

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	Department of Philology		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	BYFF206	SEMESTER	ALL
COURSE TITLE	The Byzantine Romance		
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
Lectures		3	5
<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>	SCIENTIFIC AREA		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in Greek)		
COURSE WEBSITE (URL)	https://classweb.cc.uoc.gr/classes.asp		

2. LEARNING OUTCOMES

<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>
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- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course aims at acquainting students with the Byzantine love novel, secular and folk. Upon successful completion of the course, the student should be able to:

- know the most important texts of Byzantine romance and their writers
- know the conditions under which the genre is revived in its secular form (in verses or in prose) during the 12th century
- recognize the relation of these texts to their ancient prototypes
- recognize the relationship of 14th-century popular romances to the Western Knights' romances.
- follow the evolution of the genre from the 12th century onwards and to identify similarities and differences in theme, motifs, language and style.
- understand the social dimension of love romance as a literary genre.
- understand the cultural changes that took place due to the presence of the Latins in the Byzantine territory, especially after 1204.

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>

- Help students to develop a free, creative and inducing thinking
- help students to develop critical and self-critical reflexes.

3. SYLLABUS

- The ancient Greek novel
- Presentation of the period and the particular circumstances that led to the revival of the genre during the 12th century
- Presentation of the four love novels of the 12th century and acquaintance with their writers, while searching for ancient references, pure Byzantine elements and the particularities of each writer. Study of characteristic texts
- Acquaintance with the 14th-century romances (e.g. Belthandros and Chrysantza Kallimachos and Chrysorroï, Livistros and Rodamni) and the particular cultural conditions under which they were produced. Search for influences from the Ancient Novel and secular Byzantine Novel, folk narrative motifs and Western influences.

4. TEACHING and LEARNING METHODS-EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	In class	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Class notes, announcements & communication via ClassWeb • Communication via email 	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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></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 style="text-align: center;"><i>Activity</i></p>	<p style="text-align: center;"><i>Semester workload</i></p>
	Lectures	39
	Independent study and exam preparation	83
	Final written examination	3
	Course total (25 working hours per credit)	125
<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>	Final written examination	

5. SUGGESTED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Agapetos, P. και Smith, O. 1992. <i>The Study of Medieval Greek Romance</i>, Κοπεγχάγη. 2. Beaton, R. 1997. <i>Η ερωτική μυθιστορία του ελληνικού Μεσαίωνα</i>, μετ. Ν. Τσιρώνη, Αθήνα. 3. Hunger, H. 1997. <i>Βυζαντινή Λογοτεχνία</i>, τ. Β', Αθήνα, σ. 525-555. 4. Κακλαμάνης, Σ. και Πασχάλης (επιμ.), Μ. 2005. <i>Η πρόσληψη της αρχαιότητας στο Βυζαντινό και Νεοελληνικό Μυθιστόρημα</i>, Αθήνα. 5. Manousakis, N. 2018. "(Re)discovering Love Stories: Byzantine Mentality and the Greek Novel from the Ninth to the Fifteenth Century CE", <i>The Journal of Greco-Roman Studies</i> 57, 123-144. 6. Nilson, I. 2001. <i>Erotic Pathos and Rhetoric Pleasures: Narrative Technique and</i>

Mimes in Eumathios Makrembolites Hysmine & Hysminias, [SBU 7], Uppsala.

7. Roilos, P. 2005. *Amphoteroglossia: A Poetics of the Twelfth-Century Medieval Greek Novel*, Harvard.