

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

**ACADEMIC YEAR 2024-2025**  
**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>ΒΙΣ 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, 2, Βερολίνο 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. HÜBNER, 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 Ο. 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).

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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- Fine, J.V.A. Jr., *The Late Medieval Balkans. A critical survey from the twelfth century to the Ottoman Conquest*, Michigan 1997.
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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<sup>ος</sup>-15<sup>ος</sup> 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<sup>ος</sup> –μέσα 14<sup>ου</sup> αι.*, Thessaloniki 1998.
- Savvides A., *Σελίδες από τη βαλκανική αντίδραση στην οθωμανική επέκταση κατά τον 14ο και 15ο αι. Ουγγλίας – Ουνιάδης – 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<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.



## THE CRUSADES OF THE 12TH 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 109</b>	<b>SEMESTER</b>	<b>Winter</b>
<b>COURSE TITLE</b>	<b>THE CRUSADES OF THE 12th 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 the survival efforts of the Crusader states in the East after the First Crusade, amidst the aggressive Seljuk emirates of Asia Minor, the Fatimids of Egypt, and other Muslim rulers that surrounded them. They also analyze the relations of their ambitious rulers with the emperor of Constantinople after the failed crusades of 1100. With the use of Byzantine, Western, Arabic, Armenian and other sources, the students investigate the relations between Byzantium and the West in the Second and the Third Crusade, along with the relations of the Frankish rulers to each other and the role of the papacy.</p> <p>After the successful completion of the course the students will be able to:</p> <ul style="list-style-type: none"> <li>- evaluate the crusader states' role in the transformation of the status of the byzantine empire in the eastern Mediterranean</li> <li>- evaluate the role of the papacy in the consolidation of the crusade movement given its claims upon the churches of the East.</li> <li>- evaluate the role of the Italian maritime cities and the Military Orders in the developments in the eastern Mediterranean.</li> <li>- evaluate the interaction of developments in the East and the West during the medieval period.</li> <li>- evaluate the different development of Church and State in the East and the West and draw conclusions even about its contemporary reality in relation to other European countries.</li> <li>- distinguish the role of the perspective of each author in the depiction of his contemporary reality, through the comparative study of the sources.</li> <li>- Finally, due to the course the student becomes familiar with the bibliographic research and the writing of an essay with respect to the subject to be studied.</li> </ul>

## 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 Crusader states in Syria and Palestine.
- The Crusades of 1101.
- The Italian maritime cities in the Holy Land after the First Crusade.
- Bohemond's attack on the byzantine empire (1107) and the Treaty of Devol
- Baldwin I of Jerusalem and Byzantium.
- The Military Orders
- John II Komnenos and Antioch
- Bernard of Clairvaux and the preaching of the second crusade
- The Second Crusade and its development
- The Crusader Castles
- The Third Crusade and its development
- The growing hostility between Byzantine and the Franks as a result of the passage of the crusader troops through Byzantine lands.
- Study of selected excerpts from the sources.

### (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	10 hours
	Total	<b>39</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Essay, Public presentation	

## (5) ATTACHED BIBLIOGRAPHY

- S. RUNCIMAN, Η ιστορία των σταυροφοριών. Το βασίλειο της Ιερουσαλήμ και η φραγκική Ανατολή, 1100-1187, Εκδ. Γκοβόστη, Αθήνα, 2006.
- Χ. ΤΖΟΝΑΘΑΝ, Το Βυζάντιο και οι Σταυροφορίες, εκδ. Ωκεανίδα, Αθήνα 2003.
- M. BALARD, The Papacy and the crusades. Proceedings of the VIIth Conference of the Society for the Study of the Crusades and the Latin East: Crusades-Subsidia 3, New York 2011.
- M. BARBER, The Military Orders. Fighting for the Faith and Caring for the Sick, Routledge, New York 1994.
- A. J. BOAS, The Crusader World, Routledge, New York 2016.
- M. M. BOM, Women in the Military Orders of the Crusades, Palgrave, Macmillan, New York, 2013.
- M. BULL, Eyewitness and Crusade Narrative. Perception and Narration in Accounts of the Second, Third and Fourth Crusades, New York 2018.
- C. MORRIS, The Papal Monarchy. The Western Church from 1050 to 1250, Oxford, 1989.
- G. CONSTABLE, Crusaders and Crusading in the Twelfth Century, New York 2008.
- M. FAVREAU-LILIE, Die Italiener im Heiligen Land vom ersten Kreuzzug bis zum Tode Heinrichs von Champagne (1098-1197), Amsterdam 1989.
- N. HOUSLEY, Knighthoods of Christ. Essays on the History of the Crusades and the Knights Templar, Presented to Malcolm Barber, Aldershot, England, 2007.
- R. J. LILIE, Byzantium and the Crusader States, 1096-1204, POIKILA BYZANTINA, Oxford 1993.
- N. MORTON, The Medieval Military Orders, 1120-1314, Routledge, New York, 2013.
- J. PHILLIPS, The Second Crusade. Extending the Frontiers of Christendom, Hampshire, 2007.

THE SLAVIC TRIBAL UNIONS IN CENTRAL AND EASTERN EUROPE (7TH-10TH C.)

**COURSE OUTLINE**

**(6) GENERAL**

<b>SCHOOL</b>	<b>Philosophy</b>		
<b>ACADEMIC UNIT</b>	<b>Department of History and Archaeology</b>		
<b>LEVEL OF STUDIES</b>	<b>Postgraduate</b>		
<b>COURSE CODE</b>	<b>BIΣ 111</b>	<b>SEMESTER</b>	<b>Winter</b>
<b>COURSE TITLE</b>	<b>The Slavic Tribal Unions in Central and Eastern Europe (7th-10th c.)</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 (SEMINAR)		
<b>PREREQUISITE COURSES:</b>	Success to the exams of the courses: <i>Introduction to Byzantine History</i> and <i>Introduction to Balkan Studies</i> , as well as to the course of the IV Semester <i>Introduction to the History of the Steppe Peoples: Origins, Society and Policy, Migrations and Transformations (5th-15th c.)</i> with degree at least 7.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (IN GREEK)		
<b>COURSE WEBSITE (URL)</b>			

**(7) 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 seminar aims to present and analyze Slavic tribal associations in Central and Eastern Europe (7th-10th C.). Upon successful completion of the course, the student will be able</p>
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to:

- Knows the conditions of formation of Slavic tribal associations
- Delve into the internal processes and the external influences associated with them
- Analyzes information about genders, institutions, material culture, etc. the Slavic tribal associations
- Understand the structures and formation of social classes in Slavic tribal associations
- Elaborates on specific topics related to the history and culture of the medieval Slavic world

### 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>

- Analysis of historical sources and archaeological evidence while addressing research issues
- Development of critical capacity and historical thinking
- International bibliography processing
- Deepening knowledge about the medieval Slavic World and its surroundings
- Generation of new research ideas
- Acquisition of experience and the necessary supplies for the preparation of an autonomous seminar work

## (8) SYLLABUS

Since the 7th century, but more intensively during the next three, the development of tribal unions (*chiefdoms* with central power) is observed in the area of Central and Eastern Europe, which, in an advanced form and after wider unions, created the medieval Slavic states. The period of tribal unions (or pre-state) is the intermediate stage in the historical and cultural development of the Slavs in the Middle Ages, between migration (where warlords/"big men" rule over smaller tribes) and the establishment of states (Kingdoms, Duchies, etc.). From the finds' point of view, the main feature is the creation of fortified centers, usually with settlement within them, which were also local centers of power. Some, however, were rather a meeting place or shelters. In some cases, scholars assume the identification of the territory of a tribal union with a culture (e.g. Tornow, Feldberg, Menkendorf) and assigned a corresponding name to the types of forts. At the same time, certain large trade centers are developed on the shores of the Baltic Sea, bringing the Slavs in contact with their surroundings. The Seminar takes an interdisciplinary approach to the new political, social and economic conditions prevailing in tribal unions (emergence of central power, skilled labour, etc.), their reflection on material culture, the development of forts, influences from neighbouring cultures, etc. Examining the relevant sources also (e.g. *Constantine VII Porphyrogenitus*, *Bavarian Geographer*, *Annales Regni Francorum*, *Russian Primary Chronicle/Chronicle of Nestor*) the names and other characteristics of these unions as well as the titles they occur for the Slavic rulers of this period are distinguished. During the Seminar, the progress of the students' essays will be monitored (methodology, bibliography, footnotes, etc.).

Examination method: compulsory seminar essays, which students present orally and submit in writing.

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

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	With natural presence																								
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Yes, when required																								
<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>	<table border="1"> <thead> <tr> <th data-bbox="692 694 1031 730"><b>Activity</b></th> <th data-bbox="1032 694 1361 730"><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="692 732 1031 763">Lectures</td> <td data-bbox="1032 732 1361 763">10</td> </tr> <tr> <td data-bbox="692 766 1031 797">Analysis of sources</td> <td data-bbox="1032 766 1361 797">35</td> </tr> <tr> <td data-bbox="692 799 1031 862">Study and Analysis of Literature</td> <td data-bbox="1032 799 1361 862">20</td> </tr> <tr> <td data-bbox="692 864 1031 927">Composition of the written work</td> <td data-bbox="1032 864 1361 927">60</td> </tr> <tr> <td data-bbox="692 929 1031 960"></td> <td data-bbox="1032 929 1361 960"></td> </tr> <tr> <td data-bbox="692 963 1031 994"></td> <td data-bbox="1032 963 1361 994"></td> </tr> <tr> <td data-bbox="692 996 1031 1028"></td> <td data-bbox="1032 996 1361 1028"></td> </tr> <tr> <td data-bbox="692 1030 1031 1061"></td> <td data-bbox="1032 1030 1361 1061"></td> </tr> <tr> <td data-bbox="692 1064 1031 1095"></td> <td data-bbox="1032 1064 1361 1095"></td> </tr> <tr> <td data-bbox="692 1097 1031 1128">Course total</td> <td colspan="2" data-bbox="1032 1097 1361 1128" style="text-align: right;"><b>125</b></td> </tr> </tbody> </table>		<b>Activity</b>	<b>Semester workload</b>	Lectures	10	Analysis of sources	35	Study and Analysis of Literature	20	Composition of the written work	60											Course total	<b>125</b>	
	<b>Activity</b>	<b>Semester workload</b>																							
	Lectures	10																							
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	Composition of the written work	60																							
Course total	<b>125</b>																								
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek</p> <p>Compulsory seminar essay, which students present orally and submit in writing.</p>																								

### (10) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:  
Barford, Paul. M. *The Early Slavs : Culture and Society in Early Medieval Eastern Europe*, New York: Cornell University Press, 2001.

Brather, Sebastian. *Archäologie der westlichen Slawen. Siedlung, Wirtschaft und Gesellschaft im früh- und hochmittelalterlichen Ostmitteleuropa* [Ergänzungsbände zum Reallexikon der Germanischen Altertumskunde 61]. Berlin – New York: De Gruyter, 2008.

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Buko, Andrzej. *The Archaeology of Early Medieval Poland. Discoveries– Hypotheses– Interpretations* [East Central and Eastern Europe in the Middle Ages, 450–1450, 1]. Leiden – Boston: Brill, 2008.

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Dulnicz, Marek. Frühe Slawen im Gebiet zwischen unterer Weichsel und Elbe. Eine archäologische Studie [Studien zur Siedlungsgeschichte und Archäologie der Ostseegebiete 7]. Neumünster: Wachholtz, 2006.

Eichert, Stefan. *Frühmittelalterliche Strukturen im Ostalpenraum. Studien zu Geschichte und Archäologie Karantaniens* [Aus Forschung und Kunst 39]. Klagenfurt am Wörthersee: Geschichtsverein für Kärnten, 2012.

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Pieta, Karol – Robak, Zbigniew. The early Medieval hillfort Bojná – valy, Slovakia, and its defence system. *Acta Archaeologica Carpathica* 52 (2017), 329–351.

Profantová, Naďa. Power elites in 9th–10th century Bohemia, στο: *Great Moravia and the Beginnings of Christianity*, επιμ. Pavel Kouřil, 66-73. Brno: The Institute of Archaeology of the Academy of Sciences of the Czech Republic, in cooperation with the Moravian Museum.

Rossignol, Sébastien. *Civitas* in Early Medieval Central Europe. Stronghold or District?. *The Medieval History Journal* 14/1 (2011), 71–99.

*Το Βυζάντιο και η Ρωσία του Κιέβου (882–1240)*, επιμ. Γεώργιος Καρδαράς. Αθήνα: ΕΙΕ/ΙΙΕ, 2020.

- *Related academic journals:*



## THE 'COURT CULTURE' IN THE MEDIEVAL EURASIAN WORLD

### COURSE OUTLINE

#### (1) GENERAL

<b>SCHOOL</b>	<b>Philosophy</b>		
<b>ACADEMIC UNIT</b>	<b>Department of History and Archaeology</b>		
<b>LEVEL OF STUDIES</b>	<b>Postgraduate</b>		
<b>COURSE CODE</b>	<b>BIΣ 112</b>	<b>SEMESTER</b>	<b>Winter</b>
<b>COURSE TITLE</b>	<b>The 'Court Culture' in the Medieval Eurasian World</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 (SEMINAR)		
<b>PREREQUISITE COURSES:</b>	Success to the exams of the courses: <i>Introduction to Byzantine History</i> and <i>Introduction to Balkan Studies</i> , as well as to the course of the IV Semester <i>Introduction to the History of the Steppe Peoples: Origins, Society and Policy, Migrations and Transformations (5th-15th c.)</i> with degree at least 7.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (IN GREEK)		
<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 seminar aims to present and analyze the "court culture" in the medieval Eurasian world. Upon successful completion of the course, the student will be able to:</p>

- Knows the conditions for the formation and presentation of the nomadic "courts" in the sources
- Delve into the internal processes and the external influences associated with them
- Analyzes information about faces and functions of nomadic "courts"
- Understand the structures and ideology of nomadic societies
- Elaborates on specific topics related to the history and culture of the medieval Eurasian world

### **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>

- Analysis of historical sources and archaeological evidence while addressing research issues
- Development of critical capacity and historical thinking
- International bibliography processing
- Deepening knowledge about the peoples of the Eurasian steppe and their surroundings
- Generation of new research ideas
- Acquisition of experience and the necessary supplies for the preparation of an autonomous seminar work

### **(3) SYLLABUS**

The Seminar attempts to form a global view of the 'courts' (centers of power and administration) of the nomadic peoples in the Middle Ages, promoting the elements of its structure and how these evolve due to the contacts and influences that the Eurasian nomads received from the courts of the powerful sedentary empires, especially when some nomadic principalities gained the status of Empire. The various issues under consideration relate on the one hand to the persons and, on the other hand, to the functions recorded in the sources within the nomadic 'courts'. Regarding the persons, the interest turns to the ruler-exponent of political ideology and institutions, his relatives and officials, members of the highest social class, sometimes with ethnic diversity, who bear titles and comprise the 'state apparatus'. Besides these, the society of the 'court' is composed by many other persons with specific roles. In terms of functions, these include, among others, the promotion of the ruler's power along with the principles and the morals of the nomadic society, the etiquette towards foreigners, the organization of 'secretariat', celebrations, ceremonies and a variety of other events. Valuable information is also provided by the wealth of the nomadic 'courts' which includes valuable objects (prestige objects), part of which came from imperial donations or more broadly the influx of wealth from the sedentary empires, as well as the sources' testimonies or finds for the image of the 'capital' (often unknown) of the nomadic principalities with the buildings or other structures related to the persons and functions of the 'court'. To approach all of the above, relevant evidence from the

sources is examined, emphasizing on the historical work of Priscus and Menander Protector, as well as archaeological evidence. During the Seminar, the progress of the students' essays will be monitored (methodology, bibliography, footnotes, etc.).  
 Examination method: compulsory seminar essays, which students present orally and submit in writing.

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

<p><b>DELIVERY</b>  <i>Face-to-face, Distance learning, etc.</i></p>	With natural presence																										
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>  <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Yes, when required																										
<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>	<table border="1"> <thead> <tr> <th data-bbox="692 824 1031 862"><b>Activity</b></th> <th data-bbox="1031 824 1361 862"><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="692 862 1031 900">Lectures</td> <td data-bbox="1031 862 1361 900">10</td> </tr> <tr> <td data-bbox="692 900 1031 938">Analysis of sources</td> <td data-bbox="1031 900 1361 938">35</td> </tr> <tr> <td data-bbox="692 938 1031 992">Study and Analysis of Literature</td> <td data-bbox="1031 938 1361 992">20</td> </tr> <tr> <td data-bbox="692 992 1031 1055">Composition of the written work</td> <td data-bbox="1031 992 1361 1055">60</td> </tr> <tr> <td data-bbox="692 1055 1031 1093"></td> <td data-bbox="1031 1055 1361 1093"></td> </tr> <tr> <td data-bbox="692 1093 1031 1131"></td> <td data-bbox="1031 1093 1361 1131"></td> </tr> <tr> <td data-bbox="692 1131 1031 1169"></td> <td data-bbox="1031 1131 1361 1169"></td> </tr> <tr> <td data-bbox="692 1169 1031 1207"></td> <td data-bbox="1031 1169 1361 1207"></td> </tr> <tr> <td data-bbox="692 1207 1031 1245"></td> <td data-bbox="1031 1207 1361 1245"></td> </tr> <tr> <td data-bbox="692 1245 1031 1283">Course total</td> <td colspan="2" data-bbox="1031 1245 1361 1283" style="text-align: right;"><b>125</b></td> </tr> </tbody> </table>		<b>Activity</b>	<b>Semester workload</b>	Lectures	10	Analysis of sources	35	Study and Analysis of Literature	20	Composition of the written work	60											Course total	<b>125</b>		<p><b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p> <p>Language of evaluation: Greek</p> <p>Compulsory seminar essay, which students present orally and submit in writing.</p>	
	<b>Activity</b>	<b>Semester workload</b>																									
	Lectures	10																									
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	Study and Analysis of Literature	20																									
	Composition of the written work	60																									
Course total	<b>125</b>																										

## (5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

*Court Culture in the Early Middle Ages. The Proceedings of the First Alcuin Conference*, επιμ. Catherine Cubitt. Turnhout: Brepols, 2003.

Καρδαράς, Γεώργιος Θ. Μεταξύ Αττίλα και Βαϊανού. Το Βυζάντιο και οι νομαδικοί λαοί από το 453 έως το 558, *Βυζαντινά Σύμμεικτα* 24 (2014), 67-110.

Kardaras, Georgios. Nomadic courts as reflection of imperial ideology (Huns, Avars, Western Turks), στο: *Ideology. Proceedings of the 9th International Symposium "Days of Justinian I", Skopje, 12-14 November, 2021*, επιμ. Mitko B. Panov, 76-85. Skopje: Institute of National History, 2022.

Kolditz, Sebastian. Barbarian Emperors? Aspects of the Byzantine Perception of the qaghan (chaganos) in the Earlier Middle Ages, στο: *Transcultural Approaches to the Concept of Imperial Rule in the Middle Ages*, επιμ. Christian Scholl, Torben R. Gebhardt και Jan Clauß. Frankfurt am Main – New York: Peter Lang, 2017.

Kopyś, Tadeusz. The Crown of St. Stephen as a Symbol of Legal Continuity and Hungarian Constitutionalism (Historical Background). *Krakowskie Studia z Historii Państwa i Prawa*; 15 (3) (2022), 369–388.

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Magdalino, Paul. Court and Capital in Byzantium, στο: *Royal courts in dynastic states and empires: a global perspective*, επιμ. Jeroen Duindam – Tulay Artan – Metin Kunt, 131-144. Leiden: Brill, 2011.

Mian Guo – Yang Shen. Interpretation of appropriate places: State ceremonies and the imperial main halls of the Tang and Song dynasties, *Frontiers of Architectural Research* 11 (2022), 1007–1029.

Nechaeva, Ekaterina. *Embassies – Negotiations – Gifts. Systems of East Roman Diplomacy in Late Antiquity*. Stuttgart: Franz Steiner, 2014.

Pohl, Walter. *The Avars: a steppe empire in Europe, 567–822*. Ithaca, New York: Cornell University Press, 2018.

*Turko-Mongol Rulers, Cities and City Life*, επιμ. David Durand-Guédy [Brill's Inner Asian Library 31]. Leiden – Boston: Brill, 2013.

Zupka, Dušan. Ritual and Symbolic Communication in Medieval Hungary under the Árpád Dynasty (1000–1301) By [East Central and Eastern Europe in the Middle Ages 450–1450, 39]. Leiden – Boston: Brill, 2016.

- *Related academic journals:*

## BYZANTINE ARCHAEOLOGY AND ART

### INTRODUCTION TO THE EARLY CHRISTIAN AND BYZANTINE ARCHITECTURE

#### COURSE OUTLINE

##### (1) GENERAL

<b>SCHOOL</b>	<b>PHILOSOPHY</b>		
<b>ACADEMIC UNIT</b>	<b>POSTGRADUATE PROGRAMME BYZANTINE STUDIES</b>		
<b>LEVEL OF STUDIES</b>	<b>POSTGRADUATE</b>		
<b>COURSE CODE</b>	<b>BAT 200</b>	<b>SEMESTER</b>	<b>Winter</b>
<b>COURSE TITLE</b>	<b>Introduction to the early Christian and Byzantine Architecture</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>	Specialization knowledge		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek and English for the Erasmus students		
<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>Specialization of knowledge acquired in the undergraduate curriculum. Deepening the terminology of Early Christian and Byzantine architecture and sculpture, the typology and of monuments, the functional structures of the temple and the "schools" of architecture of the Middle Byzantine period. Broadening knowledge of monuments of the Early Christian and</p>
--

Byzantine period.

### 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>

Presentation of the architectural heritage of Byzantium through references to construction techniques, structural materials and architectural types. The course focuses on the Roman and Eastern origins, on influences from the Arab world and generally on other influences that enriched the Byzantine architectural tradition throughout its long history. Emphasis will be given to the analysis of the religious and secular architecture of Constantinople and its urban organization. The parts of the churches and the evolution of architectural types will also be presented.

### (3) SYLLABUS

This course will analyze the development of Byzantine architecture in the more than ten centuries of its existence (groups, categories and types of buildings). In addition to grouping based on floor plans, it will also deal with the organic parts of the buildings, their function and evolution. During the lectures, it will highlight the special physiognomy of the architectural heritage of Byzantium through references to construction techniques, structural materials and architectural types. Extensive reference will be made to the Roman and Eastern origins, to the influences from the Arab world and more generally to the external loans that enriched the Byzantine architectural tradition throughout its history. Particular emphasis will be placed on the analysis of the ecclesiastical and secular architecture of Constantinople and on the urban planning organization of the City from its foundation until the Fall and of other major centers such as Thessaloniki, Ravenna and Mystras

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<b>Usage of power point</b>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester workload</b>
	Autonomous study	110
	Visit to Arta	15

<p>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.</p> <p>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</p>		
	Course total	
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Greek and English</p> <p>Written essay</p>	

## (5) ATTACHED BIBLIOGRAPHY

RODLEY L., *Εισαγωγή στη Βυζαντινή Τέχνη και Αρχιτεκτονική*, Αθήνα 2010. KRAUTHEIMER R., *Παλαιοχριστιανική και Βυζαντινή Αρχιτεκτονική*, Αθήνα 1991.

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ΜΠΟΥΡΑΣ Χ., *Βυζαντινή και μεταβυζαντινή αρχιτεκτονική στην Ελλάδα*, Αθήνα 2001.

ΠΑΝΑΓΙΩΤΙΔΗ-ΚΕΣΣΙΣΟΓΛΟΥ Μ. – ΚΑΛΟΠΙΣΗ-ΒΕΡΤΗ Σ., *Πολύγλωσσο εικονογραφημένο λεξικό όρων βυζαντινής αρχιτεκτονικής και γλυπτικής*, Αθήνα 2010. ΟΡΛΑΝΔΟΣ Α., *Η Ξυλόστεγος παλαιοχριστιανική βασιλική της μεσογειακής λεκάνης*, Αθήνα 1952.

ΒΟΚΟΤΟΠΟΥΛΟΣ Π., *Η εκκλησιαστική αρχιτεκτονική εις την Δυτικήν Στερεάν Ελλάδα και την Ήπειρον*, Θεσσαλονίκη 19922.

ΜΠΟΥΡΑΣ Χ. – ΜΠΟΥΡΑ Λ., *Η ελλαδική ναοδομία κατά τον 12ο αιώνα*, Αθήνα 2002.

ΜΠΟΥΡΑΣ Χ., *Βυζαντινή Αθήνα 10ος-12ος αιώνας*, Αθήνα 2007.

MILLET G., *L'école grecque dans l'architecture byzantine*, Παρίσι 1916. MATHWES Th., *The byzantine Churches of Istanbul*, Λονδίνο 1976.

## MONUMENTAL PAINTING OF THE PALAEOLOGAN 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>BAT 110</b>	<b>SEMESTER</b>	<b>Winter</b>
<b>COURSE TITLE</b>	<b>MONUMENTAL PAINTING OF THE PALAEOLOGAN PERIOD</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 (and English or French if Erasmus students attend it)		
<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 this course, the student should</p> <ul style="list-style-type: none"> <li>-deepen his/her knowledge of the artistic trends of monumental painting of the period under examination and become particularly familiar with iconography.</li> <li>-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.</li> <li>-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.</li> </ul>
<b>General Competences</b>
<p>Development of critical ability and historical and archaeological thinking,</p> <ul style="list-style-type: none"> <li>- Search, analysis and synthesis of data and information, using the necessary technologies</li> <li>- Adaptation to new situations</li> <li>- Decision-making</li> <li>- Autonomous work</li> <li>- Group work</li> <li>- Independent use of literature</li> </ul>

#### (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

<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, or French. Assignment of individual essays. Identification of sources and their interpretation.	

#### (5) ATTACHED BIBLIOGRAPHY

- M. Angold**, Church and Society in Byzantium under the Comneni, 1081-1261, Cambridge 1995.
- J. Van Antwerp Fine**, The Late Medieval Balkans: A Critical Survey from the Late Twelfth Century to the Ottoman Conquest, University of Michigan Press, Michigan 1987.
- Ανταπόδοση**. Μελέτες βυζαντινής και μεταβυζαντινής Αρχαιολογίας και τέχνης προς τιμήν της καθηγήτριας Ελένης Δεληγιάννη-Δωρή, Αθήνα 2010.
- X. Μαυροπούλου-Τσιούμη, E. Κυριακούδης (eds.)**, Αφιέρωμα στη μνήμη του Σωτήρη Κίτσα, Θεσσαλονίκη 2001.
- Sh. E. J. Gerstel, R. S. Nelson (eds.)**, Approaching the Holy Mountain. Art and Liturgy at St. Catherine's Monastery in the Sinai, Turnhout 201
- G. Babić**, Ikonografski program žinopisa u pripratamacrkavakralja Milutina, Symposium de Gračanica, 105-25.
- C. M. Vafeiades**, The Byzantine Painting after 1341: The Rendering of Space and Form, Βυζαντινά 34(2015-2016)
- K. Βαφειάδης**, Ύστερη Βυζαντινή Ζωγραφική. Χώρος και μορφή στην τέχνη της Κωνσταντινουπόλεως 1150-1450, Αθήνα 2015.
- A. Βασιλακέρης**, Οι τοιχογραφίες του Πρωτάτου και το πρόσωπο του Αυτοκράτορα, ΔΧΑΕ 34 (2013), 117-28.
- E. Dimitrova**, Seven Streams: The Stylistic Tendencies of Macedonian Fresco Painting in the 13th Century, Niš I Vizantija 6 (2007), pp. 193-206.

**V. J. Djurić**, Fresques médiévales à Chilandar. Contribution au catalogue des fresques du Mont Athos, Actes du XIIe CIÉB, Ohrid 1961, Beograd 1963, vol. III, Art et Archeologie, 59-98.

**S. Kalopissi-Verti**, Painters in Late Byzantine Society. The Evidence of Church Inscriptions, CahArch 42 (1994), pp. 139-58 (= Eadem, Οι ζωγράφοι στην ύστερη βυζαντινή κοινωνία. Η μαρτυρία των επιγραφών, Το πορτραίτο του καλλιτέχνη στο Βυζάντιο, (1997), pp. 121-59)

**Σ. Καλοπίση-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.

**S. Kalopissi-Verti**, Aspects of Byzantine Art after the Recapture of Constantinople (1261-c. 1300): Reflections of Imperial Policy, Reactions, Confrontation with the Latins, *Orient et Occident*, 41-64.

**Χ. Μαυροπούλου-Τσιούμη**, Οι τοιχογραφίες του 13<sup>ου</sup> 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.

**J. Meyendorff**, Spiritual Trends in Byzantium in the Late Thirteenth and Early Fourteenth Centuries, in Art et Société à Byzance sous les Paléologues, Venise 1971, (= The Kariye Djami IV, 93-106).

**D. Mouriki**, Stylistic Trends in Monumental Painting of Greece at the Beginning of the Fourteenth Century, in Symposium de Gračanica (= Mouriki 1995, I, 1-80).

**R. S. Nelson**, Tales of Two Cities: The Patronage of Early Palaeologan Art and Architecture in Constantinople and Thessaloniki, Ο Μανουήλ Πανσέληνος, 127-45. Athens 1996).

**Μ. Νυσταζοπούλου-Πελεκίδου**, Η βυζαντινή μνημειακή ζωγραφική στα Βαλκάνια. Ιστορική συγκυρία και πολιτική ιδεολογία, τέλη 12ου – 16ος αι., Εώα και Εσπερία 6 (2004-2006), 149-90.

## BYZANTINE MINOR ARTS I

### 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 214	<b>SEMESTER</b>	Winter
<b>COURSE TITLE</b>	Byzantine Minor Arts I		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	15
<b>COURSE TYPE</b>	Special background seminar		
<b>PREREQUISITE COURSES:</b>	none		
<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>
Familiarization with works of byzantine minor arts, and specialized scholarly subjects regarding the subject in general. Knowledge of materials, techniques, iconography, style, dating difficulties and attribution to specific workshops. Gifts of byzantine emperors to rulers of the West (according to tradition and archaeological evidence).
<b>General Competences</b>
Development of critical thinking and knowledge of the terminology of Byzantine Minor Arts. Development of ability to use and interpret sources referencing byzantine minor arts and their correlation with extant works, independent research on the subject of byzantine minor arts, use of new technologies in the field of byzantine minor arts.

#### (3) SYLLABUS

Categories of works of art considered byzantine minor arts (materials, technique). Conversation and attempt at interpretation of the matters of byzantine minor arts (dating, attribution to specific workshops). The question of Constantinople, Rome, and centers of art in the Middle East. Presentation of important works of early Christian and Byzantine works of minor arts: ivory, steatites, enamel, textile, metals, ceramic, coins. The Macedonian Renaissance as seen through minor arts of the Capital, comparison with contemporary
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illuminated manuscripts and monumental art. Imperial gifts of the byzantine emperors to rulers of the West (tradition and archeological evidence).

#### (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>	<b>Extensive use of PowerPoint</b>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Independent study	20 hours
	Mandatory preparation and oral presentation of brief assignment	19 hours
	Course total	<b>39 hours</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of examination: Greek. Students participating in the Erasmus+ program may be examined in English, German, or French on a case-by-case basis. Written exams. Essay type exams regarding the identification and dating of notable works of byzantine religious art, their inclusion within a wider artistic framework and artistic trends. Extra credit is awarded for the completion of assignments.	

#### (5) ATTACHED BIBLIOGRAPHY

- WEITZMANN K. (ed.), Age of Spirituality. Late Antique and Early Christian Art, Third to Seventh Century, (exhibition catalogue), The Metropolitan Museum of Art, New York 1979.
- Splendeurs de Byzance, Europalia 82 (exhibition catalogue), Brussels 1982.
- DURAND J. (ed.), Byzance, Louvre. L'art byzantin dans les Collections publiques françaises (exhibition catalogue), Paris 1992.
- CUTLER A. – NESBITT J. L'arte bizantina e il suo pubblico, I-II, Turin 1986.
- Βυζαντινή Τέχνη – Τέχνη Ευρωπαϊκή (exhibition catalogue), Athens 1964.
- HAHNLOSER H. R. (ed.), Il Tesoro di San Marco. Il tesoro e il museo, I-II, Florence 1971.
- BUCKTON D. (ed.), Byzantium. Treasures of Byzantine Art and Culture from British Collections, London 1994
- EVANS H. – WIXOM W. (ed.), The Glory of Byzantium, The Metropolitan Museum of Art, New York 1997.
- Όρες Βυζαντίου. Έργα και Ημέρες: Το Βυζάντιο ως Οικουμένη (exhibition catalogue), Athens 2001.
- ΠΑΠΑΝΙΚΟΛΑ-ΜΠΑΚΙΡΤΖΗ Δ.(ed.), Καθημερινή ζωή στο Βυζάντιο. Θεσσαλονίκη, Λευκός Πύργος 2001-2002, (exhibition catalogue), Athens 2002.
- EVANS H. (ed.), Byzantium, Faith and Power (1261 – 1557), The Metropolitan Museum of Art, New York 2004.
- Byzantium and Islam: Age of Transition (exhibition catalogue), The Metropolitan Museum of Art, New York 2012.
- DELVOYE CH, Βυζαντινή Τέχνη, Athens 2003.
- RODLEY L., Εισαγωγή στη Βυζαντινή Τέχνη και Αρχιτεκτονική, Athens 2010.

## ISSUES OF BYZANTINE ICONOGRAPHY

### 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 109	<b>SEMESTER</b>	Winter
<b>COURSE TITLE</b>	Issues of Byzantine Iconography		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	15
<b>COURSE TYPE</b> <i>General background, special background, specialized general knowledge, skills development</i>	special background		
<b>PREREQUISITE COURSES:</b>	none		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS</b>	Greek.		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	-		

#### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b>
The course aims to delve more comprehensively into theoretically "well-known and familiar" depictions in religious art. Lessons will focus on the relation between text and image and the provenance of subjects (loans from antiquity that were repurposed for religious uses), and also examine the influence of Imperial iconography on artistic production, the study of the patristic, hymnological, and other texts that contributed embellishments such as secondary scenes or details to subjects.
<b>General Competences</b>
Understanding that Christian iconography did not appear in a void, instead being grounded in older and contemporary iconography. Understanding of the influence of various texts (apart from the gospels) on the creation and development of Christian iconography.

#### (3) SYLLABUS

It is well known that the artists who fashioned the religious depictions of the Early Christian and Byzantine periods had only a limited degree of artistic freedom. Subject matter, protagonists, even individual details were all dictated by the bishop who ordered the works, who was usually well-educated and possessed in-depth knowledge of scripture. Compositions were thus embellished with elements not found in the gospel narratives, but drawn instead from the apocrypha or exegetical texts, imperial iconography, etc. The present course discusses the creation and evolution of religious iconography in all forms of art (monumental

painting, icons, illuminated manuscripts, works of minor art), with particular focus on the cycle of the *Dodecaorton*, otherwise known as the Twelve Great Feasts.

#### (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>	<b>Extensive use of PowerPoint</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>	Assignments and essays must be written and presented in Greek. Students participating in the Erasmus+ program may prepare and present their assignments in English, German, or French. Presentation of course assignment, written essay	

#### (5) ATTACHED BIBLIOGRAPHY

G. Millet, *Recherches sur l'iconographie de l'Evangile aux XIVe, XVe et XVIe siècles d'après les monuments de Mistra, de la Macédoine et du mont Athos*. Paris 1916.  
A. Grabar, *Christian Iconography. A study of Its Origins*, Princeton 1968.  
J. Engemann, *Deutung und Bedeutung frühchristlichen Bildwerke*, Darmstadt 1997.  
H. Maguire, *Nectar & Illusion. Nature in Byzantine Art and Literature*, Oxford 2012  
The corresponding entries from the BASIC iconographical dictionaries  
L. Réau, *Iconographie de l'art chrétien*, Paris 1955-1959.  
G. Schiller, *Iconographie der christlichen Kunst*, vol. I-V, Gütersloch 1-5, 1968-20005.  
*Reallexikon zur byzantinischen Kunst (RbK)*, in development

## 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 1(1904) 180-183.
- G. BELENES, Χρονολογικὰ συστήματα σε ἐπιγραφές καὶ χειρόγραφα Βυζαντινῶν καὶ Μεταβυζαντινῶν χρόνων. Πρακτικὰ τοῦ 5<sup>ου</sup> Διεθνoῦς Συμποσίου Ἑλληνικῆς Παλαιογραφίας (Δρᾶμα, 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 τοῦ 16ου καὶ 17ου αἰῶνα στο Δυτικὸ Ζαγόρι. Athens 2009.
- M. GARIDES, Μεταβυζαντινὴ ζωγραφικὴ (1450-1600). Η εντοίχια ζωγραφικὴ μετὰ τὴν πτῶση τοῦ Βυζαντίου στον ορθόδοξο κόσμον καὶ στὶς χώρες ὑπὸ ξένη κυριαρχία. Athens 2007.
- K. THESPROTOU – A. PSALIDA, Γεωγραφία Ἀλβανίας καὶ Ἡπείρου. Ἐξ ἀνέκδοτου χειρογράφου τοῦ Κοσμᾶ Θεσπρωτοῦ μὲ τοπογραφικὰ σχεδιογραφῆματα καὶ γεωγραφικοὺς χάρτας τοῦ ἰδίου, (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.

INTRODUCTION TO THE HISTORY OF THE STEPPE PEOPLES: ORIGIN, SOCIETY AND POLITICS, MIGRATIONS AND TRANSFORMATIONS (5TH-15TH CENTURIES)

**COURSE OUTLINE**

**(1) GENERAL**

<b>SCHOOL</b>	<b>Philosophy</b>		
<b>ACADEMIC UNIT</b>	<b>Department of History and Archaeology</b>		
<b>LEVEL OF STUDIES</b>	<b>Postgraduate program "Byzantine Studies"</b>		
<b>COURSE CODE</b>	<b>BIΣ 220</b>	<b>SEMESTER</b>	<b>Spring</b>
<b>COURSE TITLE</b>	<b>Introduction to the History of the Steppe Peoples: Origins, Society and Policy, Migrations and Transformations (5th-15th c.)</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 (SEMINAR)		
<b>PREREQUISITE COURSES:</b>	Success to the exams of the courses: <i>Introduction to Byzantine History</i> and <i>Introduction to Balkan Studies</i> , with degree at least 7.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (IN GREEK)		
<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 seminar aims to present and analyze the peoples of the Eurasian steppe in the Middle Ages. Upon successful completion of the course, the student will be able to:</p>

- Know the conditions of formation and expansion of the Eurasian peoples
- Delve into the internal processes and external influences associated with them
- Analyze information about persons, structures, ideology and functions in nomadic societies
- Elaborates on specific topics related to the history and culture of the medieval Eurasian world

### **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?*

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

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Showing social, professional and ethical*

*responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*.....*

*Others...*

*.....*

- Analysis of historical sources and archaeological evidence while addressing research issues
- Development of critical approach and historical thought
- International bibliography processing
- Deepening knowledge about the peoples of the Eurasian steppe and their surroundings
- Generating new research ideas
- Acquisition of experience and the necessary supplies for the preparation of an autonomous seminar work

### **(3) SYLLABUS**

The course aims to understanding the history, culture and society of the peoples of the Eurasian steppe from the 5th to the 15th centuries, as well as the context of their contacts with their neighbouring empires and the Slavs. Through relevant information in the courses and analysis of sources, students have the chance to become familiar with the nomadic peoples and to develop their critical capacity on the issues raised and analyzed.

Course outline: in the first courses, among others, the concept of nomadism, the features of the Eurasian steppe and the image of these peoples in their surroundings are approached. With the exception of the Iranian origin Alans, a number of Turkic or Mongol peoples who migrated from Central Asia to Europe and created ephemeral or longer-lasting principalities (Huns, Western Turks, Avars, Proto-Bulgars, Khazars, Hungarians, Pechenegs, Uzes, Cumans and Mongols) are under consideration. The discussion of these peoples, using relevant fragments from the sources and the archaeological finds, focuses on their political, social and military organization, the changes brought about their diplomatic, cultural, trade etc. relations with the sedentary empires (such as Byzantium and China), as well as the relations of the nomads with their Slavic neighbours, taking into account



that the Nomads were a catalyst for the historical life of Slavic principalities or the formation of mixed cultures.

Examination method: compulsory seminar essays for the postgraduate students, which are presented orally and submitted in writing.

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

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	With natural presence																												
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Yes, when required																												
<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>	<table border="1"> <thead> <tr> <th data-bbox="687 837 1031 875"><b>Activity</b></th> <th data-bbox="1031 837 1361 875"><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="687 875 1031 909">Lectures</td> <td data-bbox="1031 875 1361 909">10</td> </tr> <tr> <td data-bbox="687 909 1031 943">Analysis of sources</td> <td data-bbox="1031 909 1361 943">35</td> </tr> <tr> <td data-bbox="687 943 1031 1005">Study and Analysis of Literature</td> <td data-bbox="1031 943 1361 1005">20</td> </tr> <tr> <td data-bbox="687 1005 1031 1068">Composition of the written work</td> <td data-bbox="1031 1005 1361 1068">60</td> </tr> <tr> <td data-bbox="687 1068 1031 1102"></td> <td data-bbox="1031 1068 1361 1102"></td> </tr> <tr> <td data-bbox="687 1102 1031 1135"></td> <td data-bbox="1031 1102 1361 1135"></td> </tr> <tr> <td data-bbox="687 1135 1031 1169"></td> <td data-bbox="1031 1135 1361 1169"></td> </tr> <tr> <td data-bbox="687 1169 1031 1202"></td> <td data-bbox="1031 1169 1361 1202"></td> </tr> <tr> <td data-bbox="687 1202 1031 1236"></td> <td data-bbox="1031 1202 1361 1236"></td> </tr> <tr> <td data-bbox="687 1236 1031 1270"></td> <td data-bbox="1031 1236 1361 1270"></td> </tr> <tr> <td data-bbox="687 1270 1031 1303">Course total</td> <td colspan="2" data-bbox="1031 1270 1361 1303" style="text-align: right;"><b>125</b></td> </tr> </tbody> </table>		<b>Activity</b>	<b>Semester workload</b>	Lectures	10	Analysis of sources	35	Study and Analysis of Literature	20	Composition of the written work	60													Course total	<b>125</b>		<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p> <p>Language of evaluation: Greek</p> <p>Compulsory seminar essay, which students present orally and submit in writing</p>	
	<b>Activity</b>	<b>Semester workload</b>																											
	Lectures	10																											
	Analysis of sources	35																											
	Study and Analysis of Literature	20																											
	Composition of the written work	60																											
Course total	<b>125</b>																												

#### (5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Barford, Paul. M. *The Early Slavs: Culture and Society in Early Medieval Eastern Europe*, New York: Cornell University Press, 2001.

Καρδαράς, Γεώργιος Θ. Μεταξύ Αττίλα και Βαϊανού. Το Βυζάντιο και οι νομαδικοί λαοί από το 453 έως το 558, *Βυζαντινά Σύμμεικτα* 24 (2014), 67-110.

Kolditz, Sebastian. Barbarian Emperors? Aspects of the Byzantine Perception of the qaghan (chaganos) in the Earlier Middle Ages, στο: *Transcultural Approaches to the Concept of Imperial Rule in the Middle Ages*, επιμ. Christian Scholl, Torben R. Gebhardt και Jan Clauß. Frankfurt am Main – New York: Peter Lang, 2017.

Κορδώσης Στέφανος, *Οι Τούρκοι ανάμεσα στην Κίνα και το Βυζάντιο (552-659 μ.Χ.)*, Αθήνα, Ποιότητα 2012.

Maenchen-Helfen, Otto. *Die Welt der Hunnen*. Wien – Köln – Graz: Hermann Böhlau Nachfolger, 1978.

Nechaeva, Ekaterina. *Embassies – Negotiations – Gifts. Systems of East Roman Diplomacy in Late Antiquity*. Stuttgart: Franz Steiner, 2014.

Pohl, Walter. *The Avars: a steppe empire in Europe, 567–822*. Ithaca, New York: Cornell University Press, 2018.

*Turko-Mongol Rulers, Cities and City Life*, επιμ. David Durand-Guédy [Brill's Inner Asian Library 31]. Leiden – Boston: Brill, 2013.

- *Related academic journals:*

## 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

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

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## INTRODUCTION TO EARLY CHRISTIAN AND BYZANTINE MONUMENTAL PAINTING

### 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 211</b>	<b>SEMESTER</b>	<b>Spring</b>
<b>COURSE TITLE</b>	<b>INTRODUCTION TO EARLY CHRISTIAN AND BYZANTINE MONUMENTAL PAINTING</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 (and English or French if Erasmus students attend it)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

#### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>The aim of the course is to acquire an overall picture of the artistic production of the Early Christian and Byzantine period, in general, within its historical, social and economic context. The chronological boundaries and periods of Byzantine art are examined and the evolutionary process of Christian art up to the 15th century is explored. Study of monumental painting, Byzantine period. With regard to monumental painting in Byzantium, painting sets from the Early Christian to the Palaeologan period are examined. Extensive reference is made to techniques, iconography, iconographic program, and style. Presentation of monumental painting sets from the Early Christian period (themes, new styles), the Iconoclastic period (aniconic decorations), the Middle Byzantine period (iconographic programme, stylistic trends) and the Late Byzantine period (artistic centres, schools).</p>
<b>General Competences</b>
<p>Development of critical ability and historical and archaeological thinking,</p> <ul style="list-style-type: none"> <li>- independent use of literature</li> <li>- Search, analysis and synthesis of data and information, using the necessary technologies</li> <li>- Group work</li> <li>- Working in an interdisciplinary environment</li> <li>- Exercising critical and self-critical thinking</li> <li>- Promotion of free, creative and deductive thinking</li> </ul>

#### (3) SYLLABUS

The course will examine the chronological boundaries and periods of Byzantine art. i. Evolutionary process from the history of Christian art to the Palaeologan period. ii. Monumental painting (frescoes - mosaics) from the early Christian period to post-Byzantine times.  
There will be compulsory seminar papers, which will be presented in written and oral form.

#### (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, or French. Assignment of individual essays. Identification of sources and their interpretation.	

#### (5) ATTACHED BIBLIOGRAPHY

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**E. N. Tsigaridas,** Τα ψηφιδωτά και οι βυζαντινές τοιχογραφίες, *Μονή Βατοπεδίου* 1996, 235-84.

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## MONUMENTAL PAINTING OF THE POST-BYZANTINE 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>BAT 205</b>	<b>SEMESTER</b>	<b>Spring</b>
<b>COURSE TITLE</b>	<b>MONUMENTAL PAINTING OF THE POST-BYZANTINE PERIOD</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 (and English or French if Erasmus students attend it)		
<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 this course the postgraduate student should be able to:</p> <ul style="list-style-type: none"> <li>- Possess a basic knowledge of the historical context of Byzantium and understand</li> <li>- 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.</li> <li>- use written sources to understand specific iconographic issues, which are interpreted mainly on the basis of ecclesiastical sources (patristic interpretations, hymnography)</li> <li>- acquire a basic knowledge of the terms of post-Byzantine style.</li> </ul>
<b>General Competences</b>
<p>Development of critical ability and historical and archaeological thinking,</p> <ul style="list-style-type: none"> <li>- independent use of literature</li> <li>- Search, analysis and synthesis of data and information, using the necessary technologies</li> <li>- Exercise of critical and self-critical thinking</li> <li>- Promotion of free, creative and deductive thinking</li> <li>- Correct use of sources and literature</li> </ul>

#### (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

<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, or French. Assignment of individual essays. Identification of sources and their interpretation.	

#### (5) ATTACHED BIBLIOGRAPHY

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## BYZANTINE ILLUMINATED MANUSCRIPTS II

### 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 112</b>	<b>SEMESTER</b>	<b>Winter</b>
<b>COURSE TITLE</b>	<b>Byzantine Illuminated Manuscripts II</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

## 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.