

COURSE OUTLINE

(1) GENERAL

FACULTY	SCHOOL OF PHILOSOPHY		
DEPARTMENT	DEPARTMENT OF PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	BYFF171	SEMESTER OF STUDIES	ALL
COURSE TITLE	Byzantine historiography in the Palaeologan Period		
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
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>	SPECIAL FIELD		
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> • <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>This course on historiography of the palaeologan period has as its main goal to familiarize students with texts and authors, as well as with the main view, focus and techniques of their historical narration. Students will be encouraged to succeed in more specific goals such as:</p> <ul style="list-style-type: none"> - The introduction to the historical outline of the period. - The introduction to each author, his work and the main bibliography on the subject.
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- The knowledge and study on the sequence of the main palaeologan historians (Georgios Akropolites, Georgios Pachymeres, Nikephoros Gregoras, John VI Kantacuzenos e.a.) in order to be able to define and distinguish features central in their works.
- The capability in placing each author under the evolution of trends of byzantine historiography from the early period up to late Byzantium.
- The discernment on the narrative and ideological elements in each work and analysis of corresponding passages.
- The following of the range of events in the narrative, with the head figures and major incidents.

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>

- Research, analysis and synthesis of data and information by using all the required technological support
- Independent work
- Production of new research ideas
- Critical and self-critical thinking
- Promotion of free, creative and deductive way of thinking

(3) SYLLABUS

1. Introductory discussion on the genre of byzantine historiography and its sub-divisions.
2. Introductory discussion on the palaeologan era and historical developments in it.
3. Main historians in this period.
4. Georgios Akropolites and the beginning of the palaeologan dynasty.
5. Georgios Pachymeres. A model historian.
6. Techniques of historical narration and their indicators in the text.
7. Nikephoros Gregoras: his specific focus in the "Renaissance" milieu of the beginning of the 14th cent.
8. John VI Kantacuzenos: an emperor historian.
9. The evolution in palaeologan historiography from the first (1204) to the last conquest (1453) of the city.

(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"> • Teaching material (files, slides, presentations, studies) plus contact via the <i>classweb</i> platform • Contact 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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Personal study and preparation for exams</td> <td style="text-align: center;">83</td> </tr> <tr> <td>Final written exams</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Course Total (25hours of work per ECTS)</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Personal study and preparation for exams	83	Final written exams	3	Course Total (25hours of work per ECTS)	125
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<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>Three hours written exams on the following subjects: a) the evolution of the genre of historical writing in the relevant period, b) the historical events and persons who determinate them, c) style, narrative techniques, subject and literary features of each author, d) ideological transformations and evolution of historical writing.</p>											

(5) ATTACHED BIBLIOGRAPHY

<p>H. Hunger, <i>Βυζαντινή λογοτεχνία. Η λόγια κοσμική γραμματεία των Βυζαντινών</i>, τ. Β', Αθήνα 1992, σ. 11-364</p> <p>A. Καρπόζηλος, <i>Βυζαντινοί ιστορικοί και χρονογράφοι</i>. τ. Α'-Γ', Αθήνα 1997-2009</p> <p>Στ. Λαμπάκης, <i>Γεώργιος Παχυμέρης, Πρωτέκδικος και Δικαιοφύλαξ-εισαγωγικό δοκίμιο</i>, Αθήνα 2004</p> <p>Ruth Macrides. <i>George Akropolites: the History. Introduction, translation and commentary</i>, Oxford-New York 2007</p>

Ruth Macrides (επιμ.), *History As Literature in Byzantium: Papers from the Fortieth Spring Symposium of Byzantine Studies, University of Birmingham, April 2007*, Ashgate 2010

P. Odorico (εκδ.), *L'écriture de la mémoire. La littérarité de l'historiographie*, Paris 2006