

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

**ACADEMIC YEAR 2023-2024**  
**COURSES OUTLINE**

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## WINTER SEMESTER

### BYZANTINE HISTORY

#### CONSTANTINOPLE: CITY AND SOCIETY

#### COURSE OUTLINE

##### (1) GENERAL

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

##### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<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>
<b>General Competences</b>

- 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

<b>DELIVERY</b>	Face to face (in the classroom)	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT (Power Point) in teaching	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	12
	Study and analysis of historical texts	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	<b>39</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	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.  
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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).

Θεμιστοῖος: 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).

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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.

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

**COURSE OUTLINE**

**(1) GENERAL**

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

**(2) LEARNING OUTCOMES**

<b>Learning outcomes</b>
<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"> <li>• Analyze the basic political and military events of the period between 12<sup>th</sup> – 15<sup>th</sup> centuries</li> <li>• Understand the strategic role of the region and to explain the interventions of the involved powers (Bulgarians, Serbs, Albanians, Byzantines, Venetians, Normans, Ottomans)</li> <li>• Conceive the political entities that emerged in the region</li> <li>• Deepen the peculiarities of the Balkan people</li> <li>• 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.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Analysis of historical sources</li> <li>• Capacity building such as criticism and historical thinking</li> <li>• Use of the material evidence</li> <li>• Processing of the international bibliography</li> <li>• Production of new research ideas</li> <li>• Resolving research problems, such as the Serbian occupation of Epirus, etc.</li> <li>• Familiarity with the medieval Balkans and their interrelation with Byzantium</li> <li>• Respect for multiculturalism</li> <li>• Evaluating interdisciplinarity</li> </ul>

### (3) SYLLABUS

The course is structured around the following axes: A. Introduction to the history of the Adriatic region during 12<sup>th</sup> – 15<sup>th</sup> 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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face (in the classroom)	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT (Power Point) in teaching	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	12
	Study and analysis of historical sources	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	39
<b>STUDENT PERFORMANCE EVALUATION</b>	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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- Nicol D., *Βυζάντιο και Βενετία*, trans. X.A. Moutsopoulos, Athens 2004.
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- Ntougou-Ilιορουλου M., *Από τη Δυτική Ευρώπη στην Ανατολική Μεσόγειο. Οι σταυροφορικές ηγεμονίες στη Ρωμανία (13<sup>ος</sup>-15<sup>ος</sup> αι.). Πολιτικές και θεσμικές πραγματικότητες*, Athens 2012.

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- Savvides A., *Σελίδες από τη βαλκανική αντίδραση στην οθωμανική επέκταση κατά τον 14ο και 15ο αι. Ουγγλίας – Ουνυάδης – Καστριώτης – Κλαδάς*, Athens-Thessaloniki 1991.
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- 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<sup>ο</sup> αιώνα*, Athens 1996.
- *Ο ύστερος Μεσαιωνικός κόσμος, 11<sup>ος</sup> -16<sup>ος</sup> αι.*, ed. A. Savvides – N. Nikoloudes, Athens 2007.



BYZANTIUM IN THE 11TH CENTURY (1025-1081): THE SOURCES' TESTIMONIES

**COURSE OUTLINE**

**(1) GENERAL**

<b>SCHOOL</b>	<b>PHILOSOPHY</b>		
<b>ACADEMIC UNIT</b>	<b>HISTORY AND ARCHAEOLOGY</b>		
<b>LEVEL OF STUDIES</b>	<b>POSTGRADUATE PROGRAM OF BYZANTINE STUDIES</b>		
<b>COURSE CODE</b>	<b>BIS 218</b>	<b>SEMESTER</b>	<b>Winter</b>
<b>COURSE TITLE</b>	<b>BYZANTIUM IN THE 11<sup>th</sup> CENTURY (1025-1081): THE SOURCES' TESTIMONIES</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	15
<b>COURSE TYPE</b>	Special background		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek, English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	-		

**(2) LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>A seminar course in which, on the basis of assignments, the perception of the 11th-century crisis by contemporary or slightly later Byzantine writers is examined, and the main points of their criticism are identified. The testimonies of the historical sources of the period are examined in order to highlight the successful or unsuccessful choices made by the emperors from the death of Basil II to the accession of Alexios I Komnenos to the Byzantine imperial throne.</p> <p>After the successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>- study the sources comparatively in order to draw safe conclusions about the facts distinguish whether or not the sources' attitudes towards facts are critical and to draw conclusions about their credibility</li> <li>- assess the effectiveness of reforms in times of crisis.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Approach and critical interpretation of historical sources</li> <li>• Development of critical ability and combined thinking</li> <li>• Evaluation of historical evidence</li> <li>• Identification and critical approach to international literature</li> <li>• Development of interdisciplinarity</li> </ul>

### (3) SYLLABUS

- The governance of the empire during the reign of Basil II.
- Social changes after the reign of Basil II.
- The byzantine army in the 11<sup>th</sup> century.
- The University of Constantinople in the 11<sup>th</sup> century
- The interchanges between Byzantium and the other states.
- The Schism of 1054.
- Byzantium and the Normans in the 11<sup>th</sup> century.
- Byzantium and the Papacy in the 11<sup>th</sup> century.

Presentation and explanation of the seminar papers. Discussion on the methodology specific to each paper. In each session participants present the progress of their research, followed by a discussion and presentation of foreign language articles related to their work.

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

<b>DELIVERY</b>	Face-to-face, Distance learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Presentation with Power Point	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	12
	Analysis of the sources	6
	Study and analysis of bibliography	9
	Writing of the paper	12
	Course total	<b>39</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Assignment of presentations of primary sources or secondary bibliography. Assignment of a seminar paper, which is presented and discussed in public in the context of a Postgraduate students' workshop at the end of the semester or academic year.  Language of evaluation: Greek or English for Erasmus students	

### (5) ATTACHED BIBLIOGRAPHY

- Ademar of Chabannes: Ademari Cabannensis Chronicon, ed. P. Bourgain, R. Landes and G. Pons, CCCM 129, Brepols, 1999.
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- Ματθαίος Εδέσσης: Armenia and the Crusades in the Tenth to Twelfth Centuries: The Chronicle of Matthew of Edessa, trans. A. E. Dostourian (Lanham and London, 1993).
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- A. BAYER, Spaltung der Christenheit. Das Morgenländische Schisma von 1054 [Beihefte zum Archiv für Kulturgeschichte 53], Κολωνία 2002.
- F. BERNARD, The Beats of the pen: social contexts of reading and writing poetry in 11<sup>th</sup> Century Constantinople, PhD Thesis Ghent, 2010.
- G. S. BROWN, The Norman conquest of Southern Italy and Sicily, Jefferson, NC. 2003.
- A. BUCOSSÌ, A. CALIA (eds.), Contra Latinos et Adversus Graecos: The Separation between Rome and Constantinople from the Ninth to the Fifteenth Century, (Orientalia Lovaniensia Analecta 286, Bibliothèque de Byzantion 22, 2020.
- M. ΓΕΡΟΛΥΜΑΤΟΥ, Αγορές, έμποροι και εμπόριο στο Βυζάντιο (9<sup>ος</sup>-12<sup>ος</sup> αι.), [Εθνικό Ίδρυμα Ερευνών-Μονογραφίες 9], Αθήνα 2008.
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- D. KRALLIS, Michael Attaleiates and the politics of imperial decline in eleventh-century Byzantium, [Medieval and Renaissance Texts and Studies Volume 422/ Medieval Confluences Series Volume 2] ACMRS, Arizona, 2012.
- F. LAURITZEN, The depiction of character in the Chronographia of Michael Psellos: BYZANTIOS, Studies in Byzantine History and Civilisation, Brepols, 2013.
- S. PAPAIOANNOU, Michael Psellos on Friendship and Love: Erotic Discourse in Eleventh-Century Constantinople: Early Medieval Europe 19.1 (2011), 43-61.
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- . B. WOLF, Making History. The Normans and their historians in eleventh-century Italy, Pennsylvania, 1995

## BYZANTINE ARCHAEOLOGY AND ART

### TOPOGRAPHY OF BYZANTINE EPIRUS

#### COURSE OUTLINE

##### (1) GENERAL

<b>SCHOOL</b>	<b>Philosophy</b>		
<b>ACADEMIC UNIT</b>	<b>History and Archaeology</b>		
<b>LEVEL OF STUDIES</b>	<b>Postgraduate program in "Byzantine Studies"</b>		
<b>COURSE CODE</b>	<b>BAT111</b>	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	<b>Topography of Byzantine Epirus</b>		
<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	15
<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, specialised general knowledge, skills development		
<b>PREREQUISITE COURSES:</b>	no		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek, if foreign students are attending, also English, Italian		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	yes		
<b>COURSE WEBSITE (URL)</b>			

##### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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 proposes a combined, interdisciplinary approach to historical and artistic events in this area during the Middle Ages. Students will learn to know the Byzantine monuments of</p>

Epirus through the parallel examination of written and artistic sources. 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**

*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>  |

This seminary aims at the familiarization of the student with the events of the period, with the local monuments and specialistic bibliography. Developing of a critical approach to research data and material. The course strives as well at developing social, professional and ethical responsibility in the student.

**(3) SYLLABUS**

The course deals with the period going from the apparition of Christianity to the middle of the 15th century in Epirus. Particular emphasis will be given to the moment of artistic apogee in Nikopolis and Arta. In parallel with the main centers of artistic creation, isolated monuments (e.g. Glyki, Paramythia, Turkopalouko, Monodendri) will also be examined, as well as the relations between Epirus and the neighboring areas of Aitoloakarnania, Thessaly and Apulia. The aim of the course is a comprehensive presentation of the monuments of the region throughout the whole Byzantine period. Butrint, Nikopolis and Arta, with their rich architectural and artistic heritage, will be at the center of the teaching.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face learning
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of power point presentations

<p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>		
<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>
	<p>Lectures</p>	<p>39 hours</p>
	<p>non-directed study</p>	<p>86 hours</p>
<p>Course total</p>	<p>125 hours</p>	
<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>The course is delivered in the form of lectures. A visit to the Byzantine Museum of Ioannina and other medieval monuments of the city is in program. An educational excursion to Nikopolis or Butrint is also planned.</p>	
	<p>Public presentation of a written essay through power point presentation at the end of the semester.</p>	

## (5) ATTACHED BIBLIOGRAPHY

W. BOWDEN, *Epirus Vetus, the Archaeology of a Late Antique Province*, London 2003  
R. HODGES, W. BOWDEN, K. LAKO, *Byzantine Butrint, Excavations and Surveys (1994-1999)*, Oxford 2004  
M.P. RAYNAUD, A. ISLAMI, *Corpus of the Mosaics of Albania, vol. 1 Butrint intramuros*, Bordeaux 2018  
P. SOUSTAL, J. KODER, *Nikopolis und Kephallenia*, (Tabula Imperii Byzantini, 3), Wien 1981  
M. VEIKOU, *Byzantine Epirus. A Topography of Transformation. Settlements of the Seventh-Twelfth Centuries in Southern Epirus and Aetoloacarnania*, Leiden-Boston 2012  
M. ΑΧΕΙΜΑΣΤΟΥ-ΠΟΤΑΜΙΑΝΟΥ, *Η Βλαχέρνα της Άρτας: τοιχογραφίες*, Αθήνα 2009  
Π.Λ. ΒΟΚΟΤΟΠΟΥΛΟΣ, *Η μονή του αγίου Δημητρίου στο Φανάρι. Συμβολή στην μελέτη της αρχιτεκτονικής του Δεσποτάτου της Ηπείρου*, Αθήνα 2012  
Λ.Ι. ΒΡΑΝΟΥΣΗΣ, «Το Χρονικόν των Ιωαννίνων κατ'ανέκδοτον δημώδην επιτομήν», *Επετηρίς του Μεσαιωνικού Αρχείου* 12 (1962, αλλά 1965), 57-115  
Δ. ΓΙΑΝΝΟΥΛΗΣ, *Οι τοιχογραφίες των βυζαντινών μνημείων της Άρτας κατά την περίοδο του Δεσποτάτου της Ηπείρου*, Ιωάννινα 2010  
Β. ΠΑΠΑΔΟΠΟΥΛΟΥ, *Η βυζαντινή Άρτα και τα μνημεία της*, Αθήνα 2002

Β. ΠΑΠΑΔΟΠΟΥΛΟΥ (επιμ.), *Το κάστρο των Ιωαννίνων*, Ιωάννινα 2009  
Κ. ΤΣΟΥΡΗΣ, *Ο κεραμοπλαστικός διάκοσμος των υστεροβυζαντινών μνημείων της Βορειοδυτικής Ελλάδος*, Καβάλα 1988  
Ε. ΧΡΥΣΟΣ (επιμ.), *Πρακτικά Διεθνούς Συμποσίου για το Δεσποτάτο της Ηπείρου* (Άρτα, 27/31 Μαΐου 1990), Αθήνα 1992

## BYZANTINE ILLUMINATED MANUSCRIPTS

### COURSE OUTLINE

#### (1) GENERAL

<b>SCHOOL</b>	<b>Philosophy</b>		
<b>ACADEMIC UNIT</b>	<b>History and Archaeology</b>		
<b>LEVEL OF STUDIES</b>	<b>Postgraduate program in "Byzantine Studies"</b>		
<b>COURSE CODE</b>	<b>BAT 102</b>	<b>SEMESTER</b>	<b>Winter</b>
<b>COURSE TITLE</b>	<b>Byzantine Illuminated Manuscripts</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	15	
<b>COURSE TYPE</b>	special background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Also available for Erasmus+ students		
<b>COURSE WEBSITE (URL)</b>	-		

#### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
Introduction to illuminated manuscripts of Late Antiquity, the Early Christian period and the Byzantine period, knowledge of hypotheses on the possible illustration of manuscripts in Antiquity, illustration of the roll and codex, comparison between monumental art and illuminated manuscripts.
<b>General Competences</b>
Development of critical thinking, comparative thought and artistic comprehension. Knowledge of the aesthetics of the Medieval Age in the East, development of ability to use and interpret sources referring to Byzantine art, independent study on the subject of byzantine illuminated manuscripts, use of new technologies in the field of Byzantine Art.

#### (3) SYLLABUS



The manuscript in Antiquity and the Medieval period: materials, form, composition, scripture, conditions of authorship (creators – orderers). Illumination of manuscripts in Antiquity, evolution from the roll to the codex. Decoration of manuscripts in Byzantium: types, subjects. Iconography in the more common religious-liturgical books: gospel, lectionary, psalter, homilies. The Macedonian Renaissance (Photius, Constantine the 7<sup>th</sup> Porphyrogenetus). Presentation of lay and religious manuscripts from the Late Antique, Early Christian, Middle and Late byzantine periods.

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

<b>DELIVERY</b>	In person lectures	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<b>Extensive use of power point</b>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Independent study	20
	Essays	19
	Course total	<b>39 hours</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Presentation of the students' paper in Greek.</p> <p>For students participating in the Erasmus+ program papers written in English, German and French.</p>	

#### (5) ATTACHED BIBLIOGRAPHY

ΓΑΛΑΒΑΡΗΣ Γ., *Ελληνική Τέχνη. Ζωγραφική Βυζαντινών Χειρογράφων*, Αθήνα 2006.

WEITZMANN Κ., *Late Antique and Early Christian Book Illumination*, Νέα Υόρκη 1977.

WEITZMANN Κ., *Ancient Book Illumination*, Κέιμπριτζ (Μασαχ.) 1959.

WEITZMANN Κ., *Illustrations in Roll and Codex. A Study of the Origin and Method of Text Illustrations*, Πρίνστον 1970<sup>2</sup>.

ΓΑΛΑΒΑΡΗΣ Γ., *Το βυζαντινό εικονογραφημένο χειρόγραφο, προσφορά του καλλιτέχνη στο Θεό*, Αθήνα 1994.

BELTING H., *Das illuminierte Buch in der spätbyzantinischen Gesellschaft*, Χαϊδελβέργη 1970.

CUTLER A., A., *The Aristocratic Psalters in Byzantium*, Παρίσι 1984.

CORRIGAN Κ., *Visual polemics in the ninth-century byzantine Psalters*, Κέιμπριτζ – Νέα Υόρκη 1992

- GALAVARIS G., *The Illustration of the Prefaces in Byzantine Gospels*, Βιέννη 1979.
- GRABAR A., *Les manuscrits grecs enluminés de provenance italienne (IXe – XI siècle)*, Παρίσι 1972.
- HUNGER H., *Schreiben und Lesen in Byzanz. Die byzantinische Buchkultur*, Μόναχο 1989.
- NELSON R.S., *The Iconography and Preface and Miniature in the Byzantine Gospel Book*, Νέα Υόρκη 1980.
- WEITZMANN K., *Greek Mythology in Byzantine Art*, Πρίνστον 1984<sup>2</sup>.
- DŽUROVA A., *La miniatura bizantina. I manoscritti miniati e la loro diffusione*, Μιλάνο 2001.
- B. GERSTINGER, *Die Wieber Genesis im Rahmen der antiken Buchmalerei*, Βισμπάντεν 2003
- DŽUROVA A., *La miniatura bizantina. I manoscritti miniati e la loro diffusione*, Μιλάνο 2001 (και Γερμανικά)..
- H. MACHAVARIANI, *Georgian Manuscripts*, Τιφλίδα 1970
- E. KORKHMAZIAN, κ. ά., *La miniature arménienne XIIIe – XIVE siècles. Collection du Maténadaran, Erévan*, Λένινγκραντ 1984

MONUMENTAL TOPOGRAPHY OF BYZANTINE THESSALONIKI

**COURSE OUTLINE**

**(1) GENERAL**

<b>SCHOOL</b>	Philosophy		
<b>DEPARTMENT</b>	History and Archaeology		
<b>LEVEL OF STUDIES</b>	Postgraduate Program of Byzantine Studies		
<b>COURSE CODE</b>	BAT 107	<b>SEMESTER</b>	Winter
<b>COURSE TITLE</b>	Monumental Topography of Byzantine Thessaloniki		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	15
<b>COURSE TYPE</b>	special background		
<b>PREREQUISITE COURSES:</b>	no		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek.		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

**(2) LEARNING OUTCOMES**

<b>Learning outcomes</b>
The objective of the course is to bring students into a deep contact with the monuments of Thessaloniki dated from the Early Christian period to the Ottoman conquest of the city. Students are expected to broaden their knowledge of Byzantine art through the study of the architecture, sculpture, and painted decoration of the monuments of the city.
<b>General Competences</b>
Development of critical thinking, comparative thought and artistic comprehension. Knowledge of the aesthetics of the Late Antique, Early Christian and Medieval Age in the

East, development of ability to use and interpret sources referring to Byzantine art, use of new technologies in the field of Byzantine Art.

### (3) SYLLABUS

The subject under examination is the architecture, sculpture, and painted art of Thessaloniki, from the Early Christian period to the Ottoman conquest of the city in 1430. The study of funerary art, a fundamental element of the city's history, is connected with references to the art of the catacombs of Rome, in the cases where the surviving monuments allow such a comparison. The most emblematic monuments of the Early Christian, Middle, and Late Byzantine periods, including the city walls, are given a thorough examination. Regarding the Late period, particular emphasis is given to the analysis of the so-called "Thessaloniki school", and its connection with other "art schools" of the empire and regions influenced by its art.

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

<b>TEACHING METHOD.</b>	In person lectures, presentation of students' assignments	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Extensive use of PowerPoint	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Independent study	20
	Optional assignment completion	19
	Course total	<b>39 hours</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Presentation of course assignment, written essay	

### (5) ATTACHED BIBLIOGRAPHY

- E. Μαρκή, *Η νεκρόπολη της Θεσσαλονίκης στους υστερωμαϊκούς και παλαιοχριστιανικούς χρόνους. Μέσα του 3<sup>ου</sup> έως μέσα του 8<sup>ου</sup> αιώνα*, Athens 2006.
- A. Ξυγγόπουλος, *Συμβολαί εις την τοπογραφίαν τῆς βυζαντινῆς Θεσσαλονίκης*, Athens 1949.
- Χρ. Μαυροπούλου-Τσιούμη, *Βυζαντινή Θεσσαλονίκη*, Thessaloniki 1980.
- E. Κουρκουτίδου-Νικολαΐδου – Α. Τούρτα, *Περίπατοι στη βυζαντινή Θεσσαλονίκη*, Athens 1997 (also in English and German).
- M. I. Καζαμία-Τσέρνου, *Μνημειακή Τοπογραφία της Χριστιανικής Θεσσαλονίκης. Οι ναοί 4<sup>ου</sup>-8<sup>ου</sup> αι.*, Thessaloniki 2009.
- E. Κουρκουτίδου-Νικολαΐδου – Χρ. Μαυροπούλου-Τσιούμη – Χ. Μπακιρτζής, *Ψηφιδωτά της Θεσσαλονίκης 4<sup>ου</sup>-14<sup>ου</sup> αιώνας*, Athens 2012.

## SPRING SEMESTER

### BYZANTINE HISTORY

#### BYZANTINE AND POST-BYZANTINE INSCRIPTIONS OF EPIRUS

##### COURSE OUTLINE

###### (1) GENERAL

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

###### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
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
<b>General Competences</b>
<ul style="list-style-type: none"><li>• Development of critical skills and historical and archaeological thinking,</li><li>• developing the ability to use and interpret inscriptions,</li><li>• autonomous search and research in the subject of Byzantine and Post-Byzantine Epigraphy</li><li>• adaptation and use of new technologies in the field of medieval studies (databases etc), autonomous use of bibliography</li></ul>

###### (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

<b>DELIVERY</b>	Face to face (in the classroom)	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT (Power Point) in teaching	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	12
	Study and analysis of historical texts	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	<b>39</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	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

- M. ACHEIMASTOU-POTAMIANOU, Η μονή των Φιλανθρωπινών και η πρώτη φάση της μεταβυζαντινής ζωγραφικής. Athens 1983.
- P. ARABANTINOS, Περιγραφή τῆς Ἡπείρου εἰς μέρη τρία. I-III. Ioannina 1984.
- C. ASDRACHA, Les foires en Épire médiévale. La fonction justificative de la memoire historique. JÖB 32 (1982) 437-448.
- ATHENAGORAS. Νεὸς Κουβαρᾶς ἦτοι χρονικὰ σημεῖωματα ἀναφερόμενα εἰς τὴν πόλιν ἰδίᾳ τῶν Ἰωαννίνων, εἰς μονὰς αὐτῆς καὶ τὰς ἐπαρχίας αὐτῆς. HX 4 (1929) 1-54.
- G. A. BANTZIOS, Ζαγόρι. Η Δωδώνη. Μεγάλη Πανηπειρωτική Ἐγκυκλοπαίδεια 10 (1959-60) 305-320.
- L. BASILEIADES, Ἡ ἀρχιεπισκοπὴ Πωγωνιανῆς καὶ ἡ σταυροπηγιακὴ Μονὴ Μολυβδοσκεπάστου (Ἱστορικαὶ σημεῖωσεις). Ἡπειρωτικὸς Ἀστὴρ, Ἡμερολόγιον εἰκονογραφημένον τοῦ βισέκτου ἔτους 1904 I(1904) 180-183.
- G. BELENES, Χρονολογικὰ συστήματα σε ἐπιγραφές καὶ χειρόγραφα Βυζαντινῶν καὶ Μεταβυζαντινῶν χρόνων. Πρακτικὰ του 5<sup>ου</sup> Διεθνoῦς Συμποσίου Ἑλληνικῆς Παλαιογραφίας (Δράμα, 21-27 Σεπτεμβρίου 2003) (eds. B. ATSALOS – N. TSIRONE). Athens 2008 II 659-679.
- L. BRANOUSES, Ἡ ἐν Ἡπείρῳ Μονὴ Σωσίνου. Ἐπετηρὶς τοῦ Μεσαιωνικοῦ Ἀρχείου τῆς Ἀκαδημίας Ἀθηνῶν 6 (1956) 72-129.
- M. CHATZIDAKES, Ἑλληνας ζωγράφος μετὰ τὴν ἄλωση (1450-1830) I. Athens 1987.
- M. CHATZIDAKES – E. DRAKOPOULOU, Ἑλληνας ζωγράφος μετὰ τὴν ἄλωση (1450-1830) II. Athens 1997.
- I. CHOULIARAS, Η εντοίχια θρησκευτικὴ ζωγραφικὴ του 16ου καὶ 17ου αἰῶνα στο Δυτικὸ Ζαγόρι. Athens 2009.
- M. GARIDES, Μεταβυζαντινὴ ζωγραφικὴ (1450-1600). Η εντοίχια ζωγραφικὴ μετὰ τὴν πτῶση του Βυζαντίου στον ὀρθόδοξο κόσμον καὶ στις χώρες ὑπὸ ξένη κυριαρχία. Athens 2007.
- K. THESPROTOU – A. PSALIDA, Γεωγραφία Ἀλβανίας καὶ Ἡπείρου. Ἐξ ἀνέκδοτου χειρογράφου τοῦ Κοσμά Θεσπρωτοῦ μὲ τοπογραφικὰ σχεδιογραφῆματα καὶ γεωγραφικοὺς χάρτας τοῦ ἴδιου, (ed. A. PAPACHARISES). Ioannina 1964.

- 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.
- D. RAIOS, *Ειδήσεις για τη μονή Βουτσάς. Το μοναχολόγιο του ηγουμένου Αγαθάγγελου και άλλες σημειώσεις κατά μεταγραφή Λέανδρου Βρανούση. Epeirotika Grammata* 13 (2008) 91-114.
- D. RAIOS, *Ειδήσεις για τη μονή Βουτσάς Β' "Δίπτυχα της ιεράς και βασιλικής μονής Παναγίας Πωγωνιωτίσσης Βουτσάς". Νεότερα στοιχεία για το μοναχολόγιο της. Βελλά. Επιστημονική επετηρίδα* 5 (2009) 449-520.
- D. RAIOS, *Τοπωνυμικά Ι. Dodone: Φιλολογία* 19 (1990) 221-265.
- D. RAIOS, *Χειρόγραφα και "σκιές" χειρογράφων από το Ανατολικό Ζαγόρι. Ioannina* 2006.
- A. RHOBY, *Byzantinische Epigramme in inschriftlicher Überlieferung. Band 1: Byzantinische Epigramme auf Fresken und Mosaiken. (Veröffentlichungen zur Byzanzforschung 15)* Vienna 2009.
- A. RHOBY, *Byzantinische Epigramme in inschriftlicher Überlieferung. Band 2: Byzantinische Epigramme auf Ikonen und Objekten der Kleinkunst. Nebst Addenda zu Band 1 „Byzantinische Epigramme auf Fresken und Mosaiken (Veröffentlichungen zur Byzanzforschung 23)* Vienna 2010.
- CH. STAVRAKOS, *The 16th Century Donor Inscriptions in the Monastery of the Dormition of the Virgin (Theotokos Molybdoskepastos). The Legend of the Emperor Constantine IV. as Founder of Monasteries in Epirus. Wiesbaden* 2014

## BYZANTIUM AND THE WEST IN THE 10TH CENTURY

### COURSE OUTLINE

#### (1) GENERAL

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

#### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<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"> <li>-to describe events and political developments in Byzantium and the West in the 10th century.</li> <li>-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.</li> <li>- to examine the competitive relations between Byzantium and the West in other periods of medieval history.</li> <li>- to explain the factors that contributed to the formation of the relations between Byzantium and the West.</li> <li>-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.</li> </ul> <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>
<b>General Competences</b>



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

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

### (5) ATTACHED BIBLIOGRAPHY

Σ. Β. ΚΑΡΑΓΕΩΡΓΟΣ, Η Αγία Ρωμαϊκή Αυτοκρατορία, Ιστορικές εκδόσεις Στέφανος Βασιλόπουλος, Αθήνα 1987.  
 C. DAVIS, Ιστορία της Μεσαιωνικής Δύσης, Από τον Μέγα Κωνσταντίνο στον Άγιο Λουδοβίκο, εκδ. Κριτική, Αθήνα 2013  
 Ζ. Τσιρπανλής, Η Μεσαιωνική Δύση (9ος -15ος αι.), εκδ. Βάνιας, Θεσσαλονίκη 2004.  
 C. MORRIS, The Papal Monarchy. The Western Church from 1050 to 1250, Oxford 1989.  
 A. GRABOWSKI, The construction of Ottonian Kingship. Narratives and Myth in Tenth-Century Germany, Amsterdam 2018.  
 S. MACLEAN, Ottonian Queenship, Oxford 2017.  
 The New Cambridge Medieval History, Volume III, c. 900-c. 1024, Cambridge 2008.

WAR CONFLICTS AND MILITARY MOVEMENTS IN BYZANTIUM: MIDDLE AND LATE PERIOD

**COURSE OUTLINE**

**(1) GENERAL**

<b>SCHOOL</b>	<b>PHILOSOPHY</b>		
<b>ACADEMIC UNIT</b>	<b>HISTORY AND ARCHAEOLOGY</b>		
<b>LEVEL OF STUDIES</b>	<b>POSTGRADUATE PROGRAM OF "BYZANTINE STUDIES"</b>		
<b>COURSE CODE</b>	<b>BIS 210</b>	<b>SEMESTER</b>	<b>Spring</b>
<b>COURSE TITLE</b>	<b>WAR CONFLICTS AND MILITARY MOVEMENTS IN BYZANTIUM: MIDDLE AND LATE PERIOD</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	15
<b>COURSE TYPE</b>	Specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	-		

**(2) LEARNING OUTCOMES**

<b>Learning outcomes</b>
<p>The course focuses on discussing the concept and practice of war in Byzantium during the middle era (7<sup>th</sup>-15<sup>th</sup> cent.).</p> <p>After the end of the seminar the students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the Byzantine strategy and the value of diplomacy</li> <li>• Realize the concept of "war" ideology</li> <li>• Know the war practices, the armed forces and the art of war in Byzantium</li> <li>• Analyze several significant military events</li> <li>• Become aware of the social impact of war</li> <li>• Process specific issues of war, such as fortifications, military technology, etc.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Analysis of historical sources</li> <li>• Capacity building such as criticism and historical thinking</li> <li>• Use of the material evidence related to war</li> <li>• Processing of the international bibliography</li> <li>• Studying of specific war issues, such as topography, fortifications, etc.</li> <li>• Production of new research ideas</li> <li>• Familiarity with the research methods of military history</li> <li>• Resolving research problems</li> <li>• Evaluating interdisciplinarity</li> </ul>

### (3) SYLLABUS

The course is structured around the following axes: A. Presentation of the theory and ideology of war in Byzantium - Analysis of the Byzantine art of war, B. Assignments on specific issues, such as battles, military technology, military manuals, riots, etc. – Solving methodological problems , C. Presentation of the written essays

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

<b>DELIVERY</b>	Face to face (in the classroom)	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT (Power Point) in teaching	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	12
	Study and analysis of historical texts	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	<b>39</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	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

- Birkenmeier J., *The development of the Komnenian Army, 1081-1180*, Leiden-Boston-Köln 2002.
- Christides V., «Naval history and naval technology in Medieval times. The need for interdisciplinary studies», *Byzantion* 58 (1988), 309-332.
- Contamine P., *War in the Middle Ages*, Oxford 1986.
- Haldon J., *Warfare, State and Society in the Byzantine world, 565-1204*, London 1999.
- Kaegi W. , *Army, Society and Religion in Byzantium*. London, VR, 1982.
- Kaegi W., *Some Thoughts on Byzantine Military Strategy*, Brookline, Mass.: Hellenic College Press, 1983.
- Kolia-Dermitzaki A., *Ο Βυζαντινός «ιερός πόλεμος». Η έννοια και η προβολή του θρησκευτικού πολέμου στο Βυζάντιο*, Athens 1991.
- Kolias T.G., *Byzantinische Waffen. Ein Beitrag zur byzantinischen Waffenkunde von den Anfängen bis zur lateinischen Eroberung* [Byzantina Vindobonesia 17], Wien 1988.
- Koutrakou N., "Diplomacy and espionage: their role in byzantine foreign relations, 8th - 10th centuries", in: J. Haldon (ed.), *Byzantine Warfare*, Aldershot 2007, 529-548.
- Luttwak E.N., *The Grand Strategy of the Byzantine Empire*, Cambridge-Massachusetts-London 2009.
- Nicolle D.C., *Arms and Armour of the Crusading Era: 1050-1350*, vol. A' -B' , N. York 1988.
- Papatotiriou Ch. , *Βυζαντινή υψηλή στρατηγική 6ος-11ος αιώνας*, Athens 2000.
- Parry V.J. - Yapp M.E. (εκδ.), *War, technology and society in the Middle East*, London, N. York, Toronto 1975.

- Patoura S., *Οι αιχμάλωτοι ως παράγοντες επικοινωνίας και πληροφόρησης (4ος – 10ος αι.)*, Athens 1994.
- Savvides A., *Βυζαντινά στασιαστικά και αυτονομιστικά κινήματα στα Δωδεκάνησα και στη Μ. Ασία, 1189-1240 μ.Χ. Συμβολή στη μελέτη της υστεροβυζαντινής προσωπογραφίας και τοπογραφίας την εποχή των Αγγέλων, των Λασκαρίδων της Νίκαιας και των Μεγαλοκομνηνών του Πόντου*, Athens 1987.
- Synkellou E., *Ο πόλεμος στον δυτικό ελλαδικό χώρο κατά τον ύστερο Μεσαίωνα (13ος-15ος αι.)*, Athens 2008.
- *Το Εμπόλεμο Βυζάντιο (9ος – 12ος αι.)*, ed. C. Tsiknakis, Athens 1997.

## BYZANTINE ARCHAEOLOGY AND ART

## BYZANTINE NUMISMATICS AND SIGILLOGRAPHY

### COURSE OUTLINE

#### (1) GENERAL

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

#### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
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
<b>General Competences</b>
<ul style="list-style-type: none"><li>• Development of critical skills and historical and archaeological thinking,</li><li>• developing the ability to use and interpret sealing and monetary sources,</li><li>• autonomous search and research in the subject of Byzantine Sealing and Numismatics,</li><li>• adaptation and use of new technologies in the field of medieval studies (Seals and Numismatics), autonomous use of bibliography</li></ul>

#### (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

<b>DELIVERY</b>	Face to face (in the classroom)	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT (Power Point) in teaching	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	12
	Study and analysis of historical texts	6
	Study and analysis of bibliography	9
	Essay writing	12
	Course total	<b>39</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	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><b>Byzantine Sigillography</b></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>
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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.

V. S. ŠANDROVSKAJA – W. SEIBT, Byzantinische Bleisiegel der staatlichen Eremitage mit Familiennamen. 1. Teil. Sammlung Lichačev – Namen A bis I. Βιέννη 2005.

W. SEIBT, Die Darstellung der Theotokos auf byzantinischen Bleisiegeln, besonders im 11. Jahrhundert. SBS 1 (1987) 35 – 56

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.

D. TSOUGARAKIS, Εισαγωγή στη βυζαντινή Σφραγιδογραφία. Αθήνα 1999

A.– K. WASSILIOU-SEIBT, Corpus der byzantinischen Siegel mit metrischen Legenden. Teil 1. Einleitung, Siegellegenden von Alpha bis inklusive My. W(iener) B(yzantinistische) S(tudien)28/1. Βιέννη 2011.

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

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

### **Byzantine Numismatics**

P. GRIERSON, Byzantine Coinage, Ουάσινγκτον DC 1999 (DO handbook)

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

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

C. MORRISSON, "Money," in Economic History of Byzantium (EHB), A. E. Laiou ed., Ουάσινγκτον

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

C. MORRISSON "The Sixth Century," ibidem, ch. 16, on <http://www.doaks/EHB.html>

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

## THE BYZANTINE MONUMENTS OF ITALY

### COURSE OUTLINE

#### (1) GENERAL

<b>SCHOOL</b>	<b>Philosophy</b>		
<b>ACADEMIC UNIT</b>	<b>History and Archaeology</b>		
<b>LEVEL OF STUDIES</b>	<b>Postgraduate program in "Byzantine Studies"</b>		
<b>COURSE CODE</b>	<b>BAT</b>	<b>SEMESTER</b>	<b>Spring</b>
<b>COURSE TITLE</b>	<b>The Byzantine Monuments of Italy</b>		
<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	15	
<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, specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	no		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek, if foreign students are attending, also English, Italian		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	yes		
<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 examines the Byzantine artistic heritage in Italy and its reception. 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.</p>
<p><b>General Competences</b></p> <p><i>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></p>



<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>Production of new research ideas</i>	<i>Others...</i>
	.....

The course aims through an interdisciplinary approach at the recognition and collection of information on Byzantine monumental and artistic remains in Italy. It aims at the familiarization of the student with works of art and specialistic bibliography and at developing a critical approach to this material. Project planning and management. Showing social, professional and ethical responsibility.

**(3) SYLLABUS**

The course offers an overview of the fortunes of Byzantine presence in Italy through the study of both material remains and Byzantine cultural tradition in situ. Monuments in great art cities such as Rome, Ravenna, Venice, and Palermo as well as in the less well-known areas of irradiation of the Italian- Byzantine culture will take central place in the readings. Particular attention will be dedicated as well to the artistic relations between the Italian peninsula and Byzantium in the years from the definitive abandonment of the last Byzantine strongholds in Italy in the eleventh century to the beginnings of European Humanism. The first collections of Byzantine works of art were created in Italian artistic centers from the 15<sup>th</sup> century onward and the story of their reception and appropriation in the West will also constitute a topic of discussion.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of power point presentations. If viable, a study trip to the Byzantine monuments of Sicily, Rome or Venice will be organized.	
<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>  <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>	<b>Activity</b>	<b>Semester workload</b>
	lectures	39 hours
	non-directed study	86 hours
	Course total	125 hours

<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><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>Written essay and public presentation of it through power point at the end of the semester.</p>
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### **(5) ATTACHED BIBLIOGRAPHY**

Andaloro M. – Bordi G. – Morganti G. (επιμ.), Santa Maria Antiqua tra Roma e Bisanzio, (17 marzo – 11 settembre 2018), Milano 2016

Andaloro S. – Romano M. (επιμ.), La Pittura Medievale a Roma. L'orizzonte tardoantico e le nuove immagini 312-468. Corpus. Volume I, Roma 2006

Bonfioli M., Bisanzio e l'Italia, (Milion 6) Roma 2002

Cavallo G. – Von Falkenhausen V. – Farioli Campanati R., I Bizantini in Italia, Milano 1982

Demus O., Kloos R.M., Weitzmann K., The Mosaics of San Marco in Venice, Washington D.C., 1984

Gasbarri G., Riscoprire Bisanzio: Lo Studio Dell'arte Bizantina a Roma E in Italia Tra Ottocento E Novecento, Bari 2015

Mauskopf Deliyannis D., Ravenna in Late Antiquity, Cambridge 2014

Moretti S., Roma bizantina, (Milion 10) Roma 2010

Poeschke J. - Argenton B. (επιμ.), I mosaici in Italia dal 300 al 1300, Udine 2010

## MA THESIS

### COURSE OUTLINE

#### (1) GENERAL

<b>SCHOOL</b>	<b>PHILOSOPHY</b>		
<b>ACADEMIC UNIT</b>	<b>HISTORY AND ARCHAEOLOGY</b>		
<b>LEVEL OF STUDIES</b>	<b>POSTGRADUATE PROGRAM OF BYZANTINE STUDIES</b>		
<b>COURSE CODE</b>	<b>DE101</b>	<b>SEMESTER</b>	<b>D</b>
<b>COURSE TITLE</b>	<b>MA THESIS</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
			30
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	The writing language of the thesis can be Greek, or different from Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	-		

#### (2) LEARNING OUTCOMES

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

#### (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**

<b>DELIVERY</b>	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.
<b>STUDENT PERFORMANCE EVALUATION</b>	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.