

COURSE OUTLINE

(1) GENERAL

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| SCHOOL | HUMANITIES | | |
| ACADEMIC UNIT | DEPARTMENT OF MEDITERRANEAN STUDIES | | |
| LEVEL OF STUDIES | UNDERGRADUATE | | |
| COURSE CODE | F-2 | SEMESTER | 6 |
| COURSE TITLE | MIEVIAL CASTLE-TOWNS AND THE CASE OF MYSTRAS | | |
| INDEPENDENT TEACHING ACTIVITIES <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> | WEEKLY TEACHING HOURS | CREDITS | |
| | 3 | 6 | |
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| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i> | | | |
| COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i> | Specialised general knowledge | | |
| PREREQUISITE COURSES: | None | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | English | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | Yes | | |
| COURSE WEBSITE (URL) | https://eclass.aegean.gr/ | | |

(2) LEARNING OUTCOMES

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| <p>Learning outcomes</p> <p><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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>By the end of the course, it is expected that students will be able to:</p> <ul style="list-style-type: none"> - demonstrate knowledge of the principle periods of history of Byzantine Mystra - know the important monuments of Mystra and their decoration - evaluate works of art as products of a society |
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- discern western influences in Byzantine art and architecture
- understand the connection between the spiritual production (literature, philosophy, theology) and the artistic production

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?

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| <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
- Decision-making
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Production of free, creative and inductive thinking

(3) SYLLABUS

The Castle-town of Mystras founded after the reacquisition of Constantinople by the Byzantines in 1261 and was the political and cultural centre in Greece in the last two centuries of the Byzantine Empire. The settlement of Mystras was one of the largest of the Late Byzantine period. It represents the capital (Constantinople), implements and enforces the official policy of the Byzantine emperor. During the period of the Ottoman Rule Mystras developed into an important centre for the production of wool and mainly silk.

During the first part of the 15th century Mystra became the most important centre of Greek philosophy (Georgios Gemistos or Plethon). Great moments of History took place in the beautiful castle-town of Mystras with the imperial monasteries and churches.

Accordingly, Mystras became the most important administrative, spiritual and artistic centre during the last phase of Byzantium and up until today preserves some of the most beautiful examples of monumental architecture and painting.

The patrons who lived in Mystras and the interrelation between their personal life and patronage, as the example of the couple of the ruler Manuel Kantakouzenos and the Frankish princess Isabella de Lusignan in the monastery of Panagia Perivleptos reflect the relationship of identity and art. Manuel and Isabella inaugurated a period of friendly relations with the Franks. Furthermore, in the monastery of Pantanassa (1430 c.) the patron in the dedicatory inscription is praying for the salvation of his soul. Prominent members of the aristocracy and of the administrative or ecclesiastical hierarchy were buried in the narthexes of churches, in porticos and in chapels. The wall-paintings of Panagia Hodegetria offer invaluable information as to the appearance of aristocrats of Mystras during the fourteenth century.

Focusing on the utilization of the historical sources and archaeological remains, history and art are examined in parallel so that students are able to understand how the political and

the historical environment affected the cultural production of the Byzantine Mystras.

(4) TEACHING and LEARNING METHODS - EVALUATION

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| <p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p> | Face-to-face | |
| <p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p> | ICT in class teaching and in communication with students | |
| <p>TEACHING METHODS <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> | <p>Activity</p> | <p>Semester workload</p> |
| | Lectures | 39 hours (1.56 ECTS) |
| | Personal study | 108 hours (4.32 ECTS) |
| | Final examination | 3 hours (0.12 ECTS) |
| | <p>Course total</p> | <p>150 hours (6 ECTS)</p> |
| <p>STUDENT PERFORMANCE EVALUATION <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: Greek</p> <p>Assessment is done by written examination at the end of the semester (80% of the grade) and class participation 20% of the final grade.</p> <p>Evaluation criteria are mentioned in the Course description.</p> | |

(5) ATTACHED BIBLIOGRAPHY

Aspra-Vardavaki M., Emmanouil, M. Η μονή της Παντάνασσας στον Μυστρά. Οι τοιχογραφίες του 15ου αιώνα, Athens 2005.

Chatzidakis, M. *Mystras. The Medieval City and the Castle*, Athens 2005.

Emmanouil, M. Το εικονογραφικό πρόγραμμα της μονής Περιβλέπτου, Αφιέρωμα στον Ακαδημαϊκό Π.Λ. Βοκοτόπουλο, Athens 2015, 407-416.

Kalopissi-Verti, S. A Fortified Late Byzantine Settlement, in: Albani E. – Chalkia E. (eds), *Heaven on Earth*, 224-239.

Zakynthinos, D. *Le Despotag Grec de Moree*, Paris 1932.