

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	BYFF196	SEMESTER	ALL
COURSE TITLE	Invective in Byzantine Historiography		
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 organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE: <i>general background, special background, specialized 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://elearn.uoc.gr/course/view.php?id=5750		

2. LEARNING OUTCOMES

<p>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></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>The course aims on the understanding of:</p> <ul style="list-style-type: none"> - The genre of Byzantine historiography. - Offensive language in historiographic works. - The theory of psogos, common place and ethopiia. - The language, the characteristics of the style and the methods of narration in historiography. - The projected morals during the Byzantine period. - The reception of historiography during the Byzantine period. 																	
<p>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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking.....</i></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others.....</i></td> </tr> </table>		<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</i>	<i>Team work</i>	<i>to gender issues</i>	<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking.....</i>	<i>Production of new research ideas</i>	<i>Others.....</i>
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- Search for, analysis and synthesis of data and information, with the use of the necessary technology.
- Working independently.
- Production of new research ideas.
- Respect for difference and multiculturalism.
- Criticism and self-criticism.
- Production of free, creative and inductive thinking.

3. SYLLABUS

1st lecture: Introduction to Byzantine historiography.

- Analysis of the main characteristics of the genre of historiography.
- Presentation of the development of historiography from the 4th c. AD to the 15th c. with reference to the most important authors.

2nd lecture: The theory of blame and insult.

- The theory on insult in the progymnasmata treatises (*psogos, common place*).
- The progymnasma of *ethopiia* and the formation of the characters in the texts.
- Hermogenes' *On Style* and the ideas of asperity and vehemence.
- Theophrastus' *Characters*.

3rd lecture: Procopius, *Anecdota* and Agathias, *Historiae*.

- Justinian and Theodora in Procopius' *Anecdota*.
- The depiction of Chosroes and Ouranius in Agathias' *Historiae*.

4th lecture: Theophanes the confessor, *Chronographia*.

- Invective towards iconoclastic emperors such as Constantine V and Leo III.

5th lecture: Joannes Kaminiates, *De expugnatione Thessalonicae*.

- The depiction of Leo of Tripoli and the Saracens.

6th lecture: Constantinus VII Porphyrogenitus, *Vita Vasilii*.

- The invective towards Michael III and his comparison with Basil I.

7th lecture: Michael Psellos, *Chronographia*.

- The characterization of the ethos of Constantine VIII.
- Romanos III, the Empress Zoe and the latter's affair with Michael IV.
- Psellos' criticism of Constantine IX.
- The extensive invective against Romanos IV.

8th lecture: Joannes Skylitzes, *Synopsis historiarum*.

- The presentation of Michael III.
- The description of Nikephoros Phocas as a tyrannical ruler.
- The reference to Michael IV and Empress Zoe.

9th lecture: Anna Komnene, *Alexiad*.

- The presentation of Johannes Italos.
- The reference to the Bogomils.
- The depiction of the crusaders and the narrative of Bohemond's plan.

10th lecture: Nikephoros Choniates, *Historia*.

- The invective against Manuel I.
- The death of Kastamonites, the depiction of his inexperienced successor Constantine Mesopotamites and the depiction of the emperor Isaac II.
- The insulting portrayal of the crusaders through their plundering.

11th lecture: Johannes VI Kantakouzenos, *Historiae* and Doukas, *History*.

- The depiction to the zealots of Thessaloniki and the presentation of Alexios Apokaukos by Johannes VI Kantakouzenos.
- The depiction of the mob that opposed the union of the churches by Doukas.

12th lecture: *The chronicle of Morea*.

- The invective against the “Romans”.
- 13th lecture: Conclusions.
- Conclusive notes.
 - Review of the role of the insults in the genre of historiography.
 - The depiction of the characters' morals, the readers' possible emotional reactions and conclusions about the projected morality of the period.
 - The invective and the insults as methods used in propaganda.

4. TEACHING AND LEARNING METHODS-EVALUATIO

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Classroom lectures	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • PowerPoint presentations. • The teaching material will be uploaded to E-learn. • Use of the Thesaurus Linguae Graecae (TLG) and the Lexikon zur byzantinischen Gräzität (LBG). 	
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
	Lectures	39
	Autonomous study and preparation for exams	83
	Final written exam	3
	Course total hours (25 hours of workload for each ECTS)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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 Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Three-hour written examination that will include: <ul style="list-style-type: none"> - Translation and interpretation of an original text. - Comments on the theory invective. - Comments on the themes and motifs of the insult. - Interpretive questions. - More general questions about the genre of historiography. 	

5. ATTACHED BIBLIOGRAPHY

Editions:

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- Patillon, M. (ed.) (2008-2014), *Corpus rhetoricum*, 5 vol., Paris: Les Belles Lettres.
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- Wirth, G. and J. Haury (ed.) (1963), *Procopii Caesariensis opera omnia*, vol. 3, Leipzig: Teubner.

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