

COURSE OUTLINE

MIEVEAL EUROPEAN HISTORY

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	1 ST
COURSE TITLE	MIEVEAL EUROPEAN HISTORY		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	BACKGROUND		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon successful completion of the course, participants will be able to:

- Present the main stages of the birth of medieval Europe following the collapse of the Roman Empire in the West.
- Summarize the key characteristics of the sub-periods of the Middle Ages (Early, High, and Late).
- Enumerate the most important Germanic kingdoms of the early medieval period and present basic continuities and breaks in relation to the Roman past.
- Explain the factors that led to the expansion and development of Europe during the so-called "High Middle Ages."
- Present the main aspects of the crisis of the Late Middle Ages that led to the transformation of the European world and the transition to the Early Modern period.
- Describe the basic social organization of the medieval world in the countryside, as well as the role played by cities.
- Identify and present the significance of institutions and concepts such as the Church, the Empire, "feudalism," etc., for the medieval world.
- Compare the developments and structures in medieval (western) Europe with those in its contemporary Byzantine and Muslim world.
- Understand and present the role that the medieval period played in the present-day ethnic, linguistic, and religious composition of Europe, as well as the origins of significant institutions such as universities and parliaments.
- Describe the overall transition, at the level of central and local authority, from the Roman Empire to the modern European states (with particular reference to the kingdoms of England and France).
- Understand and explain the importance of the medieval foundations for later historical developments, such as the flourishing of the Renaissance and European dominance on a global

<p>scale during the Early Modern period.</p> <ul style="list-style-type: none"> • Locate and utilize appropriate bibliography for the topics under examination.. 																
<p>General Skills <i>Name the desirable general skills upon successful completion of the module</i></p> <table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information, ICT Use</i></td> <td><i>Project design and management</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Equity and Inclusion</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Sustainability</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Critical thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td></td> </tr> </table>	<i>Search, analysis and synthesis of data and information, ICT Use</i>	<i>Project design and management</i>	<i>Adaptation to new situations</i>	<i>Equity and Inclusion</i>	<i>Decision making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Sustainability</i>	<i>Teamwork</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Working in an international environment</i>	<i>Critical thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive reasoning</i>	<i>Production of new research ideas</i>	
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<ul style="list-style-type: none"> • Search, analysis, and synthesis of data and information, using the necessary technologies • Independent work • Teamwork • Respect for diversity and multiculturalism • Exercise of criticism and self-criticism • Promoting free, creative and inductive reasoning 																

3. COURSE CONTENT

<ol style="list-style-type: none"> 1. Middle Ages: What, Where, When, and Why? 2. The Fall of Rome and the "Barbarian" Kingdoms 3. The Franks: Merovingians, Carolingians, and Charlemagne 4. Europe After Charlemagne: Viking, Saracen, and Hungarian Raids 5. Society and Economy: "Feudal" Relations (8th-11th Century) 6. Church and Power: The Rise of the Papacy from Gregory I to Gregory VII 7. The Crusades and the Medieval Expansion of Europe 8. The Multifaceted Development of Medieval Europe (11th-13th Century) 9. Monarchy and Royal Power During the High Middle Ages 10. The Crisis of the 14th Century and the "Autumn of the Middle Ages" 11. Rebellions, Taxation, and Parliaments 12. Renaissance, Humanism, and the End of the Medieval World? 13. Overview and Conclusions

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Face to face • Lectures 												
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> • PPT presentations • Teaching material, announcements and communication through the eClass platform • Student study of supplementary material related to course content • Communication with students via email 												
<p>TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Independent study and preparation for exams</td> <td>58</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>50</td> </tr> <tr> <td>Written examination</td> <td>3</td> </tr> <tr> <td>Total</td> <td>150</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Independent study and preparation for exams	58	Study and analysis of bibliography	50	Written examination	3	Total	150
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Total	150												
<p>STUDENT EVALUATION <i>Description of the evaluation process</i></p>	<p>Three-hour written exam: a combination of essay questions with a choice of topics (70%) and multiple-choice or</p>												

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed

True/False questions with brief justification (30%).

5. SUGGESTED BIBLIOGRAPHY

Recommended textbooks

1. R.H.C. Davis & R.I. Moore, *Ιστορία της μεσαιωνικής Ευρώπης: από τον Μέγα Κωνσταντίνο στον Άγιο Λουδοβίκο* (Κριτική, 2011)
2. J. Le Goff, *Ο πολιτισμός της Μεσαιωνικής Δύσης* (Βάνιας, 1993)
3. Ρ. Μπενβενίστε, *Από τους Βαρβάρους στους Μοντέρνους. Κοινωνική ιστορία και ιστοριογραφικά προβλήματα της μεσαιωνικής Δύσης* (Πόλις, 2007)
4. D. Nicholas, *Η εξέλιξη του μεσαιωνικού κόσμου* (ΜΙΕΤ, 1999)

Bibliography

1. S. Bernstein & P. Milza, *Ιστορία της Ευρώπης, Τόμος 1: από τη ρωμαϊκή αυτοκρατορία στα ευρωπαϊκά κράτη, 5^{ος}-18^{ος} αι.* (Αλεξάνδρεια, 1987)
2. M. Bull, *Thinking Medieval: An Introduction to the Study of the Middle Ages* (Palgrave MacMillan, 2005)
3. Ν. Ε. Καραπιδάκης, *Ιστορία της Μεσαιωνικής Δύσης, 5^{ος}-11^{ος} αι.* (Αλεξάνδρεια, 1996)
4. J. Le Goff, *Η Ευρώπη γεννήθηκε τον Μεσαίωνα;* (Πόλις, 2006)
5. J. Smith, *Η Ευρώπη μετά τη Ρώμη: μια νέα πολιτισμική ιστορία, 500-1000* (Εκδόσεις του 21^{ου} αιώνα, 2008)
6. Ζ. Ν. Τσιρπανλής, *Η Μεσαιωνική Δύση (5^{ος}-15^{ος} αι.)* (Βάνιας, 2004)
7. C. Wickham, *Η Μεσαιωνική Ευρώπη* (Αλεξάνδρεια, 2018)

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	New teaching staff
Contact details:	XXX@he.duth.gr
Supervisors: (1)	NO
Evaluation methods: (2)	Written examination conducted remotely via e-class, with the possibility of a supplementary oral examination remotely (e.g., via MS Teams).
Implementation Instructions: (3)	<ul style="list-style-type: none"> ➤ The examination for the course takes place on the date and time specified in the announced examination schedule. ➤ The exam is conducted via the "Exercises" tool on the course page in e-class. It consists of a combination of closed-type questions (True-False, Multiple Choice) and short essay questions. The exam is closed-book and has a limited duration (45 minutes). ➤ Only those who have registered for the course and have promptly accepted the terms of participation in the remote assessment (via students.duth.gr) are eligible to participate. ➤ Students must log in to the course's e-class using their institutional account. ➤ The instructor reserves the right to conduct a supplementary oral examination remotely (via MS Teams or a similar platform), either randomly or where deemed necessary (e.g., verbatim expressions from the textbook, identical errors among students), as an additional safeguard to ensure the integrity and reliability of the process. ➤ More detailed information about the examination can be found in the "Examination Guidelines" file posted on the course page in e-class.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.