

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MEDITERRANEAN STUDIES		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	G-2	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	LATINS AND FRANKS IN THE EASTERN MEDITERRANEAN		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background, specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.aegean.gr/">https://eclass.aegean.gr/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>By the end of the course, students will:</p> <ul style="list-style-type: none"> <li>- have a broad overall knowledge of the period, including (a) the aspects that united and divided the Latins and Franks, (b) their integration into life in the eastern Mediterranean and (c) international and regional politics and diplomacy</li> </ul>

- be able to assess and comment on historiographical interpretations

**General Competences**

*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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

**(3) SYLLABUS**

This course complements those on ‘The First Crusades’ and ‘Hospitaller Rhodes’, while expanding the chronology into the early modern period. The focus will be on:

- the crusader kingdoms in the Levant (1204-1291)
- Frankish and Venetian Cyprus (1191-1571) and
- Latins and Franks in the Aegean (1204-1669)
- the course will explore the reasons for the gradual decline of the crusader kingdoms during the thirteenth century, the administration of Lusignan and Venetian Cyprus, and the emergence and decline of Latin powers in the Aegean, including Venetian Crete

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, communication with students

<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail. 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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hrs (1.77 ECTS)
	Personal study	58 hrs (2.27 ECTS)
	Essay writing	50 hrs (1.82 ECTS)
	Final examination	3 hrs (0.14 ECTS)
	<b>Course total</b>	<b>150 hrs (6 ECTS)</b>
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: English  methods of evaluation: (i) 3 written assignments and (ii) end of semester written examination, open-ended questions</p>	

**(5) ATTACHED BIBLIOGRAPHY**

*The Latin East, 1098–1205*, Hans Mayer (Cambridge, 2004).

*The Medieval Near East: Social and Economic History*, Eliyahu Ashtor (London, 1978).

*A Companion to Latin Greece*, Nickiphoros I. Tsougarakis and Peter Lock (Leiden, 2015).

*Contact and Conflict in Frankish Greece and the Aegean, 1204–1453: Crusade, Religion and Trade between Latins, Greeks and Turks*, Nikolaos G. Chrissis, Mike Carr (London, 2014).

*Latins and Greeks in the Eastern Mediterranean after 1204*, By Benjamin Arbel, Bernard Hamilton, David Jacoby (London, 1989).

*Medieval Greece*, Nicolas Cheetham (New Haven, 1981).

*The Kingdom of Cyprus and the Crusades, 1191–1374*, Peter W. Edbury (Cambridge, 1991).

*Cyprus: Society and Culture 1191-1374*, Angel Nicolaou-Konnari and Chris Schabel (Leiden, 2005).

*The Papacy and the Levant, 1204-1571*, 4 vols., Kenneth Setton (Philadelphia, 1976-1984).

**Related academic journals:**

*Crusades*

*Al-Masāq: Journal of the Medieval Mediterranean*

*Frankokratia*