*, Athens: MIET 1997

(translated in Greek).

A.Kazhdan – A.W.Epstein, *Changes in Byzantine Culture in the 11<sup>th</sup> and 12<sup>th</sup> centuries*, Athens: MIET 1997 (translated in Greek).

G.G.Iggers, *Historiography in the Twentieth century*, Athens: Nefeli 1999  
(translated in Greek).

T.Kioussopoulou, *Emperor or Manager? Political Power and Ideology before the Fall*, Athens: Polis 2007 (in Greek).

H.G.Beck, *The Byzantine Millennium*, Athens: MIET 2009 (translated in Greek).

- *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