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| Course Title                  | Themes of Byzantine History  |                 |     |                     |  |
| Course Code                   | HES621   |                 |     |                     |  |
| Course Type                   | Elective Specialization  |                 |     |                     |  |
| Level                         | Master (2 <sup>nd</sup> cycle)   |                 |     |                     |  |
| Year / Semester               | 1 <sup>st</sup> Year / 2 <sup>nd</sup> Semester  |                 |     |                     |  |
| Teacher's Name                | TBA  |                 |     |                     |  |
| ECTS                          | 10   | Lectures / week | N/A | Laboratories / week | <b>Optional</b><br><i>In-situ visits to museums and/or archaeological/historical sites</i> |
| Course Purpose and Objectives | <p>This mandatory course focuses on the main historical developments in the Hellenic world in the Middle Ages: the creation of the Eastern Roman Empire—Byzantium, the main phases, the major events and the most significant personalities of Byzantine history, and the Empire's main ideological and cultural feats. By focusing on selected topics and concrete examples from Byzantium's long history, this course deepens and broadens students' knowledge of Byzantine political history, ideology and culture. Building up on the prerequisite courses, it will enable students to understand and assess autonomously complex historical phenomena in the Byzantine world during the Middle Ages.</p>  |                 |     |                     |  |
| Learning Outcomes             | <p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify and explain the historical circumstances that led to creation of Byzantine Empire, with the capital Constantinople as New Rome.</li> <li>• Describe and analyse the main phases of development of Byzantine Empire.</li> <li>• Define and appraise the distinctive features of Byzantine ideology and the unique relationship between the state and church in Byzantium.</li> <li>• Discuss and evaluate the role of major personalities in Byzantine history.</li> <li>• Explain and assess the diversity and main characteristics of Byzantine sources, and the significance of Byzantine learning and culture for the preservation of Ancient Greek knowledge and culture.</li> <li>• Identify, evaluate and debate the role of Byzantium in Hellenic and broader European history, and its political and cultural legacy.</li> <li>• Practise independent critical thought, rational inquiry and self-directed learning.</li> <li>• Demonstrate the ability to communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication.</li> <li>• Develop skills in organization, research and analysis that will be highly prized in any field of work.</li> </ul> <p>Compose academic essays applying critical thought and using relevant literature and other scientific/academic sources.</p> |                 |     |                     |  |

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| Prerequisites        | HES610, HES611, HES612  | Co-requisites | None |
| Course Content       | <p>This course presents the basic elements of history and ideology of the Byzantine Empire from year 330 (foundation of Constantinople, today's Istanbul, capital of the Byzantine Empire) to 1453 (year of the fall of Constantinople to the Ottomans). Historic milestones include the division of the Roman Empire to Eastern and Western parts in the fourth century and the fall of the Western Empire in the fifth century; restoration of the Empire under Justinian; the Iconoclasm; the reign of Basil the Macedonian and his offspring; the Great Schism of 1054; the Crusades, the fall of Constantinople to the Crusaders (1204) and its consequences; the state of Nicaea and the Palaiologan restoration; the fall of Constantinople to the Ottomans. Byzantine ideology will be presented the examples of the Emperor and his power; religion and place of church in Byzantine society and politics; Byzantine identity, their understanding of the world and of their place in it.</p>  |               |      |
| Teaching Methodology | <p>Distance Learning</p> <p>(Lectures on distance education platform, student-led presentations, online material – websites, audio/video media clips – interactive activities such as online quizzes, presentation of external/third party material online, commentaries and interpretation of material sources, dissertation, oral presentations and coursework essays through the platform, small-group tutorials, formative feedback on coursework, independent study and guided research, discussions and advance preparation of set work for platform meetings, unseen examinations, presenting and discussing texts, ideas, and cultural context).</p>  |               |      |
| Bibliography         | <ul style="list-style-type: none"> <li>• <i>Ιστορία του Ελληνικού Έθνους</i>, Athens: Ekdotiki [17 volumes]</li> <li>• Onlineresources, journalsandperiodicals, suchasByzantinischeZeitschrift; ΒυζαντινάΣύμμεικτα; JournalofHellenicStudies; Greek, RomanandByzantineStudies; ByzantineandModernGreekStudies; ThesaurusLinguaeGraecae; EncyclopediaoftheHellenicWorld— ΊδρυμαΜείζονοςΕλληνισμού.</li> <li>• Books, e.g.: <ul style="list-style-type: none"> <li>• C. Mango (επιμ.), Πανεπιστήμιο Οξφόρδης, <i>Ιστορία του Βυζαντίου</i>, εκδ. Νεφέλη, Αθήνα, 2006.</li> <li>• JohannesKoder, <i>Το Βυζάντιο ως χώρος. Εισαγωγή στην Ιστορική Γεωγραφία της Ανατολής Μεσογείου στη Βυζαντινή Εποχή</i> (μετάφραση Διονύσιος Σταθακόπουλος), εκδ. Βάνιας, Θεσσαλονίκη, 2005.</li> <li>• Cormack, R., Haldon, J.F., Jeffreys, E. (eds). 2008 <i>The Oxford Handbook of Byzantine Studies</i>. Oxford: Oxford University Press.</li> <li>• G. Page, <i>Being Byzantine. Greek Identity before the Ottomans</i>, Cambridge: Cambridge University Press, 2008.</li> <li>• A. Kaldellis, <i>The Byzantine Republic. People and Power in New Rome</i>, Cambridge, Massachusetts-London: Harvard University Press, 2015.</li> </ul> </li> </ul> |               |      |

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| Assessment          | <table border="1" data-bbox="630 254 1107 331"><tr><td data-bbox="630 254 963 289">Examinations</td><td data-bbox="963 254 1107 289">50%</td></tr><tr><td data-bbox="630 289 963 331">On-going evaluation</td><td data-bbox="963 289 1107 331">50%</td></tr></table> <p data-bbox="483 373 1481 445"><i>Students may choose to present a written assignment related to the in-situ visits to museums and/or archaeological/historical sites [it corresponds to 30% of the on-going evaluation].</i></p> | Examinations | 50% | On-going evaluation | 50% |
| Examinations        | 50%   |              |     |                     |     |
| On-going evaluation | 50%   |              |     |                     |     |
| Language            | English   |              |     |                     |     |