

## COURSE OUTLINE

### MONUMENTAL TOPOGRAPHY OF THE BYZANTINE AND POST-BYZANTINE PERIOD: LITERARY AND ARTISTIC EVIDENCE

#### 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>	5 <sup>TH</sup>
<b>COURSE TITLE</b>	MONUMENTAL TOPOGRAPHY OF THE BYZANTINE AND POST-BYZANTINE PERIOD: LITERARY AND ARTISTIC EVIDENCE		
<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/...../">https://eclass.duth.gr/courses/...../</a>		

#### 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.*

The aim of the course is to approach, examine and understand the relationship between monuments and the environment of the Byzantine Empire and the post-Byzantine period.

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

- Recognize the importance of studying archaeological, artistic, and historical findings for understanding the history and culture of a social group, and the relationship between monuments and space.
- Appreciate the importance of the protection, restoration and sustainable use of monuments for the preservation and conservation of cultural heritage.
- Analyze the cultural origins of monumental complexes from the Byzantine and Post-Byzantine periods in order to identify similarities, differences, and interactions between different societies.
- Identify the influence of political, social, and cultural factors on the construction of monuments in order to better understand the background of their creation and use by societies.
- Apply interdisciplinary methodological tools (literary sources and artistic evidence) and digital applications for more accurate data collection and reliable analysis of information related to monuments and their environments.
- Interpret archaeological, historical, and artistic data in order to contribute to the production of new knowledge and to solve problems that may occur during the research process.

##### General Skills

*Name the desirable general skills upon successful completion of the module*

<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>
<i>ICT Use</i>	<i>Equity and Inclusion</i>
<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision making</i>	<i>Sustainability</i>

<i>Autonomous work</i> <i>Teamwork</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i> <i>Critical thinking</i> <i>Promoting free, creative and inductive reasoning</i>
<ul style="list-style-type: none"> <li>• Adaptation to new situations,</li> <li>• Autonomous work</li> <li>• Working in an international environment</li> <li>• Working in an interdisciplinary environment</li> <li>• Equity and Inclusion</li> <li>• Critical thinking</li> <li>• Promoting free, creative and inductive reasoning</li> </ul>	

### 3. COURSE CONTENT

<ol style="list-style-type: none"> <li>1. Monuments and space</li> <li>2. Landscapes, climate, population, settlements, and monuments</li> <li>3. Literary testimonies and artistic evidence</li> <li>4. Byzantium as a space: fortifications, monuments, and art</li> <li>5. Constantinople: space and monuments</li> <li>6. Thessaloniki: space and monuments</li> <li>7. Monastic centers and Monasteries in the landscape</li> <li>8. Monastic centers I: monumental topography of Mount Athos and Meteora</li> <li>9. Byzantine cities and space</li> <li>10. Road networks, urban organization of cities: monuments and life in cities</li> <li>11. Monumental topography of the post-Byzantine Period: Literary testimonies and monumental heritage</li> <li>12. Christian, Islamic, and Jewish Monuments during the Tanzimat reforms</li> <li>13. Review, conclusions, and presentation of projects</li> </ol>
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### 4. LEARNING & TEACHING METHODS - EVALUATION

<p><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>• Face to face</li> <li>• Lectures</li> </ul>												
<p><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>• Student study of supplementary material related to course content</li> <li>• Communication with students via email</li> </ul>												
<p><b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail.</i> <i>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"> <thead> <tr> <th><b>Activity</b></th> <th><b>Workload/semester</b></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Bibliographic research and analysis</td> <td>58</td> </tr> <tr> <td>Essay</td> <td>20</td> </tr> <tr> <td>Written examination</td> <td>3</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	<b>Activity</b>	<b>Workload/semester</b>	Lectures	39	Bibliographic research and analysis	58	Essay	20	Written examination	3	Total	120
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	Essay	20											
	Written examination	3											
Total	120												
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test,</i></p>	<p>Evaluation Language: Greek</p> <p>Evaluation Method:</p> <p>a. Formative:</p> <ul style="list-style-type: none"> <li>• Assessment of each student's level of participation in</li> </ul>												

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

learning activities: 10%

- Public preliminary presentation of essay: 10%
- Essay: 20%

b. Final Written examination: 60%

A three-hour written examination, including essay questions and commentary on a source excerpt covered during the course.

## 5. SUGGESTED BIBLIOGRAPHY

1. Μ. Ι. Καζαμιά-Τσέρνου, *Μνημειακή τοπογραφία της χριστιανικής Θεσσαλονίκης, Οι Ναοί (4<sup>ος</sup> – 8<sup>ος</sup> αι.)*, Θεσσαλονίκη 2009.
2. Ε. Μπρούσκαρη, (επιμ.), (2008). *Η Οθωμανική Αρχιτεκτονική στην Ελλάδα*, Αθήνα: Υπουργείο Πολιτισμού.
3. Γ. Χρ. Τσιγάρας, *Εκκλησίες της Ιεράς Μητροπόλεως Ξάνθης και Περιθεωρίου*, Ξάνθη 2004.
4. Γ. Χρ. Τσιγάρας (επιμ.), *Θρησκευτικά μνημεία στο Νομό Ξάνθης*, Ξάνθη 2005.
5. Külzer, A., Polloszek V., Ρορονιός, Μ. St., & Koder, J., (επιμ.), (2020). *Raum und Geschichte: Der historische Atlas Tabula Imperii Byzantini an der Österreichischen Akademie der Wissenschaften*, in: *Studies in Historical Geography and Cultural Heritage 3*. Vienna – Novi Sad
6. Ν. Τουτός – Γ. Φουστέρης, *Ευρετήριο της μνημειακής ζωγραφικής του Αγίου Όρους (10<sup>ος</sup> – 17<sup>ος</sup> αιώνας)*, Αθήνα 2010.
7. Δ. Δ. Τριανταφυλλόπουλος, *Μνημεία του "δεσποτάτου της Ηπείρου" στην Άρτα: Η μέχρι σήμερα έρευνά τους – Προβλήματα για το παρόν και το μέλλον τους*, στο: Ε. Χρυσός (επιμ.), *Πρακτικά του Διεθνούς Συμποσίου για το Δεσποτάτο της Ηπείρου 1990*, Άρτα 1992, 505-515.
8. G. Dagron, *Η γέννηση μιας πρωτεύουσας. Η Κωνσταντινούπολη και οι θεσμοί της (330-451)*, μετ.: Μ. Λουκάκη, Αθήνα 2000.
9. R. Janin, *La géographie ecclésiastique de l'empire byzantin, Première Partie. Le siège de Constantinople et le Patriarcat Œcuménique*, tom. III, Paris 1969.
10. Johannes Koder, *Το Βυζάντιο ως χώρος* Εισαγωγή στην Ιστορική Γεωγραφία της Ανατολικής Μεσογείου στη Βυζαντινή Εποχή, Θεσσαλονίκη 2005, (εκδ. Βάνιας).
11. P. Schreiner, *Κωνσταντινούπολη. Ιστορία και Αρχαιολογία*, Αθήνα 2014.

## ANNEX OF THE COURSE OUTLINE

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

<b>Teacher (full name):</b>	G. TSIGARAS
<b>Contact details:</b>	<a href="mailto:gtsigara@he.duth.gr">gtsigara@he.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Written Assignment: 60% Final Oral Examination: 40%
<b>Implementation Instructions: (3)</b>	The final oral examination will be conducted via Microsoft Teams on a date and time that will be announced, along with its duration and content, within a reasonable period before the exam.  The assignment will be submitted via eClass on a specified date.