

## COURSE OUTLINE

### MEDIEVAL BALKAN HISTORY

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	7 <sup>TH</sup>
<b>COURSE TITLE</b>	MEDIEVAL BALKAN HISTORY		
<b>TEACHING ACTIVITIES</b> <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>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b> <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>																
<p>Upon completing the course, students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the origin and settlement of the Slavic tribes in the Balkans</li> <li>• Describe the events that led to the establishment of autonomous or independent states in the Balkans during the Middle Ages</li> <li>• Distinguish the ways in which the unique cultural identity of the region was shaped</li> <li>• Assess the interaction between Byzantine civilization and Slavic culture</li> </ul>																
<p><b>General Skills</b> <i>Name the desirable general skills upon successful completion of the module</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analysis and synthesis of data and information, ICT Use</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Autonomous work</i></td> <td style="border: none;"><i>Sustainability</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</i></td> <td style="border: none;"><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td style="border: none;"><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"> <li>• Search, analysis, and synthesis of data and information, using the necessary technologies</li> <li>• Decision making</li> <li>• Autonomous work</li> <li>• Exercise of critical thinking and self-criticism</li> <li>• Promotion of free, creative, and inductive thinking</li> <li>• Working in an interdisciplinary environment</li> <li>• Promotion of free, creative, and inductive thinking</li> </ul>																

#### 3. COURSE CONTENT

1. The Slavic tribes in the Balkans - political, social, and economic organization
2. Ethnic identity of Balkan populations - cultural identity and national narratives
3. Ethnic identity of Balkan populations - Bulgarians and Slavs, Slovenes, Croats, Montenegrins, Bosnians, Albanians, Romanians
4. The Byzantine Commonwealth (Obolensky): Religion, legislation, literature, art
5. Christianization: Cyril and Methodius, the Slavic alphabet
6. Slavic churches
7. Legislation - legal texts in Bulgaria
8. Legislation - legal texts in Serbia
9. Political ideology: the influence of Byzantine political ideology
10. Political ideology: Simeon, Ivan Asen II, Stefan Dušan
11. Slavic literature - Bulgarian literature
12. Slavic literature - Serbian literature
13. Presentation of assignments

#### 4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;"><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Active learning (hands-on learning) - Experiential learning</li> <li>• Collaborative learning</li> </ul>												
<p style="text-align: center;"><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <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"> <li>• PPT presentations</li> <li>• Teaching material, announcements and communication through the eClass platform</li> <li>• Communication with students via email</li> </ul>												
<p style="text-align: center;"><b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Essay</td> <td style="text-align: center;">58</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Written examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>120</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Essay	58	Study and analysis of bibliography	20	Written examination	3	<b>Total</b>	<b>120</b>
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<b>Total</b>	<b>120</b>												
<p style="text-align: center;"><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>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</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p><b>Final assessment at the end of the semester.</b></p> <p>A three-hour written examination in Greek, which includes: Essay questions and commentary on a source excerpt that was taught as part of the course.</p> <p>Optional written assignment.</p>												

#### 5. SUGGESTED BIBLIOGRAPHY

- Μ. Νυσταζοπούλου Πελεκίδου, *Γεωπολιτική και Πολιτισμός στα Μεσαιωνικά Βαλκάνια. Το Βυζαντινό πρότυπο*, Αθήνα: Λειμών 2021.
- Μ. Νυσταζοπούλου Πελεκίδου, *Οι Βαλκανικοί Λαοί κατά τους Μέσους Χρόνους*, εκδ. Βάνιας, Θεσσαλονίκη 1992
- Γ. Κατσόβσκα-Μαλιγκούδη, *Οι Σλάβοι των Βαλκανίων. Εισαγωγή στην ιστορία και τον πολιτισμό*

τους, Αθήνα: Gutenberg 2004

A. Avenarius, *Ο Βυζαντινός Πολιτισμός και οι Σλάβοι*, μετ. Α. Δεληκάρη, Αθήνα: εκδ. Παπαδήμα 2008

Φλ. Μαρινέσκου, *Οι Ρουμάνοι. Ιστορία και Πολιτισμός*, Αθήνα: Ιωλκός 2007

Αντ. Αιμ. Ταχιάς, *Κύριλλος και Μεθόδιος*, Θεσσαλονίκης: εκδ. Αδελφών Κυριακίδη 2001

Ευ. Κυριάκης, *Βυζάντιο και Βούλγαροι (7<sup>ος</sup>-10<sup>ος</sup> αι.)*. Συμβολή στην εξωτερική πολιτική του Βυζαντίου, Αθήνα: Βασιλόπουλος 1993

Βυζάντιο και Σερβία κατά τον ΙΔ΄ αιώνα, Αθήνα: ΕΙΕ 1996

Dimitri Obolensky, *Η Βυζαντινή Κοινοπολιτεία. Η Ανατολική Ευρώπη 500-1453*, Θεσσαλονίκη: Βάνιας 1991

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	E. NAXIDOU
<b>Contact details:</b>	<a href="mailto:enaxidou@he.duth.gr">enaxidou@he.duth.gr</a>
<b>Supervisors: (1)</b>	Yes
<b>Evaluation methods: (2)</b>	Essay (not obligatory) Final oral examination
<b>Implementation Instructions: (3)</b>	The final oral examination will be held via Skype for Business at a date and time to be announced together with its duration and content at a reasonable time before the oral examination.

(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.