

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	HAC105	SEMESTER	2nd
COURSE TITLE	Byzantine and Ottoman City		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
	Lectures	2	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	Byzantine Archaeology		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The module offers an in-depth course in Byzantine and Postbyzantine Archaeology. It presupposes knowledge and skills acquired during undergraduates courses on Byzantine and Postbyzantine Archaeology and it aims to develop them.</p> <p>After the completion of the course the students will be able:</p> <ul style="list-style-type: none"> - to identify, date, understand and contextualize archaeological remains of Byzantine and Ottoman urban settlements, and to interpret them in association with relevant historical narratives, based on relevant archaeological theory, - to comprehend the role and importance of urban settlements within the history of cultures of the Eastern Mediterranean.
General Competences

<p>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?</p>	
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p>
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Working independently • Working in an international environment • Working in an interdisciplinary environment • Production of new research ideas • Criticism and self-criticism • Production of free, creative and inductive thinking 	

(3) SYLLABUS

The module examines aspects of urban cultures in the Eastern Mediterranean during the centuries of the Byzantine and Ottoman Empires (4th-18th centuries) as well as their interactions with their contemporary cultures located in different geographical settings (Northern Europe). It presents transformations in spatial organization, architecture, art and material culture. Special focus is placed on urban transformations reflecting a trajectory of "transition" from the Middle Ages to Modernity. Through a comparative evaluation of settlement patterns, art and material culture, the city is viewed as vital space of urban societies and, as such, it stands out as a considerable parameter of local economy, politics and culture.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face by 60%, Distance learning by 40%	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of Blackboard software	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Lectures	26
	Seminars	44
	Project	30
	Essay writing	50
	Fieldwork	100
	Course total (25 hours of workload per credit)	250
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p>	<ul style="list-style-type: none"> • Greek and English • Evaluation of active participation in 	

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

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

seminars

- Evaluation of active participation in fieldwork with project
- Evaluation of written essay

(5) ATTACHED BIBLIOGRAPHY

- Helen Saradi, *The Byzantine city in the sixth century : Literary Images and Historical Reality*, Society of Messenian Archaeological Studies, Athens 2006.
- Charalambos Bouras, Aspects of the Byzantine City, Eighth–Fifteenth Centuries, Angeliki E. Laiou (ed.), *The Economic History of Byzantium: From the Seventh through the Fifteenth Century*, Washington, D.C. 2002, 497-529.
- Ennio Concina, *Η βυζαντινή πόλη*, μτφ. Κ. Δασκαλάκη, Αθήνα: Εστία 2009.
- Çiğdem Kafescioğlu, *Constantinople / Istanbul, Cultural Encounter, Imperial Vision, and the Construction of the Ottoman Capital*, Pennsylvania State University Press 2009.
- Molly Greene, *A Shared World: Christians and Muslims in the Early Modern Mediterranean*, Princeton 2000.
- Antonis Anastasopoulos, 'Centre-Periphery relations: Crete in the eighteenth Century', in Björn Forsén and Giovanni Salmeri (eds), *The Province Strikes Back: Imperial Dynamics in the Eastern Mediterranean*, Helsinki 2008, 123-136.
- Elias Kolovos, A Town For The Besiegers: Social Life and Marriage in the Ottoman Candia outside Candia (1650-1669), in Antonis Anastasopoulos (ed.), *The Eastern Mediterranean Under Ottoman Rule: Crete, 1645-1840*, Rethymno: Crete University Press, 103-176.
- Φίλιππος Ωραιόπουλος, *Ο νεοελληνικός λόγος για την αρχιτεκτονική και την πόλη / Το χωρικό μοντέλο της ελληνικής Ανατολής*, Αθήνα: Εστία 1998.