

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	BYFF331	SEMESTER	5th semester onwards
COURSE TITLE	Historiographical genre in Byzantine 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 and presentations	3	10	
<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>	Special field, development of proficiency		
PREREQUISITE COURSES:	BYFF100 «Introduction to Byzantine Literature», plus the course of Ancient Greek (AEFF 015), and BYFF101 or BYFF102		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK (in English for Erasmus students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/		

(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></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>In the current seminar, we will study the evolution and central issues that pertain to the genre of Byzantine historiography. By no means, this genre remained identical but it continuously evolved during the long Byzantine era. In the level of a research seminar, it is worth for students being concerned with and studying issues in relation with basic distinctions, meanings, and terminology in the genre under discussion; secondly, it is worth focusing on certain cases of historians and studying specific works, as well as pointing out and describing particular trends in the evolution of historical narrative during Byzantine period.</p>
<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>

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

(3) SYLLABUS

1. Introductory discussion on the genre of historiography and the narration of history in Byzantine times. Discussion on the main titles in relevant bibliography 2. Clarification of basic notions and issues: historical space and time, historiographical tradition from antiquity to the christianised New Rome 3. Main distinctions within the genre: historiography and chronography, history, encomium, contemporary narration 4. Preambles in historical works and the theory of history. Basic theoretical concepts (the philosophy of history) and terminology 5. The sequence of Byzantine historians. Historians as real persons 6. Historians of the Early Byzantine Period 7. Historians of the Middle Byzantine Period 8. Historians of the Late Byzantine Period 9. Outstanding historical works 10. Trends and movements in Byzantine historiography
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> Teaching material (files, slides, presentations, editions, studies, monographs and articles), plus contact via the <i>elearn</i> platform Contact via email 	
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,</i>	Activity	Semester workload
	Lectures	39
	Independent study and exam preparation	105
	Final written examination	106

<i>clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>		
	Course total	250
<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 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 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>Suggested titles:</p> <ul style="list-style-type: none"> - The entry by A. Kazhdan, <i>Historiography</i>, in A. P. Kazhdan (ed.), <i>The Oxford Dictionary of Byzantium</i>, New York-Oxford 1991, v. 2, p. 937-938 - The article by M. Angold-M. Whitby, <i>Historiography</i>, in Elizabeth Jeffreys, J. Haldon and R. Cormack (eds.), <i>The Oxford Handbook of Byzantine Studies</i>, Oxford-New York 2008, p. 838-852 - Chapters by A. Kaldellis, Chapter 10. <i>Byzantine Historical Writing, 500-920</i>, and P. Magdalino, Chapter 11. <i>Byzantine Historical Writing, 900-1400</i>, in Sarah Foot - Chase F. Robinson (επιμ.), <i>The Oxford History of Historical Writing</i>, v. 2: 400-1400, Oxford 2012, p. 201-217, 218-237 - Chapter on historiography, in H. Hunger, <i>Βυζαντινή λογοτεχνία. Η λόγια κοσμική γραμματεία των Βυζαντινών</i>, v. Β, Αθήνα 1992, p. 11-364 - The recent four volumes handbook on byzantine historiography and chronography, A. Καρπόζηλος, <i>Βυζαντινοί ιστορικοί και χρονογράφοι. v. Α' (4ος-7ος αι.)</i>, Αθήνα 1997 A. Καρπόζηλος, <i>Βυζαντινοί ιστορικοί και χρονογράφοι. v. Β' (8ος-10ος αι.)</i>, Αθήνα 2002 A. Καρπόζηλος, <i>Βυζαντινοί ιστορικοί και χρονογράφοι. v. Γ' (11ος-12ος αι.)</i>, Αθήνα 2009 A. Καρπόζηλος, <i>Βυζαντινοί ιστορικοί και χρονογράφοι. v. Δ' (13ος-15ος αι.)</i>, Αθήνα 2015
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