

UNIVERSITY OF IOANNINA
DEPARTMENT OF HISTORY AND ARCHAEOLOGY
POSTGRADUATE PROGRAM OF BYZANTINE STUDIES

ACADEMIC YEAR 2022-2023
COURSES OUTLINE

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WINTER SEMESTER

BYZANTINE HISTORY

CONSTANTINOPLE: CITY AND SOCIETY

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM OF "BYZANTINE STUDIES"		
COURSE CODE	BIS 101	SEMESTER	Winter
COURSE TITLE	CONSTANTINOPLE: CITY AND SOCIETY		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	15	
COURSE TYPE	specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (and English or German if Erasmus students attend it)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=1019		

(2) LEARNING OUTCOMES

Learning outcomes
<p>Seminar course in which, based on the assignments, focuses on the detailed image of Constantinople as the capital of Byzantium with its all social structures (political, ecclesiastical, economic, social) from its foundation to its occupation by the Ottomans in 1453.</p> <p>Students will gain a clear picture of the capital of Byzantium with all its functions as a city, an administrative center and a center of attraction for social and artistic activities.</p> <p>They will have acquired the ability to critically interpret different types of written and archaeological sources.</p>
General Competences

- Approach and critical interpretation of historical sources
- Development of critical ability and combinatorial thinking
- Evaluation and inclusion of historical and archaeological evidence
- Finding and critical approach to international literature
- Development of interdisciplinarity

(3) SYLLABUS

Deepening of research methods, instrumenta studiorum, presentation and explanation of the topics of the seminar papers. Assignment of seminar papers and discussion on methodology specific to each paper. Then in each lesson the participants will present the progress of their research, there will be a discussion on the problems and they will present foreign language articles about their work. Presentations of the works take place during the educational trip to Istanbul.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face (in the classroom)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT (Power Point) in teaching	
TEACHING METHODS	Activity	Semester workload
	Lectures	12
	Study and analysis of historical texts	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	39
STUDENT PERFORMANCE EVALUATION	Assignment of bibliography - assignment of individual written essay, discussed and presented in the room - Public presentation of the written essays as part of a Graduate Student Conference at the end of the semester or academic year - Language of evaluation: Greek and English for Erasmus students	

(5) ATTACHED BIBLIOGRAPHY

Διονύσιος: Dionysios = Dionysii Byzantii anapulus Bospori, έκδ. R. GÜNGERICH, 2Βερολίνο 1958.
 Ευάγριος, Εκκλησιαστική ιστορία: Euagrios – The ecclesiastical history of Evagrius, έκδ. J. BIDEZ – L. PARMENTIER, Λονδίνο 1898; Μετάφραση: Evagrius Scholasticus, Historia ecclesiastica, μτφρ. από Α. ΗÜBNER, Τουρνχούτ 2007 (Fontes Christiani 57).
 Ευσέβιος, Χρονικόν: Eusebios, Chronik – Die Chronik, aus dem Armenischen übersetzt, εκδ. από J. KARST, 1911 (Die griechischen christlichen Schriftsteller der ersten Jahrhunderte 20).

— Vita Constantini – Eusebius, Über das Leben des Kaisers Konstantin, εκδ. από F. WINKELMANN, Βερολίνο 1975 (Die griechischen christlichen Schriftsteller der ersten Jahrhunderte 7).

Ζώσιμος: Zosimos – Zosime, Histoire nouvelle, έκδ. F. PASCHOUD, Παρίσι 1971–89; Μετάφραση: Zosimos, Neue Geschichte, μτφρ. από O. VEH, Στουτγάρδη 1990 (Bibliothek der griechischen Literatur 31).

Θεμιστιος: Themistios, Reden – Themistii Orationes quae supersunt, έκδ. H. SCHENKL – G. DOWNEY, Λειψία 1965–1971; Μετάφραση: Themistius, Staatsreden, μτφρ. από H. LEPPIN, Στουτγάρδη 1998 (Bibliothek der griechischen Literatur 4).

Ιουλιανός: Iulianos, Reden – Discours de Julien César, έκδ. J. BIDEZ, Παρίσι 1932 (Œuvres complètes I 1).

Orpatianus Porphyrius, Carmina, έκδ. G. POLARA, Τορίνο 2004.

Πασχάλιον Χρονικόν: Chronicon Paschale, έκδ. L. DINDORF, Βόννη 1832; αγγλική μετάφραση: M. WHITBY (μτφρ.), Chronicon Paschale 284–628 AD, Λίβερπουλ 1989 (Translated texts for historians, Latin series 7).

N. ASUTAY-EFFENBERGER, Die Landmauer von Konstantinopel–İstanbul. Historisch-topographische und baugeschichtliche Untersuchungen, Βερολίνο 2007 (Millennium-Studien 18).

H.-G. BECK (Εκδ.), Studien zur Frühgeschichte Konstantinopels. Μόναχο 1973 (Miscellanea Byzantina Monacensia 14).

G. DAGRON, Constantinople imaginaire. Études sur le recueil des Patria, Παρίσι 1984.

G. DOWNEY, Nikolaos Mesarites, Description of the Church of the Holy Apostles at Constantinople, Transactions of the American Philosophical Society 47, 6 (1957) 855–924.

F. DVORNIK, The idea of apostolicity and the legend of the apostle Andrew, Καίμπριτζ Μασσαχουσέτης. 1958.

A. EFFENBERGER, Konstantinsmausoleum, Apostelkirche und kein Ende?, in B. BORKOPP – TH. STEPPAN (Εκδ.), Lithostroton, Festschrift für M. Restle, Στουτγάρδη 2000, 67–78.

R. GUILLAND, Études de topographie de Constantinople, Βερολίνο 1969 (Βερολίνοer Byzantinistische Arbeiten 37).

THE "DE ADMINISTRANDO IMPERIO" OF EMPEROR CONSTANTINE VII
PORPHYROGENNITUS AS A HISTORICAL SOURCE

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM "BYZANTINE STUDIES"		
COURSE CODE	BIS 103	SEMESTER	Winter
COURSE TITLE	The "De Administrando Imperio" of emperor Constantine VII Porphyrogennitus as a historical source		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	15
COURSE TYPE	Specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
The De Administrando Imperio, is one of the most attractive Byzantine texts, in which emperor Constantine VII Porphyrogennetus (944-959), offers advice to his son, the future emperor Romanos II, as to how to treat foreign nations, and deal with neighbours of the empire. By examining in class the chapters related to the Magyars, it is hoped that we can analyze the emperor's knowledge, techniques and tactical methods. The course is a seminar, designed for senior undergraduate and postgraduate students and graduation will be achieved through an essay on a set thematic subject, for which each student will have to present an oral version during a day designed for all seminars of Byzantine History, and through its more extended, written version.
General Competences
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Teamwork • Work in an international environment • Work in an interdisciplinary environment • Generating new research ideas

(3) SYLLABUS

The seminar will comprise of 13 lessons, consisting of three hours each. The initial three or four of them will be occupied with an assessment of the political, social and religious developments which emerged as the Macedonian dynasty took power. The world round Byzantium and its relations with north, east and west, will be also dealt with. The class will then turn to reading, analysing and interpreting the Dai's passages concerning the Magyars, to be used as an indicator of methodology. During the final lessons, students may be either required to present an oral assessment of their assignment, or will get prepared to do so during a bloc seminar with other students and faculty of Byzantine history and possibly archaeology. The final mark will be the result of oral and written presentation.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face (in the classroom)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Communication with students	
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Independent study	10
	Analysis of historical sources	10
	Autonomous work in the identification of sources	19
	Course total	39
STUDENT PERFORMANCE EVALUATION	Formative or Inferential Written Assignment, Report / Report Public Presentation	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography: To be prepared and presented in class.
- Related academic journals: Will be offered to students that will participate in the seminar.

BYZANTINES AND THEIR NEIGHBOURS IN SW BALKANS AND THE ADRIATIC SEA (12 – 15 C.)

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM "BYZANTINE STUDIES"		
COURSE CODE	BIΣ 106	SEMESTER	Winter
COURSE TITLE	BYZANTINES AND THEIR NEIGHBOURS IN SW BALKANS AND THE ADRIATIC SEA (12 – 15 C.)		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	15
COURSE TYPE	Specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course focuses on the relations between the Byzantines and the nations of the Adriatic Sea during the High and Late Middle Ages. After the end of the seminar the students will be able to:</p> <ul style="list-style-type: none"> • Analyze the basic political and military events of the period between 12th – 15th centuries • Understand the strategic role of the region and to explain the interventions of the involved powers (Bulgarians, Serbs, Albanians, Byzantines, Venetians, Normans, Ottomans) • Conceive the political entities that emerged in the region • Deepen the peculiarities of the Balkan people • Process specific issues, such as the expansion of the Serbs in Medieval Epirus, the policies of Venice towards Dalmatia, the republic of Ragusa, the racial Albanian conflicts, etc.
General Competences
<ul style="list-style-type: none"> • Analysis of historical sources • Capacity building such as criticism and historical thinking • Use of the material evidence • Processing of the international bibliography • Production of new research ideas • Resolving research problems, such as the Serbian occupation of Epirus, etc. • Familiarity with the medieval Balkans and their interrelation with Byzantium • Respect for multiculturalism • Evaluating interdisciplinarity

(3) SYLLABUS

The course is structured around the following axes: A. Introduction to the history of the Adriatic region during 12th – 15th cent. - Analysis of the political powers involved (Bulgarians, Serbs, Albanians, Byzantines, Normans, Venetians, Ottomans), B. Assignments on specific issues, such as the Serbian occupation of Epirus, etc. – Solving methodological problems C. Presentation of the written essays.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face (in the classroom)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT (Power Point) in teaching	
TEACHING METHODS	Activity	Semester workload
	Lectures	12
	Study and analysis of historical sources	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	39
STUDENT PERFORMANCE EVALUATION	Assignment of small group work on primary sources or secondary bibliography - assignment of individual written work, discussed and presented in the room - Public presentation of the written essays as part of a Graduate Student Conference at the end of the semester or academic year - Language of evaluation: Greek and English for Erasmus students	

(5) ATTACHED BIBLIOGRAPHY

- Asonitis S., *Η Κέρκυρα και τα ηπειρωτικά παράλια στα τέλη του Μεσαίωνα (1386 - 1462)*, Thessaloniki 2009.
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- Fine, J.V.A. Jr., *The Late Medieval Balkans. A critical survey from the twelfth century to the Ottoman Conquest*, Michigan 1997.
- Nystazopoulou-Pelekidou M., *Οι βαλκανικοί λαοί κατά τους μέσους χρόνους*, Thessaloniki 1992.
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- Nicol D., *Βυζάντιο και Βενετία*, trans. X.A. Moutsopoulos, Athens 2004.
- Nicol D., *Οι τελευταίοι αιώνες του Βυζαντίου 1261-1453*, trans. S. Komnenos, Athens 2005.
- Nicol D., *Το Δεσποτάτο της Ηπείρου, 1267-1479. Μια συνεισφορά στην ιστορία της Ελλάδας κατά τον Μεσαίωνα*, (Greek trans.) Athens 1991.
- Ntougou-Ilιορουλου M., *Από τη Δυτική Ευρώπη στην Ανατολική Μεσόγειο. Οι σταυροφορικές ηγεμονίες στη Ρωμανία (13^{ος}-15^{ος} αι.). Πολιτικές και θεσμικές πραγματικότητες*, Athens 2012.

- Papandrianos I., *Διαβαλκανικά Ιστορικά Δοκίμια. Α' τόμος: Οι Βαλκανικοί λαοί από την κάθοδο των Σλάβων ως την εμφάνιση των Οθωμανών, 7^{ος} –μέσα 14^{ου} αι.*, Thessaloniki 1998.
- Savvides A., *Σελίδες από τη βαλκανική αντίδραση στην οθωμανική επέκταση κατά τον 14ο και 15ο αι. Ουγγλίας – Ουνυάδης – Καστριώτης – Κλαδάς*, Athens-Thessaloniki 1991.
- Sugar P., *Η νοτιοανατολική Ευρώπη κάτω από την οθωμανική κυριαρχία, 1354-1804*, trans. P. Balouxi, vol. Α', Athens 1994.
- Synkellou E., *Ο πόλεμος στον δυτικό ελλαδικό χώρο κατά τον ύστερο Μεσαίωνα (13ος-15ος αι.)*, Athens 2008.

- *Βαλκάνια και Ανατολική Μεσόγειος (12ος-17ος αι.). Πρακτικά Διεθνούς Συμποσίου στη μνήμη Δ.Α. Ζακυθηνού* [ΕΙΕ/ΙΒΕ], Athens 1998.
- *Βυζάντιο και Σερβία κατά τον 14^ο αιώνα*, Athens 1996.
- *Ο ύστερος Μεσαιωνικός κόσμος, 11^{ος} -16^{ος} αι.*, ed. A. Savvides – N. Nikoloudes, Athens 2007.

THE GREEK-SPEAKING COMMUNITY OF BYZANTINE ROME BETWEEN PAPAL SPIRITUAL GUIDANCE AND IMPERIAL POLITICAL IMPOSITION

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM OF BYZANTINE STUDIES		
COURSE CODE	BIS 110	SEMESTER	Winter
COURSE TITLE	The Greek-speaking community of Byzantine Rome between papal spiritual guidance and imperial political imposition		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	15
COURSE TYPE	Special background, specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The seminar focuses on the Greek-speaking community of Byzantine Rome and its contribution to the historical developments of the seventh and eighth centuries. After the completion of the seminar the students:</p> <ul style="list-style-type: none"> • Will have familiarized themselves with the primary sources of the period and the relevant secondary literature • Will have familiarized themselves with the main scholarly debates on Byzantine Rome and its Greek-speaking community • Will have developed their own critical view on these subjects
General Competences
<ul style="list-style-type: none"> • Analysis of primary sources • Development of critical thinking • Development of original research ideas • Independent interaction with secondary bibliography • • Making use of material culture • Familiarization with electronic research tools for the fields of Medieval and Byzantine Studies

(3) SYLLABUS

The seminar studies the role of the Greek-speaking community of Byzantine Rome in the historical developments of the seventh and eighth centuries as well as their contribution in the evolution of the papacy.

The students will produce relevant written essays, which they will present in class.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face (in the classroom)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT (Power Point) in teaching	
TEACHING METHODS	Activity	Semester workload
	Lectures	12
	Study and analysis of historical texts	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	39
STUDENT PERFORMANCE EVALUATION	Assignment of small group project on primary sources or secondary bibliography. Assignment of individual essays, which will be presented at the seminar. Language of evaluation: Greek, and English for Erasmus students	

(5) ATTACHED BIBLIOGRAPHY

- Αλεξάκης, Α. (1996) *Codex Parisinus Graecus 1115 and Its Archetype*.
- Αντωνόπουλος, Π. (2013) 'Emperor Constans II's Intervention in Italy and its Ideological Significance' στο εκδ. Koder, J. και Στουραϊτης, Γ. *Byzantine War Ideology Between Roman Imperial Concept and Christian Religion*, σελ. 27-32.
- Auzepy, M.-F. (2008) 'State of emergency' στο εκδ. Shepard, J. *The Cambridge history of the Byzantine Empire c. 500–1492*, Τόμος 1, σελ. 249-291.
- Booth, P. (2014) *Crisis of Empire: Doctrine and Dissent at the End of Late Antiquity*.
- Brown, P. (1988) *The Rise of Western Christendom: Triumph and Diversity, A.D. 200-1000*.
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- Brubaker, L. και Haldon, J. (2011) *Byzantium in the Iconoclast Era, c. 680–850: A History*.
- Cosentino, S. (2008) *Storia Dell' Italia Bizantina (VI-XI Secolo): Da Giustiniano ai Normanni*.
- Consentino, S. εκδ. (2021) *A Companion to Byzantine Italy*.
- Delogu, P. (2000) 'The Papacy, Rome and the Wider World in the Seventh and Eighth Centuries' στο *Early Medieval Rome and the Christian West: Essays in Honour of Donald A. Bullough*, σελ.197-220.
- Εκονομου, Α. (2007) *Byzantine Rome and the Greek Popes: Eastern influences on Rome and the papacy from Gregory the Great to Zacharias A.D. 590-752*.
- Θεοδωρόπουλος, Π. (2021) 'Did the Byzantines call themselves Byzantines? Elements of Eastern Roman identity in the imperial discourse of the seventh century' στο *Byzantine and Modern Greek Studies* 45, σελ. 25-41.
- Θεοδωρόπουλος, Π. (2022) 'Κάποιες σκέψεις σχετικά με το ιδεολογικό και πολιτικό πλαίσιο της χρήσης του όρου «Βυζάντιος» στη Σάκρα του Κωνσταντίνου Δ' προς τον πάπα Δόνο (678)' στο *Post Augustum* 6, σελ. 1-14.
- Λεοντσίνη, Μ. (2004) 'Το Βυζάντιο απέναντι στην Ευρώπη και το αυθυπόστατο της Δύσης (7^{ος}-8^{ος} αιώνες)', στο *Το Βυζάντιο και οι απαρχές της Ευρώπης*, σελ. 75-98.

Λεοντσίνη, Μ. (2006) *Κωνσταντίνος Δ΄: ο Τελευταίος πρωτοβυζαντινός Αυτοκράτορας*.
Λουγγής, Τ. (1989) *Η βυζαντινή κυριαρχία στην Ιταλία από το θάνατο του Μ. Θεοδοσίου ως την άλωση του Μπάρι 395-1071 μ.Χ.*
Λουγγής, Τ. (2021) *Μεσαιωνική Ιστορία της Ιταλίας 400-1125 μ.Χ. από Ιταλοελληνικά Κείμενα*.
Noble, T.X. (2012) *Images, Iconoclasm and the Carolingians*.
Noble, T.X. (2014) 'Greek Popes, yes or no, and did it matter?' στο εκδ. Fischer, A. και Wood, I. *Western Perspectives on the Mediterranean: Cultural Transfer in Late Antiquity and the Early Middle Ages, 400-800*, σελ. 77-86.
Sansterre, J.M. (1983) *Les moines grecs et orientaux à Rome aux époques byzantine et carolingienne (milieu de VIe fin di IXe siècle)*.

BYZANTINE ARCHAEOLOGY AND ART

TOPOGRAPHY OF THE HOLY LAND (4TH – 15TH CENTURY)

COURSE OUTLINE

(1) GENERAL

SCHOOL	Philosophy		
ACADEMIC UNIT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate program of "Byzantine Studies"		
COURSE CODE	BAT 104	SEMESTER	Winter
COURSE TITLE	Topography of the Holy Land (4 th – 15 th Century)		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	15	
COURSE TYPE	Special background, specialised general knowledge, skills development		
PREREQUISITE COURSES:	no		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, if foreign students are attending, also English, Italian		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
Focus of teaching is on issues related with the identification, dating and historical evaluation of secular and ecclesiastical art in the area of the Holy Land, with special regard to Christian relics and their circulation.
General Competences
Familiarization of the student with the monuments of the Holy Land and specialistic bibliography. Developing of a critical approach to this material.

(3) SYLLABUS

The course analyzes the monuments in the region of historical Palestine and of present-day Israel from the first Christian years up to the end of the Middle Ages. Special emphasis will be given to the study of sites of the early Christian period and of the Crusading era. The course will focus in particular on the history and evolution of the complex of the Church of the Resurrection and the Holy Sepulcher in Jerusalem over the centuries. In parallel with the
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monuments of the main centers such as Jerusalem and Acre, individual archeological sites will be examined (e.g. the Basilica of the Nativity in Bethlehem, the Church of the Annunciation in Nazareth). Special emphasis will be given to the analysis of the phenomenon of Pilgrimage in the Holy Land as well as to the relations with Christian art in neighboring Jordan, Syria and Cyprus.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of power point presentations	
TEACHING METHODS	Activity	Semester workload
	lectures	10 hours
	non-directed study	20 hours
	Course total	39 hours
STUDENT PERFORMANCE EVALUATION	Public presentation of a written essay through power point presentation at the end of the semester.	

(5) ATTACHED BIBLIOGRAPHY

ΑΙΘΕΡΙΑΣ, *Οδοιπορικόν εις το Σινά και τους Αγίους Τόπους*, (Άνθη Ευσέβειας, 9), Αθήνα 2007
 Ι. ΔΗΜΑΚΟΠΟΥΛΟΣ, «Έρευνες στην αρχιτεκτονική της Μονής Σινά», *ΔΧΑΕ* 9 (1977-1979), σ. 261-302
 Σ. ΚΑΔΑΣ, *Οι Άγιοι Τόποι. Εικονογραφημένα προσκυνητάρια 17ου-18ου αι.*, Αθήνα 1998
 Γ.Π. ΛΑΒΒΑΣ, *Ο Πανιέρως Ναός της Αναστάσεως στα Ιεροσόλυμα*, Αθήνα 2009
 Β. ΦΩΣΚΟΛΟΥ, «Απεικονίσεις του Παναγίου Τάφου και οι συμβολικές προεκτάσεις τους κατά την ύστερη βυζαντινή περίοδο», *ΔΧΑΕ* 25 (2004), σ. 225-236
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MONUMENTAL PAINTING OF THE PALAEOLOGAN PERIOD

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM OF "BYZANTINE STUDIES"		
COURSE CODE	BAT 110	SEMESTER	
COURSE TITLE	MONUMENTAL PAINTING OF THE PALAEOLOGAN PERIOD		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	15
COURSE TYPE	Special background, specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (and English or French if Erasmus students attend it)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of this course, the student should</p> <ul style="list-style-type: none"> -deepen his/her knowledge of the artistic trends of monumental painting of the period under examination and become particularly familiar with iconography. -interpret the particularities in the configuration of the temple spaces according to the type of temple, the influences of other artistic traditions and the perceptions of the donor. Also in painting, to interpret the iconographic program and iconographic themes appearing in this period, and to distinguish the various stylistic trends. -To synthesize through specific examples the elements of painting, building, in order to identify the similarities between monuments. To identify the different artistic traditions of the period and, finally, to date the monuments and their decoration.
General Competences
<p>Development of critical ability and historical and archaeological thinking,</p> <ul style="list-style-type: none"> - Search, analysis and synthesis of data and information, using the necessary technologies - Adaptation to new situations - Decision-making - Autonomous work - Group work - Independent use of literature

(3) SYLLABUS

The course focuses on the study of monumental painting that developed from the 13th to the 15th century (1453). The artistic trends of the period in the major centres, namely

Constantinople, Thessaloniki and Mount Athos, Mystras and Crete, are presented in detail, while special reference is made to the painting of the Serbian state. The art workshops, the artists' studios, and sponsorship are also important themes. Particular emphasis is placed on iconography in relation to liturgical texts that largely shaped the painting of this period. There will be required seminar papers, which will be presented in written and oral form.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face (in the classroom)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT (Power Point) in teaching	
TEACHING METHODS	Activity	Semester workload
	Lectures	12
	Study and analysis of historical texts	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	39
STUDENT PERFORMANCE EVALUATION	Greek and for students of the Erasmus+ exchange program, where applicable, exams in English, or French. Assignment of individual essays. Identification of sources and their interpretation.	

(5) ATTACHED BIBLIOGRAPHY

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- Σ. Καλοπίσση-Βέρτη**, «Τάσεις της μνημειακής ζωγραφικής περί το 1300 στον ελλαδικό και νησιώτικο χώρο (εκτός από τη Μακεδονία)», Ο Εμμανουήλ Πανσέληνος και η εποχή του, Αθήνα 1999, 63-90.
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- Χ. Μαυροπούλου-Τσιούμη**, Οι τοιχογραφίες του 13^{ου} αιώνα στην Κουμπελίδικη Καστοριάς, Θεσσαλονίκη 1973.
- Χ. Μαυροπούλου-Τσιούμη**, Η μνημειακή ζωγραφική στη Θεσσαλονίκη στο δεύτερο μισό του 14ου αιώνα, *Ευφρόσυνον*, vol. I, pp. 658-68.
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SPRING SEMESTER

BYZANTINE HISTORY

BYZANTINE AND POST-BYZANTINE INSCRIPTIONS OF EPIRUS

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM OF "BYZANTINE STUDIES"		
COURSE CODE	BIS 202	SEMESTER	
COURSE TITLE	BYZANTINE AND POST-BYZANTINE INSCRIPTIONS OF EPIRUS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	15	
COURSE TYPE	specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (and English or German if Erasmus students attend it)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=3265		

(2) LEARNING OUTCOMES

Learning outcomes
Seminar in which, based on the work and visits to the Byzantine and Post-Byzantine Monuments of Epirus, focuses on the detailed approach to the inscriptions as a source of Byzantine archeology and history, development of capabilities in the identification, identification, dating, interpretation of inscriptions as historical sources and publishing capabilities
General Competences
<ul style="list-style-type: none">• Development of critical skills and historical and archaeological thinking,• developing the ability to use and interpret inscriptions,• autonomous search and research in the subject of Byzantine and Post-Byzantine Epigraphy• adaptation and use of new technologies in the field of medieval studies (databases etc), autonomous use of bibliography

(3) SYLLABUS

Description of Byzantine inscriptions, history of the discipline of Epigraphy, the inscription as an archaeological source and its historical interpretation, typology and form, illustrations and representations, the language of Byzantine inscriptions. Exercises in identifying and reading the inscriptions.
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face (in the classroom)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT (Power Point) in teaching	
TEACHING METHODS	Activity	Semester workload
	Lectures	12
	Study and analysis of historical texts	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	39
STUDENT PERFORMANCE EVALUATION	Greek and for students of the Erasmus+ exchange program, where applicable, exams in English, German or French. Assignment of individual essays. Identification of sources and their interpretation.	

(5) ATTACHED BIBLIOGRAPHY

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- H. İNALCIK, *Hicrî 835 Tarihli Sûret-i defter-i Sancak-i Arvanid* (Türk Tarih Kurumu Yayınlarından XIV/1). Ankara 1954.
- H. İNALCIK – D. QUATAERT, *Οικονομική και κοινωνική ιστορία της Οθωμανικής αυτοκρατορίας* (trans. M. SAREGIANNES) I-II. Athens 2008.
- B. PAPADOPOULOU, *Η Κόνιτσα και η ευρύτερη περιοχή της κατά την βυζαντινή περίοδο. Η επαρχία της Κόνιτσας στο χώρο και στο χρόνο* (Εισηγήσεις στο Α' επιστημονικό Συμπόσιο. Konitsa 1996, 75- 99.
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BYZANTIUM AND VENICE: A DIACHRONIC COMPLEX RELATIONSHIP

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM "BYZANTINE STUDIES"		
COURSE CODE	BIS 214	SEMESTER	Spring
COURSE TITLE	Byzantium and Venice: A diachronic complex relationship		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	15
COURSE TYPE	Specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
The development of relations between Byzantium and Venice, whose status changed from an insignificant subordinate settlement to a major sea power forcing the fate of other states including its former suzerain, is one of the most exciting topics in Byzantine external history. In the course of this seminar it is hoped that a glimpse on historical sources will be reflected, together with other data, including Venice's cultural expansion with the adaptation and abduction of Byzantine objects, such as the famous horses outside St. Mark's cathedral. It is hoped that this activity will culminate to an educational trip to Venice and Ravenna. Students will be obliged to submit a written essay on a specific topic to get their grade, a brief outline of which should be presented orally during the course of the seminar, perhaps at a workshop organized together with other colleagues of Byzantine history.
General Competences
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Teamwork • Work in an international environment • Work in an interdisciplinary environment • Generating new research ideas

(3) SYLLABUS

This seminar will focus on relations between Byzantium and Venice which started as those between an empire and a small colonial settlement and developed to those between a minor empire and a great maritime state. Beside the political events, the course aims to focus on changes effected by the environment of the Adriatic, the growth of Venetian power and the emulation of Byzantine prototypes, both cultural and political. Students are asked to submit a written assignment, an oral presentation of which will take place during a special workshop,

possibly in conjunction with courses from other colleagues in Byzantine history. It is also hoped that a trip to Venice and Ravenna will be realized in May.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face (in the classroom)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Communication with students	
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Independent study	10
	Analysis of historical sources	10
	Autonomous work in the identification of sources	19
	Course total	39
STUDENT PERFORMANCE EVALUATION	Formative or Inferential Written Assignment, Report / Report Public Presentation	

(5) ATTACHED BIBLIOGRAPHY

Related academic journals: Will be offered to students that will participate in the seminar.

BYZANTIUM AND THE WEST IN THE 10TH CENTURY

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM OF BYZANTINE STUDIES		
COURSE CODE	BIS 206	SEMESTER	Spring
COURSE TITLE	BYZANTIUM AND THE WEST IN THE 10th CENTURY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	15
COURSE TYPE	Special background, specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
<p>Due to the course the students become familiar with issues such as the cultural and other contacts between the Saxon court of Germany and Byzantium in the 10th century. Byzantium's relations with the Saxon court are studied before and after the marriage of the Byzantine Princess Theophano to the heir of the German throne, Otto II, in 972. Byzantium's relations with the papal church in the 10th century, as well as the latter's relations with the Saxon rulers, are also examined.</p> <p>After the successful completion of the course, the students will be able:</p> <ul style="list-style-type: none"> -to describe events and political developments in Byzantium and the West in the 10th century. -to evaluate the Church's and State's views of the Roman Imperial idea in the West as factors that defined the competitive relations between Byzantium and the German empire in relation to the Roman imperial title and the sovereignty over southern Italy. - to examine the competitive relations between Byzantium and the West in other periods of medieval history. - to explain the factors that contributed to the formation of the relations between Byzantium and the West. -to evaluate and draw safe conclusions from the comparative study of the Western and Byzantine sources, thus gaining the ability to study the sources at their disposal critically and draw safe conclusions for other historical periods. <p>Finally, due to the course the students become familiar with the bibliographic research and the writing of an essay with respect to the subject to be studied.</p>
General Competences

Search for, analysis and synthesis of data and information with the use of the necessary technology.
 Production of new research ideas
 Criticism and self-criticism
 Production of free, creative and inductive thinking

(3) SYLLABUS

-The papal church in the 10th century and its relations with the Saxon rulers
 - The political program of Otto I and the reorganization of his state
 - The Italian policy of Otto I
 - The diplomatic and cultural consequences of Theophano's marriage with Otto II in 972.
 - The spread of Christianity to the Western Slavs
 - Byzantium and the Papacy in the second half of the 10th century
 - The Personality of Otto III.
 -An evaluation of the relations between Byzantium and the West in the 10th century will take place in the end, in relation with the growing power and the claims of the Roman Church in the West.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face (in the classroom)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT (Power Point) in teaching	
TEACHING METHODS	Activity	Semester workload
	Study of bibliography	20 hours
	Essay writing	19 hours
	Course total	39 hours
STUDENT PERFORMANCE EVALUATION	Essay, Public presentation	

(5) ATTACHED BIBLIOGRAPHY

Σ. Β. ΚΑΡΑΓΕΩΡΓΟΣ, Η Αγία Ρωμαϊκή Αυτοκρατορία, Ιστορικές εκδόσεις Στέφανος Βασιλόπουλος, Αθήνα 1987.
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POLITICAL IDEOLOGY AND COMMUNAL IDENTITIES IN BYZANTINE SOCIETY:
CONTRADICTIONS AND MUTUAL INFLUENCE

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM OF BYZANTINE STUDIES		
COURSE CODE	BIS 215	SEMESTER	Spring
COURSE TITLE	Political ideology and communal identities in Byzantine society: contradictions and mutual influence		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	15
COURSE TYPE	Special background, specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The seminar focuses on the interplay between political ideology and the formation of communal identities in Byzantine society.</p> <p>After the completion of the seminar the students:</p> <ul style="list-style-type: none"> • Will have developed the necessary theoretical background of the study of political ideology- and identity issues • Will have familiarized themselves with the primary sources of the period and the relevant secondary literature • Will have familiarized themselves with the main scholarly debates on communal identities and political ideology in Byzantium • Will have developed their own critical view on these subjects
General Competences
<ul style="list-style-type: none"> • Analysis of primary sources • Development of critical thinking • Development of original research ideas • Independent interaction with the secondary bibliography • Making use of material culture • Familiarization with electronic research tools for the fields of Medieval and Byzantine Studies

(3) SYLLABUS

The seminar studies the interplay between political ideology and the formation of communal identities in Byzantine society. Regarding political identity, the seminar focuses on imperial political identity and its century-long evolution under the weight of political, social and ideological pressures. In this framework of ideological and political clashes, the seminar will examine the formation of communal identities (expression of self-definition and otherness) in the empire. The study of the interplay between ideology and identity will follow four axes: Capital- provinces (center-periphery), language, Orthodoxy, and the usage of the past. The seminar will also raise theoretical questions on the way one should approach matters of communal identities and ideology. The students will produce relevant written essays, which they will present in class.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face (in the classroom)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT (Power Point) in teaching	
TEACHING METHODS	Activity	Semester workload
	Lectures	12
	Study and analysis of historical texts	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	39
STUDENT PERFORMANCE EVALUATION	Assignment of small group project on primary sources or secondary bibliography. Assignment of individual essays, which will be presented at the seminar. Language of evaluation: Greek, and English for Erasmus students	

(5) ATTACHED BIBLIOGRAPHY

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107 (1), σελ. 175–220.
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Nicholas I to Emperor Michael III' στο *Constantinople réelle et imaginaire autour de l'oeuvre
de Gilbert Dagron*, σελ. 313-340.
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Ἕλληνας, Ρωμηός, Γραικός: Συλλογικοί Προσδιορισμοί και Ταυτότητες, σελ. 103-118.

THE PERIOD OF ICONOCLASM AND ITS RECEPTION IN THE EASTERN AND WESTERN CHRISTIAN WORLD (8TH-9TH C.)

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM OF BYZANTINE STUDIES		
COURSE CODE	BIS 216	SEMESTER	Spring
COURSE TITLE	The period of iconoclasm and its reception in the Eastern and Western Christian world (8th-9th c.)		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	15
COURSE TYPE	Special background, specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The course focuses on the period of iconoclasm and its perception in the Eastern and Western Christian world.</p> <p>After the completion of the seminar the students:</p> <ul style="list-style-type: none"> • Will have familiarized themselves with the primary sources of the period and the relevant secondary literature • Will have familiarized themselves with the main scholarly debates on iconoclasm • Will have developed their own critical view on these subjects
General Competences
<ul style="list-style-type: none"> • Analysis of primary sources • Development of critical thinking • Development of original research ideas • Familiarization with electronic research tools for the fields of Medieval and Byzantine Studies • Independent interaction with secondary bibliography • Making use of material culture

(3) SYLLABUS

<p>The course studies the period of iconoclasm. The approach is two-fold focusing on home affairs of the empire as well as its relations with foreign power, always within the framework of the conflict on the use of religious icons. Additionally, it studies the role of written sources in the reception of iconoclasm both in the East and the West.</p> <p>The students will produce relevant written essays, which they will present in class.</p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face (in the classroom)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT (Power Point) in teaching	
TEACHING METHODS	Activity	Semester workload
	Lectures	12
	Study and analysis of historical texts	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	39
STUDENT PERFORMANCE EVALUATION	Assignment of small group project on primary sources or secondary bibliography. Assignment of individual essays, which will be presented at the seminar. Language of evaluation: Greek, and English for Erasmus students	

(5) ATTACHED BIBLIOGRAPHY

- Alexakis, A. (1996) *Codex Parisinus Graecus 1115 and Its Archetype* [Κεφάλαιο: The Florilegia of the Roman synods of 731 and 769, σελ. 37-41].
- Auzépy, M.F. (2021) 'The Iconophile Intermission and Second Iconoclasm, 780–843' στο Humphreys, M. εκδ. *A Companion to Byzantine Iconoclasm*, σελ. 368-398.
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- Brown, P. (1988) *The Rise of Western Christendom: Triumph and Diversity, A.D. 200-1000* [Κεφάλαιο: The crisis of the Image: The Byzantine Iconoclast Controversy, σελ. 383-407].
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- Κουντουρά-Γαλάκη, Ε. (1996) *Ο Βυζαντινός Κλήρος και η Κοινωνία των «Σκοτεινών Αιώνων»* [Κεφάλαιο: Οι πατριάρχες Κωνσταντινουπόλεως κατά την πρώτη εικονομαχική περίοδο και ο κλήρος της πρωτεύουσας, σελ. 144-162].
- Λεοντσίνη, Μ. (2004) 'Το Βυζάντιο απέναντι στην Ευρώπη και το αυθυπόστατο της Δύσης (7ος-8ος αιώνας), στο *Το Βυζάντιο και οι απαρχές της Ευρώπης*, σελ. 75-98.
- Λουγγής, Τ. (2013) *Η Κοινωνική Εξέλιξη στη Διάρκεια των Λεγομένων «Σκοτεινών Αιώνων» 602-867*.
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- Noble, T. (2012) *Images, Iconoclasm and the Carolingians*
- Reynolds, D. (2017) 'Rethinking Palestinian Iconoclasm' στο *Dumbarton Oaks Papers*, 71, σελ. 1-64.
- Sahner, C. (2021) 'Images and Iconoclasm in Islam, ca. 600-850' στο εκδ. Humphreys, M. *A Companion to Byzantine Iconoclasm*, σελ. 497-537.
- Σταθακόπουλος, Δ. (2017) *Μικρή Ιστορία της Βυζαντινής Αυτοκρατορίας* [Κεφάλαιο, Από την Επιβίωση στην Αναβίωση 717-867, σελ. 157-188].

BYZANTINH ΦΙΛΟΛΟΓΙΑ

THE POWER AND FUNCTION OF LETTER AND THE WORDS IN THE BYZANTINE SOCIETY

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM OF "BYZANTINE STUDIES"		
COURSE CODE	BFI 102	SEMESTER	Spring
COURSE TITLE	THE POWER AND FUNCTION OF LETTER AND THE WORDS IN THE BYZANTINE SOCIETY		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	15	
COURSE TYPE	Special background, specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (and English or German if Erasmus students attend it)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
Seminar in which focuses on the examination of the function of writing in texts, whether these are written sources (chronography, vitae of saints, epistles, etc.) or whether they are minor objects of art, of daily use and any epigraphic material. They will have acquired the ability to critically interpret different types of written and archaeological sources.
General Competences
<ul style="list-style-type: none">• Approach and critical interpretation of philological and historical sources• Development of critical ability and combinatorial thinking• Evaluation and inclusion of historical and archaeological evidence• Finding and critical approach to international literature• Development of interdisciplinarity

(3) SYLLABUS

Deepening of research methods, instrumenta studiorum, presentation and explanation of the topics of the seminar papers. Assignment of seminar papers and discussion on methodology specific to each paper. Then in each lesson the participants will present the progress of their research, there will be a discussion on the problems and they will present foreign language articles about their work. Presentations of the works take place during the educational trip to Istanbul.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face (in the classroom)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT (Power Point) in teaching	
TEACHING METHODS	Activity	Semester workload
	Lectures	12
	Study and analysis of historical texts	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	39
STUDENT PERFORMANCE EVALUATION	Assignment of bibliography - assignment of individual written essay, discussed and presented in the room - Public presentation of the written essays as part of a Graduate Student Conference at the end of the semester or academic year - Language of evaluation: Greek and English for Erasmus students	

(5) ATTACHED BIBLIOGRAPHY

- Grünbart, Michael: Verbreitung und Funktion byzantinischer Metallstempel. In: Ludwig, Claudia (Hg.): Siegel und Siegler. Akten des 8. Internationalen Symposions für byzantinische Sigillographie. Frankfurt am Main 2005, S. 95–104 (Abb. 200–202).
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 – Byzantine Metal Stamps in a North American Private Collection. *Dumbarton Oaks Papers* 60 (2007) S. 13–24.
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 – Memorialkultur im byzantinischen Mittelalter. In: Sullivan, Denis – Fisher, Elizabeth – Papaioannou, Stratis (Hgg.): *Byzantine Religious Culture. Studies in Honor of Alice-Mary Talbot*. Leiden – Boston 2012a, S. 373–394.
 – Treffen auf neutralem Boden: Politische Begegnungen im byzantinischen Mittelalter.

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BYZANTINE ARCHAEOLOGY AND ART

BYZANTINE NUMISMATICS AND SIGILLOGRAPHY

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM OF "BYZANTINE STUDIES"		
COURSE CODE	BAT 207	SEMESTER	Spring
COURSE TITLE	BYZANTINE NUMISMATICS AND SIGILLOGRAPHY		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	15	
COURSE TYPE	specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (and English or German if Erasmus students attend it)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=585		

(2) LEARNING OUTCOMES

Learning outcomes
Seminar in which, based on the work and visits to the Byzantine Museum of Ioannina, focuses on the detailed approach to the seal and coin as a source of Byzantine archeology and history, development of capabilities in the identification, identification, dating, interpretation of seals and coins as an archaeological find, development stamp and coin publishing capabilities
General Competences
<ul style="list-style-type: none">• Development of critical skills and historical and archaeological thinking,• developing the ability to use and interpret sealing and monetary sources,• autonomous search and research in the subject of Byzantine Sealing and Numismatics,• adaptation and use of new technologies in the field of medieval studies (Seals and Numismatics), autonomous use of bibliography

(3) SYLLABUS

Description of Byzantine seals, history of the discipline of Sigillography, the collections around the world, the seal as an archaeological find and historical interpretation, typology and form, illustrations and representations, the language of Byzantine seals. Exercises in identifying and reading the inscriptions. Description of the coins and history of (Byzantine) Numismatics, the coin as an archaeological find and its historical interpretation, typology and form, illustrations and representations, the language of Byzantine coins. Exercises in identifying and reading the coin inscriptions.
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face (in the classroom)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT (Power Point) in teaching	
TEACHING METHODS	Activity	Semester workload
	Lectures	12
	Study and analysis of historical texts	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	39
STUDENT PERFORMANCE EVALUATION	Greek and for students of the Erasmus+ exchange program, where applicable, exams in English, German or French. Assignment of individual essays. Identification of sources and their interpretation.	

(5) ATTACHED BIBLIOGRAPHY

<p>Byzantine Sigillography</p> <p>J.-CL. CHEYNET, Introduction à la Sigillographie byzantine. In : J.-CL. CHEYNET, La société byzantine. L'apport des sceaux I. Παρίσι 2008, 1 - 82.</p> <p>J. COTSONIS, The Contribution of Byzantine Lead Seals to the Study of the Saints (Sixth – Twelfth Century). Byzantion 75 (2005) 383 – 497.</p> <p>Catalogue of the Byzantine Seals at Dumbarton Oaks and in the Fogg Museum of art. I – IV, hrsg. von J. NESBITT – N. ΟΙΚΟΝΟΜΙΔΕΣ; V, εκδ. E. MC GEER – J. NESBITT – N. ΟΙΚΟΝΟΜΙΔΕΣ; VI, εκδ. J. NESBITT – C. MORRISSON. Ουάσινγκτον D. C. 1991, 1994, 1996, 2001, 2005, 2009.</p> <p>I. JORDANOV, Corpus of the Byzantine Seals from Bulgaria. I. Byzantine Lead Seals with Geographical names. Σόφια 2003</p> <p>I. KOLTSIDA-MAKRE, Βυζαντινά μολυβδόβουλλα συλλογής Ορφανίδη/Νικολαΐδη Νομισματικού Μουσείου Αθηνών. Αθήνα 1996.</p> <p>K. M. KONSTANTOPOULOS, Βυζαντινά μολυβδόβουλλα τοῦ ἐν Ἀθήναις Νομισματικοῦ Μουσείου. Αθήνα 1917</p> <p>V. LAURENT, Le Corpus des sceaux de l'empire byzantin. II : L'administration centrale. Παρίσι 1981.</p> <p>V. LAURENT, Le Corpus des sceaux de l'empire byzantin. V: L'église, parties 1 - 3. Παρίσι 1963 – 1972</p> <p>V. LAURENT, Documents de sigillographie byzantine. La collection C. Orghidan. Παρίσι 1952.</p> <p>V. LAURENT, Les sceaux byzantins du Médailleur Vatican. Πόλη του Βατικανού 1962</p> <p>J. NESBITT, Overstruck Seals in the Dumbarton Oaks Collection: Reused or Counterstamped? SBS 2 (1990) 67 – 93</p> <p>N. ΟΙΚΟΝΟΜΙΔΕΣ, A Collection of Dated Byzantine Lead Seals. Washington D. C. 1986</p> <p>N. ΟΙΚΟΝΟΜΙΔΕΣ, Τὰ βυζαντινά μολυβδόβουλλα ὡς ἱστορική πηγή. Πρακτικά τῆς Ἀκαδημίας Ἀθηνῶν 62 (1987) 1 -18</p> <p>N. ΟΙΚΟΝΟΜΙΔΕΣ, The usual Lead seal. DOP 37 (1983) 147 – 157.</p> <p>W. SEIBT, Die byzantinischen Bleisiegel in Österreich. 1. Teil: Kaiserhof. Βιέννη 1978</p>

A.-K. WASSILIOU – W. SEIBT, Die byzantinischen Bleisiegel in Österreich. 2. Teil: Zentral- und Provinzialverwaltung. Βιέννη 2004

V. S. ŠANDROVSKAJA, Die byzantinischen Bleisiegel als Kunstwerke. Σε: Metallkunst von der Spätantike bis zum ausgehenden Mittelalter. A. EFFENBERGER (εκδ.). Βερολίνο 1982, 48 – 55.

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CL. SODE, Byzantinische Bleisiegel in Berlin II. Βόννη 1997

CH. STAVRAKOS, Die byzantinischen Bleisiegel mit Familiennamen aus der Sammlung des Numismatischen Museums Athen. Βισμπάντεν 2000.

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G. ZACOS, Byzantine lead Seals. II, ed. J. NESBITT, Βέρνη 1984

G. ZACOS – A. VEGLERY, Byzantine Lead Seals. I. Βασιλεία 1972

Byzantine Numismatics

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http://www.doaks.org/publications/doaks_online_publications/byzcoins.pdf (και μεταφρασμένο στα ελληνικά από το ΜΙΕΤ)

P. GRIERSON, Byzantine Coins, Λονδίνο, Μπέρκλεϋ, 1982

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DC, 2002, ch. 42, on <http://www.doaks/EHB.html>

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C. "Money, coins and the economy" in The Byzantine world, ed. P. Stephenson, Λονδίνο, Νέα Υόρκη 2010, 34-47

P. GRIERSON, M. F. HENDY, Catalogue of the Byzantine Coins in the Dumbarton Oaks Collection and in the Whittemore Collection, I - V, Ουάσινγκτον DC, 1966 - 1999, 5 vols (για την εισαγωγή στους τόμους 2-5).

E. GEORGANTELI, "Numismatics," in E. Jeffreys, J. Haldon & R. Cormack (eds.), Oxford Handbook of Byzantium, Οξφόρδη 2008, 157-75

EARLY CHRISTIAN AND BYZANTINE CAPPADOCIA

COURSE OUTLINE

(1) GENERAL

SCHOOL	Philosophy		
ACADEMIC UNIT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate program of "Byzantine Studies"		
COURSE CODE	BAT 105	SEMESTER	Spring
COURSE TITLE	Early Christian and Byzantine Cappadocia		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	15	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background, specialised general knowledge, skills development		
PREREQUISITE COURSES:	no		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, if foreign students are attending, also English, Italian		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
The main focus of the course is on issues related with the artistic achievements as witnessed in Cappadocian monuments of the 10 th and 11 th Centuries, up to the arrival of the Seljuk Turks in the area. At the end of the seminary, students will be able to write an essay, demonstrating they can make a correct use of scientific literature and sources.
General Competences
The course aims at the synthesis of data about the monumental remains coming from Byzantine Cappadocia. Among the <i>desiderata</i> there is the familiarization of the student with the artistic, historical and social background of the area in the Byzantine period and the development of critical ability in approaching the bibliography on the subject. The seminary aims as well at developing social, professional and ethical responsibility in the student.

(3) SYLLABUS

The old Roman province of Cappadocia with its capital Caesarea was already in the 3th - 4th century an important Christian center. Although no archival sources on the region survive, in Cappadocia hundreds of medieval churches and chapels carved into the rock preserve to this day important elements of their original painted decoration. To this unique artistic heritage must be added important architectural evidence such as monastic complexes, settlements and fortified sites.

Purpose of the course is the presentation of the monuments dating from the beginning of the Christian era up to the great artistic boom of the 10th and 11th century and the arrival of the Seljuk Turks in the area.

Particular attention will be devoted to the group of churches in Göreme valley.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of power point presentations	
TEACHING METHODS	Activity	Semester workload
	lectures	19 hours
	non-directed study	20 hours
	Course total	39 hours
	The course is delivered in the form of lectures. If viable, an educational trip to Cappadocia is planned.	
STUDENT PERFORMANCE EVALUATION	Public presentation of a written essay through power point presentation at the end of the semester.	

(5) ATTACHED BIBLIOGRAPHY

JERPHANION G. DE., *Une Nouvelle Province De L'art Byzantin. Les Églises Rupestres De Cappadoce*. 6 vols. Reprint of the Paris 1925–1942 edition Revised under the direction of Catherine Jolivet-Lévy. London 2006

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RODLEY L., *Cave Monasteries of Byzantine Cappadocia*. Cambridge 1985

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MONUMENTAL PAINTING OF THE POST-BYZANTINE PERIOD

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM OF "BYZANTINE STUDIES"		
COURSE CODE	BAT 205	SEMESTER	Spring
COURSE TITLE	MONUMENTAL PAINTING OF THE POST-BYZANTINE PERIOD		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	15
COURSE TYPE	Special background, specialised general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (and English or French if Erasmus students attend it)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of this course the postgraduate student should be able to:</p> <ul style="list-style-type: none"> - Possess a basic knowledge of the historical context of Byzantium and understand - Distinguish the dominant schools of painting that developed in the history of post-Byzantine art and, based on these, place paintings in their proper chronological context. - use written sources to understand specific iconographic issues, which are interpreted mainly on the basis of ecclesiastical sources (patristic interpretations, hymnography) - acquire a basic knowledge of the terms of post-Byzantine style.
General Competences
<p>Development of critical ability and historical and archaeological thinking,</p> <ul style="list-style-type: none"> - independent use of literature - Search, analysis and synthesis of data and information, using the necessary technologies - Exercise of critical and self-critical thinking - Promotion of free, creative and deductive thinking - Correct use of sources and literature

(3) SYLLABUS

This course examines the long journey of post-Byzantine art from the fall of Byzantium to the 18th century. After attempting a critical review of the terms used to approach the art of the

The main currents and artists who shaped its diverse character will be presented. The social and economic preconditions for the activity of post-Byzantine painters will be discussed in detail, while the geographical dispersion of styles, artistic media and artists will be of particular interest, with the aim of revealing the main artistic centres from the early years after the Fall of Constantinople up to the 18th century. After delineating the chronological boundaries and attempting a basic periodization of the material under examination, particular emphasis will be placed on the period after 1700, the study of clusters of painters, the changing of commissioning, but also on contacts with Western art and the art of the Ottoman Empire. There will be required seminar papers, which will be presented in written and oral form. In addition, a visit to the Island of Ioannina will take place to study the fresco decoration of the monuments in person.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face (in the classroom)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT (Power Point) in teaching	
TEACHING METHODS	Activity	Semester workload
	Lectures	12
	Study and analysis of historical texts	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	39
STUDENT PERFORMANCE EVALUATION	Greek and for students of the Erasmus+ exchange program, where applicable, exams in English, or French. Assignment of individual essays. Identification of sources and their interpretation.	

(5) ATTACHED BIBLIOGRAPHY

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 - Βοκοτόπουλος Π. Λ. (2006). "Η θρησκευτική ζωγραφική στην Αλβανία από τον 10ο έως τον 19ο αιώνα", στο Εικόνες από τις ορθόδοξες κοινότητες της Αλβανίας, Συλλογή Εθνικού Μουσείου Τέχνης Κορυτσάς, (επιμ. Α. Τούρτα), Θεσσαλονίκη, 18-25.
 - Ζάρρα, Ι., Τσιόδουλος, Σ., Μεράντζας, Χ., & Σαμπανίκου, Ε. (2015). Από τον

μεταβυζαντινό στον νεότερο ελληνικό πολιτισμό: Παραδείγματα εικαστικής παραγωγής (16ος-20ος αιώνας). Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών.

- Κωνστάντιος Δ. (1998). "Χορηγία και τέχνη στην Ήπειρο την περίοδο της ύστερης Τουρκοκρατίας", ΔΧΑΕ 20, περ. Δ', σ. 409-416.
- Κωνστάντιος Δ. Ν.(2001). Προσέγγιση στο έργο των ζωγράφων από το Καπέσοβο της Ηπείρου. Συμβολή στη μελέτη της θρησκευτικής ζωγραφικής στην Ήπειρο το 18ο και το α' μισό του 19ου αιώνα, Αθήνα.
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- Μακρής Κ. Α. (1952). Δυο λαϊκοί ζωγράφοι-Γιάννης και Θανάσης Παγώνης, Βόλος.
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MA THESIS

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM OF BYZANTINE STUDIES		
COURSE CODE		SEMESTER	D
COURSE TITLE	MA THESIS		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
			30
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	The writing language of the thesis can be Greek, or different from Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • Know the methodology of Scientific Research and Writing • Immerse himself/herself in areas relevant to the scientific subject • Creatively cite previous scientific opinions • To convincingly substantiate his/her own positions, and • To be able to continue willingly his/her postgraduate studies at doctoral and post-doctoral level on a probationary basis
General Competences
<ul style="list-style-type: none"> • Analysis of historical sources • Development of critical ability and historical thinking • Editing of international bibliography • Creation of new research ideas • Familiarity with the methodological tools of Byzantine Archeology and Art • Addressing research problems • Assessing the importance of interdisciplinarity • Connection of historical knowledge with the needs of the contemporary world

(3) SYLLABUS

The MA Thesis is synthetic. The subject varies depending on the specialization (Byzantine History or Byzantine Archeology and Art) and includes many fields, such as e.g. Institutions, Church, Society, Administration, Economy, Education, Foreign Policy, Architecture, Pictures, etc.

The graduate student, submitting the thesis for obtaining the MA Degree, is obliged to mention the publications and opinions of others, which he used. Plagiarism is serious academic misconduct. Plagiarism is considered the copying of another author's work, as well as the use of another author's work, published or not, without proper attribution. The

citation of any documentary material, without a relevant reference, may justify a decision of the Assembly of the Department of History and Archeology to delete it or remove the title afterwards.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	The postgraduate diploma thesis is submitted in printed and electronic format (PDF). Its length is limited to 30,000 words (text, footnotes, bibliography), excluding appendices. It must be written in 12-point font, 1.5 spacing, with regular margins and printed on single-sided pages.
STUDENT PERFORMANCE EVALUATION	The candidate supports his/her thesis in public before a three-member examination committee, which then judges the scientific correctness and completeness of the submitted work. Evaluation language is Greek, or different from Greek for Erasmus students.