COURSE OUTLINE

FRANKISH PRINCIPALITIES IN GREECE

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES			
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY			
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6			
COURSE CODE	XXXXX		**SEMESTER**	5TH
COURSE TITLE	FRANKISH PRINCIPALITIES IN GREECE			

TEACHING ACTIVITIES *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.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	SCIENTIFIC AREA
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:
- Describe the main historical developments of the period, especially the economic penetration of Italian cities into the Byzantine realm, the Crusades, the creation of Latin states in the Eastern Mediterranean, and more.
- Understand and explain how the Latin presence in the Greek region fits into the broader expansion of Western Europe during the central and late Middle Ages.
- Present the key factors and main events that led to the creation of the Frankish states within Byzantine territories.
- Describe and explain the primary political institutions of the Latin rule, with particular reference to the introduction of feudal structures from the West.
- Understand and explain the basic forms of social organization of both the conquerors and the conquered during this period.
- Identify the most important aspects of economic, religious, and cultural activity during the period of Latin rule.
- Describe and assess the changes that occurred in the above sectors after the Frankish conquest compared to the previous Byzantine period.
- Understand and explain the relationships between the Latin settlers and the local population, depending on their social status (lords, serfs, urban dwellers, etc.).
- Outline the short-term and long-term consequences of the Latin conquest and settlement in the wider region.
- Summarize the main historiographical issues concerning the Frankish rule in the Greek region.
- Recognize key primary sources related to these issues and discern the intentions and biases of their authors.
- Locate and utilize appropriate bibliography for the topics under examination.

- 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

1. Introduction: Definitions and boundaries of the Frankokratia. Content, objectives, and format of the course.
2. Byzantium and the West before the Fourth Crusade (11th-12th centuries).
3. The Fourth Crusade and Latin conquest. The structures of early Latin rule.
4. The Frankokratia from the 13th to the 15th century: historical overview and main factors.
5. Primary sources for the study of Frankokratia.
6. Power and Governance.
7. Church and Religion.
8. Economy and Trade.
9. Society and social relations during Latin rule – Part A: Imported and local forms of social organization.
10. Society and social relations during Latin rule – Part B: Relations between conquerors and the conquered.
11. Material culture, fortifications, and other architectural remains.
12. Art and intellectual life.
13. Survivals and consequences of the Frankokratia.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	• Face to face • Lectures
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching and communication with students • 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

TEACHING ORGANIZATION

The ways and methods of teaching are described in detail.
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.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.

Activity	Workload/semester
Lectures	39
Independent study and preparation for exams	58
Study and analysis of bibliography	50
Written examination	3
Total	150

| STUDENT EVALUATION
Description of the evaluation process

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 | Three-hour written exam: a combination of essay questions with a choice of topics (70%) and multiple-choice or True/False questions with brief justification (30%). The essay questions include critical analysis of short excerpts from the sources.

Students have the option to complete short assignments-presentations during the semester, which can provide a slight boost to the final grade (depending on performance). |
|---|---|

5. SUGGESTED BIBLIOGRAPHY

Recommended textbooks
1. B. Hendrickx, *Οι Θεσμοί της Φραγκοκρατίας* (Σταμούλης, 2007)
2. P. Lock, *Οι Φράγκοι στο Αιγαίο, 1204-1500* (Ενάλιος, 1998)
3. W. Miller, *Ιστορία της Φραγκοκρατίας εν Ελλάδι (1204-1566)* (Ηρόδοτος, 2016)
4. Μ. Ντούρου-Ηλιοπούλου, *Από τη δυτική Ευρώπη στην ανατολική Μεσόγειο. Οι σταυροφορικές ηγεμονίες στη Ρωμανία (13ος-15ος αι.): πολιτικές και θεσμικές πραγματικότητες* (Gutenberg, 2012)

Bibliography
1. N. G. Chrissis, *Crusading in Frankish Greece: A Study of Byzantine-Western Relations and Attitudes* (Brepols, 2012)
2. S. E. J. Gerstel (ed.), *Viewing the Morea: Land and People in the Late Medieval Peloponnese* (Dumbarton Oaks Research Library and Collection, 2013)
3. Δ. Κ. Γιαννακόπουλος, *Δουκάτο των Αθηνών: η κυριαρχία των Acciaiuoli* (Βάνιας, 2006)
4. Ν. Γ. Μοσχονάς & Μ-Γ Λίλυ Στυλιανούδη (επιμ.), *Το δουκάτο του Αιγαίου. Πρακτικά Επιστημονικής Συνάντησης (Νάξος – Αθήνα, 2007)* (Εθνικό Ίδρυμα Ερευνών, 2009)
5. Μ. Ντούρου-Ηλιοπούλου, *Το φραγκικό πριγκιπάτο της Αχαΐας (1204-1432): ιστορία, οργάνωση, κοινωνία* (Βάνιας, 2005)
6. Μ. Ντούρου-Ηλιοπούλου, *Θεσμικά μορφώματα και κοινωνικές συσσωματώσεις στις φραγκοκρατούμενες περιοχές της Ρωμανίας. Το παράδειγμα της Κέρκυρας και του πριγκιπάτου της Αχαΐας* (Εταιρεία Λευκαδικών Μελετών, 2004)
7. T. Shawcross, *The Chronicle of the Morea: Historiography of Crusader Greece* (Oxford University Press, 2009)

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)	Final oral examination
Implementation Instructions: (3)	The examination for the course will take place on the day and time specified in the announced examination schedule, ideally in groups of 4 or 5 people every half hour, according to the list in the relevant file ('Examination Schedule') posted on the course page in the e-class. The examination is conducted remotely via teleconferencing tools (e.g., MS Teams). The link is sent to the students via e-class exclusively to the institutional accounts of those who have registered for the course and have timely accepted the terms of participation in remote assessment (through students.duth.gr). Students must connect to the examination room using their institutional account; otherwise, they will not be able to participate. They will also need to participate in the examination with their camera, speakers, and microphone all turned on throughout the duration of the exam. At the beginning of the examination, students will show their ID to the camera for identification purposes.

(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.