

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF PHILOSOPHY		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PHILOLOGY		
<b>LEVEL OF STUDIES</b>	GRADUATE		
<b>COURSE CODE</b>	MBZΦ035	<b>SEMESTER</b>	ALL
<b>COURSE TITLE</b>	Palaeologan "Renaissance": Scholarship and Literature		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and presentations		3	15
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special field, development of proficiency		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK (in English for Erasmus students)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://classweb.cc.uoc.gr/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>This seminar aims to bring students in contact with philological/scholarly and literary activity during the Palaeologan period, especially in the 13th and 14th centuries. In particular, they will have the chance to follow the philological occupation of certain well attested persons, both in relation to antiquity as well as to texts of the byzantine period. At the same time, we will examine the evolution in the main literary genres (historiography, epistolography, poetry, rhetoric), but also the writing of other categories of texts. Important factors that affect the intellectual movement in the current</p>

period, are the authors' scholarly character and knowledge of the antiquity as well that of the Christian tradition, style and different usages of language (popular-learned), production of new texts, contemporary discussions among important personalities of the times, as well as any projects that they would undertake, in a level similar to nowadays research projects.

**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>

- Search, analyzing, composition of data and information, by using all the required technological support
- Independent work
- Production of new research ideas
- Practice on criticism and self-criticism
- Promotion of free, creative and inferential way of thinking

**(3) SYLLABUS**

Main structural parts of the seminar will be:

1. The intellectual context in the period of the so-called "Palaeologan Renaissance".
2. The epistemological analysis on the cultural movement of the "Palaeologan Renaissance".
3. Changes in the manuscript culture, as well as in the education system of the times.
4. The presentation and study of philological projects as products by distinguished scholars of the times.
5. Important authors and their profile, literary genres, most important works and their influence.
6. Theoretical standards and shifts in the conception of literature
7. Patterns and levels of style.
8. Continuity of literary movements until the end of Byzantium.

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In class
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with</i>	<ul style="list-style-type: none"> <li>● Teaching material (files, slides, presentations, editions, studies, monographs and articles), plus contact via the <i>classweb</i> platform</li> <li>● Contact via email</li> </ul>

<i>students</i>											
<p><b>TEACHING METHODS</b></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>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</p>	<table border="1"> <thead> <tr> <th><b>Activity</b></th> <th><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Independent study and exam preparation</td> <td>200</td> </tr> <tr> <td>Final written examination</td> <td>136</td> </tr> <tr> <td><b>Course total</b></td> <td><b>375</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Semester workload</b>	Lectures	39	Independent study and exam preparation	200	Final written examination	136	<b>Course total</b>	<b>375</b>
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<p><b>STUDENT PERFORMANCE EVALUATION</b></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 will be rated through their participation-presence during the seminar, each week of the semester. They will contribute in the presentation of the general subject by presenting to their fellow-students a specific part of the examined material, reporting thus for the progress of their own work. Apart from the three hours week meetings, additional tutorials will support the specific treatment of each subject, while at the same time they will give the chance for clarifying specific questions for each student. After the end of the 13 weeks of the semester, students can send their final written piece of work until the end of the second week of the exams period.</p>										

## (5) ATTACHED BIBLIOGRAPHY

<p><b>Indicative titles of editions of texts:</b></p> <ul style="list-style-type: none"> <li>- Efhymia Braounou-Pietsch (ed.), <i>Beseelte Bilder: Epigramme des Manuel Philes auf bildliche Darstellungen</i>, Wien 2010</li> <li>- B. Byden-K. Hult, <i>Theodore Metochites on Ancient Authors and Philosophy: Semeioseis gnomikai 1-26 &amp; 71</i>, Göteborg 2002</li> <li>- A. Failler (intr. ed. com.), V. Laurent (transl.), <i>Georges Pachymérés, Relations Historiques</i>, CFHB 24/1-5, Paris 1984-2000</li> <li>- Karin Hult, <i>Theodore Metochites on the Human Condition and the Decline of Rome: Semeioseis gnomikai 27-60</i>, Göteborg 2016</li> <li>- H. Hunger-I. Ševčenko, <i>Des Nikephoros Blemmydes 'Basilikos Andrias' und dessen Metaphrase von Georgios Galesiotes und Georgios Oinaïotes</i>, Wien 1986</li> <li>- J. Munitiz, <i>Nicephori Blemmydae autobiographia, sive, Curriculum vitae</i>, Turnhout-Leuven 1984</li> <li>- Emm. A. Paschos – Chr. Simelidis, <i>Introduction to Astronomy by Theodore Metochites</i>,</li> </ul>
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(*Stoicheiosis Astronomike 1.5-30*), Singapore–Hackensack 2017

**General and special studies on the period:**

- D. Angelov, *Imperial Ideology and Political Thought in Byzantium, 1204-1330*, Cambridge 2007
- D. Angelov, *The Byzantine Hellene. The Life Of Emperor Theodore Laskaris And Byzantium In The Thirteenth Century*, Cambridge 2019
- M. Bazzani, Theodore Metochites, a byzantine humanist, *Byzantion* 76 (2006), 32-52
- Π. Γουναρίδης, *Τὸ κίνημα τῶν Ἀρσενιατῶν (1261-1310): Ἰδεολογικές διαμάχες τήν ἐποχή τῶν πρώτων Παλαιολόγων*, Αθήνα 1999
- C. N. Constantinides, *Higher Education in Byzantium in the Thirteenth and Early Fourteenth Centuries (1204-ca. 1310)*, Nicosia 1982
- Erika Gielen, Joseph the Philosopher, an Outstanding Outsider: Philosophy and Rhetoric at the Court of Andronicus II, στο G. Nathan, Lynda Garland (επιμ.), *Basileia: Essays on Imperium and Culture in Honour of E. M. and M. J. Jeffreys*, Leiden-Boston 2011, 205-216
- Στ. Λαμπάκης, *Γεώργιος Παχυμέρης, Πρωτέκδικος και Δικαιοφύλαξ-εισαγωγικό δοκίμιο*, Αθήνα 2004
- J. Meyendorff, Spiritual Trends in Byzantium in the Late Thirteenth and Early Fourteenth Centuries, στο *Art et Société à Byzance sous les Paléologues*, Venice 1971 = P. Underwood, *The Cariye Djami*, τ. 4, Princeton N. J. 1975, 93-106
- A. Papadakis, *Crisis in Byzantium. The Filioque Controversy in the Patriarchate of Gregory II of Cyprus (1283-1289)*, New York <sup>2</sup>1997
- I. Ševčenko, The Decline of Byzantium Seen through the Eyes of Its Intellectuals, *DOP* 15 (1961), 169–86
- I. Ševčenko, *La vie intellectuelle et politique à Byzance sous les premiers Paléologues: Etudes sur la polemique entre Theodore Metochite et Nicephore Choumnos*, Bruxelles 1962
- Alice-Mary Talbot, Hagiography in Late Byzantium (1204-1453), στο St. Efthymiadis (επιμ.), *The Ashgate research companion to Byzantine hagiography*, Farnham 2012, 173-198
- E. Trapp, *Prosopographisches Lexikon der Palaiologenzeit*, v. 1-12, Vienna 1976-1996