

Postgraduate courses outlines | Winter semester 2025-2026
Department of History & Archaeology, University of Crete

Postgraduate Program “Byzantine and Medieval Studies”

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	BΣ-BΙΣ-146	SEMESTER	1 st , 3 rd
COURSE TITLE	Byzantine hagiography as a historical source		
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	12
<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>	COMPULSORY ELECTIVE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK (AND ENGLISH FOR ERASMUS STUDENTS)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes <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> <i>Consult Appendix A</i> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
Upon completing the module, students should achieve: <ul style="list-style-type: none"> • Proven cutting edge knowledge and understanding, based on and building on what they were taught at undergraduate level, which will offer them the foundations for originality of thought and the development of their own research ideas. • The ability to use specialised knowledge and understanding to solve problems, even in a new, unfamiliar or unpredictable and interdisciplinary research environment, related in the first instance to byzantine history, in order to create new knowledge by incorporating advances from various fields. • The ability to combine knowledge and survey complex matters, to express critical thought and to possess critical understanding of issues relating to the field of byzantine history. • The ability to communicate their conclusions, methodologies, assumptions and knowledge clearly, both to a specialised and a general audience. • Command of the necessary learning skills which will allow them to continue their studies

independently.

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>Production of new research ideas</i>	<i>Others...</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
Production of new research ideas
Respect for difference and multiculturalism
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS

This seminar aims to *introduce* graduate students to Byzantine hagiography, primarily of the early and middle Byzantine periods, during which the genre experienced its greatest flourishing. Hagiographical texts are by far the most numerous type of Byzantine literature. They also constitute a valuable source for the historian, whose importance is increasingly recognized today.

The saint is a popular hero who, thanks to his miraculous powers, functions as the protector and spiritual leader of his community. Yet around this central figure—idealized and largely shaped by standardized models—gather people, events, and circumstances that reflect the reality of his time, and which are very rarely presented in other genres of Byzantine literature.

Just as the works of the great 19th-century novelists, though fictional, serve as first-class sources for the study of the societies they describe, so too the Lives of the saints and other hagiographical texts—despite their conventional form and the strong presence of the supernatural—offer us the opportunity to discover aspects of Byzantine history that we would search for in vain elsewhere.

The saint moves within spaces neglected by official historiography (the village, the working-class quarters of the city) and comes into contact with all social strata and occupations. Thus, the authors of these texts provide us with a wealth of information about the everyday life of their time—precisely the sort of details overlooked by contemporary historians, who highlight only noteworthy events, that is, those of particular and exceptional character.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and in communicating with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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> <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>	Activity	Semester workload
	Seminars	39 hours
	Independent study	100 hours
	Preparation for presentations	41 hours
	Essay writing	120 hours
	Course total	300 hours
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Written essay: 70% Presentations: 30%</p> <p>Language of assessment: Greek (and English for Erasmus students).</p> <p>Students are informed about the assessment criteria during teaching.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> • DELEHAYE H., <i>Les légendes hagiographiques</i>, Bruxelles 1905 • ΤΟΥ ΙΔΙΟΥ, <i>Les Passions des martyrs et les genres littéraires</i>, Bruxelles 1921 • EFTHYMIADIS S., (ed.), <i>The Ashgate Research Companion to Byzantine Hagiography</i>, τ. 1: <i>Periods and Places</i>, Farnham – Burlington 2011 • ΤΟΥ ΙΔΙΟΥ (ed.), <i>The Ashgate Research Companion to Byzantine Hagiography</i>, τ. 2: <i>Genres and Contexts</i>, Farnham – Burlington 2014
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COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY
ACADEMIC UNIT	HISTORY AND ARCHAEOLOGY
LEVEL OF STUDIES	POSTGRADUATE

COURSE CODE	BΣ-IMX-133	SEMESTER	1 st , 3 rd
COURSE TITLE	Latin dominions in Greece after 1204		
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	12
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	COMPULSORY ELECTIVE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK (AND ENGLISH FOR ERASMUS STUDENTS)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=6045		

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Upon completing the module, students should achieve:

- Proven cutting edge knowledge and understanding, based on and building on what they were taught at undergraduate level, which will offer them the foundations for originality of thought and the development of their own research ideas.
- The ability to use specialised knowledge and understanding to solve problems, even in a new, unfamiliar or unpredictable and interdisciplinary research environment, related in the first instance to medieval history, in order to create new knowledge by incorporating advances from various fields.
- The ability to combine knowledge and survey complex matters, to express critical thought and to possess critical understanding of issues relating to the field of medieval history.
- The ability to communicate their conclusions, methodologies, assumptions and knowledge clearly, both to a specialised and a general audience.
- Command of the necessary learning skills which will allow them to continue their studies independently.

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?

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

Project planning and management

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

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

(3) SYLLABUS

Despite the generic title of this module, this semester we will focus specifically on Venetian Crete, and particularly on the first centuries of Venetian domination. The purpose of this module is twofold: on the one hand it aims to give you a more in-depth understanding of the history of Venetian Crete, compared to what you might have acquired during your undergraduate studies. On the other hand, it aims to familiarise you with the research methodology of the *Venetokratia*. This means that much of the module will be devoted to the examination of: a) the political and administrative structures of the island; and b) the detailed examination of the relevant archives and the sources housed there.

The ultimate goal of this module is to furnish you with the tools that will allow you to undertake independent research in the field of Venetian Crete, through the use of both published sources, and the multitude of unpublished sources, preserved predominantly in the archives of Venice.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and in communicating with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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> <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>	Activity	Semester workload
	Seminars	39 hours
	Independent study	100 hours
	Preparation for presentations	41 hours
	Essay writing	120 hours
	Course total	300 hours

<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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>Written essay: 70%</p> <p>Presentations: 30%</p> <p>Language of assessment: Greek (and English for Erasmus students).</p> <p>Students are informed about the assessment criteria during teaching.</p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Arbel, B., 'Venice's Maritime Empire in the Early Modern Period', στο *A Companion to Venetian History, 1400-1797*, επιμ. E.R. Dursteler (Leiden: Brill, 2013), 125-254
- Γάσπαρης, Χ., *Η γη και οι αγρότες στη Μεσαιωνική Κρήτη. 13^{ος}-14^{ος} αιώνας* (Αθήνα: Ινστιτούτο Βυζαντινών Ερευνών, 1997)
- Gasparis, Ch., "'Feudatarii Cretenses": la formazione della classe dei proprietari a Creta veneziana nel XIII secolo', στο *Byzantina et Moderna: Mélanges en l'honneur d'Hélène Antoniadis-Bibicou* (Αθήνα, 2007), 57-73
- Jacoby, D., 'Candia between Venice, Byzantium and the Levant: The Rise of a Major Emporium in the Mid-Fifteenth Century', στο *The Hand of Angelos: An Icon-Painter in Venetian Crete*, επιμ. M. Vassilaki (Farnham, 2010), 38-47
- Μαλτέζου, Χ., *Η Κρήτη στη διάρκεια της περιόδου της Βενετοκρατίας (1211-1669)* (Κρήτη: Σύνδεσμος Δήμων & Κοινοτήτων Κρήτης, 1988)
- McKee, S., *Uncommon Dominion: Venetian Crete and the Myth of Ethnic Purity* (Philadelphia: University of Pennsylvania Press, 2000)
- Papadia-Lala, A., 'Society, Administration and Identities in Latin Greece', στο *A Companion to Latin Greece*, επιμ. N. Tsougarakis και P. Lock (Leiden: Brill, 2015), 114-144
- Tiepolo, M.F., 'Note sul riordino degli archivi del Duca e dei notai di Candia nell'Archivio di Stato di Venezia', *Θησαυρίσματα* 10 (1973), 88-100
- Tiepolo, M.F., 'Le fonti documentarie di Candia nell'Archivio di Stato di Venezia', στο *Venezia e Creta: atti del Convengno internazionale di studi, Iraklion-Chania 30 settembre-5 ottobre 1997* (Venice: Istituto veneto di scienze lettere ed arti, 1998), 43-71

- Related academic journals:

Thesaurismata
Κρητικά Χρονικά
Σύμμεικτα
Journal of Medieval History
Mediterranean Historical Review
Al-Masaq

Postgraduate Program “Ottoman History”

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF HISTORY AND ARCHAEOLOGY		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	TOY 111	SEMESTER	3
COURSE TITLE	The Ottoman Empire in public culture		
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	ECTS CREDITS
		3	12
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	COMPULSORY		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	ENGLISH (GREEK FOR WRITTEN ESSAYS FOR THOSE WHO WISH)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=6132		

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course's learning outcomes for students are as follows:

- proven specialised cutting-edge knowledge and understanding that builds on and reinforces what has been taught in the first cycle of study, and which provides the basis for originality of thought and development of ideas in the context of research activity.
- familiarity with the historiographical and methodological issues relevant to the specific topic of the seminar, namely acquiring knowledge about the Ottoman Empire's position in public culture and the uses of Ottoman history therein.
- ability to use their specialised knowledge and understanding to solve problems, even in new, unknown or unpredictable research environments that require a new strategy of approach, within a broader and interdisciplinary framework, relevant in principle to the field of Ottoman history, in order to develop new knowledge by integrating knowledge from different fields.
- ability to combine knowledge and to deal with complex issues, to make judgements, albeit with incomplete or limited information, and to be critically aware of knowledge issues in the field of Ottoman history.

<ul style="list-style-type: none"> - ability to communicate clearly and concisely their conclusions, and the knowledge, reasoning and logical assumptions on which they are based, to both specialist and non-specialist audiences. - possession of the necessary learning skills to enable them to pursue their studies in a largely self-reliant manner. 	
General Competences <i>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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<ul style="list-style-type: none"> - Search, analysis and synthesis of data and information, using the necessary technologies - Adaptation to new situations - Decision-making - Working independently and cooperatively in a team - Working in an international environment - Working in an interdisciplinary environment - Generating new research ideas - Respect for diversity and multiculturalism - Exercising criticism and self-criticism - Promoting free, creative and deductive thinking. 	

(3) SYLLABUS

Students are asked to reflect on the impact of Ottoman history on public culture and to explore this issue using the methodological tools provided by the relevant academic literature. During the weekly meetings, students are asked to critically analyse various cases that have preoccupied or continue to preoccupy public opinion, such as the child levy (*devşirme*), the Secret School, the status of Hagia Sophia in Istanbul, and neo-Ottomanism. Students are also asked to think about their own role as historians in relation to the imprint and uses of the Ottoman Empire in public culture.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (elearn platform, powerpoint presentation, internet use) and in communication (email) with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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> <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>	Activity	Semester workload
	Seminar sessions	39 hours
	Study and analysis of bibliography	100 hours
	Preparation of oral presentations	41 hours
	Writing of essays	120 hours
	Course total	300 hours (12 ECTS)
The course is organised in 13 three-hour weekly sessions. In the first week, the instructor introduces the students to the topic of the seminar. In the following weeks the students are		

	invited to study literature and discuss the topics covered by this literature under the guidance of the instructor and with one student moderating the discussion each week. Students are required to prepare and submit papers related to the topic of the seminar. Students present orally their papers before finalising them in order to hear opinions and comments from the instructor and their fellow students and make improvements and corrections accordingly. The written assignments are submitted online to the instructor.
<p align="center">STUDENT PERFORMANCE EVALUATION</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>Students are assessed on the basis of their written assignments and their attendance and participation in classes. The final grade is 70% based on the written assignments, 10% based on their presence, and 20% based on their active participation in the course. The assignments are submitted in Greek or English. Students are informed of the assessment criteria at the beginning of the course.</p>

(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography:

- Ümit Fırat Açıkgöz, "On the Uses of Architectural Preservation in Early Republican Istanbul (1923-1950)", *Journal of the Ottoman and Turkish Studies Association*, 1 (2014), 167-185
- Umut Azak, "'The Hagia Sophia Cause' and the Emergence of Ottomanism in the 1950s", *Turkish Historical Review*, 13 (2022), 100-121
- Rebecca Bryant (ed.), *Post-Ottoman Coexistence: Sharing Space in the Shadow of Conflict*, New York and Oxford: Berghahn Books, 2016
- Edhem Eldem, "Rescuing Ottoman History from the Turks", *Turkish Historical Review*, 13 (2022), 8-27
- Eyal Ginio and Karl Kaser (eds), *Ottoman Legacies in the Contemporary Mediterranean: The Balkans and the Middle East Compared*, Jerusalem: The European Forum at the Hebrew University, 2013
- Trine Stauning Willert, *The New Ottoman Greece in History and Fiction*, Cham: Palgrave Macmillan, 2019
- M. Hakan Yavuz, *Nostalgia for the Empire: The Politics of Neo-Ottomanism*, New York: Oxford University Press, 2020
- Gülay Yılmaz, "Becoming a *Devşirme*: The Training of Conscripted Children in the Ottoman Empire", in *Children in Slavery through the Ages*, eds Gwyn Campbell, Suzanne Miers, Joseph C. Miller, Athens: Ohio University Press, 2009, 119-134

Related academic journals:

- *Archivum Ottomanicum*
- *International Journal of Middle East Studies*
- *International Journal of Turkish Studies*
- *Journal of the Economic and Social History of the Orient*
- *Journal of the Ottoman and Turkish Studies Association*
- *Osmanlı Araştırmaları*
- *Turcica*
- *Turkish Historical Review*