

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	BYFF124	SEMESTER	ALL
COURSE TITLE	THE HYMNOGRAPHIC <i>KANON</i> POETRY		
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/class_profile.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. 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 courses aim to introduce students to the basic principles of Byzantine liturgical poetry, and in particular to acquaint themselves with the most important and, perhaps, the richest in production, hymnographic genre of the canon, that was born at the end of the 7th century and flourished from the 8th to the 10th century.</p> <p>By completing the course the student should be able to:</p> <ul style="list-style-type: none"> ● understand the basic characteristics of the canon and distinguish it from the other hymnographic genres ● understand its basic structure ● know the important representatives of the genre until the 11th century and their characteristics. ● understand the role of this particular poetic genre in the society and the era it was produced. ● be aware that liturgical poetry is also a child of its time and expresses its ideas and perceptions: the birth and the apogee of the <i>kanon</i> is closely connected to the church's battle against Iconoclasm. <p>General Competences</p> <p><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;"></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity</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>Showing social, professional and ethical responsibility and sensitivity</i>
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	<i>Showing social, professional and ethical responsibility and sensitivity</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>to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</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

- General introduction to Byzantine poetry. The main distinction between secular and religious poetry and a brief presentation of the liturgical genres before the birth of the <i>kanon</i> , with emphasis on the kontakion - The birth of the <i>kanon</i> and the historical conditions that led to the consolidation of the genre - The most prominent representatives of the acme of the genre (8th century): Andrew of Crete - Andrew of Crete and the <i>Great Kanon</i> . Cosmas the Melodist - The hymnography of Cosmas. Selected texts - John of Damascus. Selected texts - The main representatives of the genre in the 9th century: Theodorus of Studios. Selected texts - Theophanes Graptos - Joseph the Hymnographer. Selected texts - Other Hymnographers of the 9th and 10th c. - 11th c.: John Mauropous
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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"> • Class notes, announcements & communication via ClassWeb • Communication 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, 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>	<i>Activity</i>	<i>Semester workload</i>
	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</i> <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</i>	Final Written Examination	

<p><i>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>	
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(5) ATTACHED BIBLIOGRAPHY

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| <p>ΔΕΤΟΡΑΚΗΣ, Θ. 1997. <i>Βυζαντινή Υμνογραφία</i> (Ηράκλειο)</p> <p>ΕΥΣΤΡΑΤΙΑΔΗΣ Σ. 2006², <i>Είρμολόγιον</i>, έκδ. Κυριακίδη, Αθήνα</p> <p>FOLLIERI E. 1961-1966. <i>Initia Hymnorum Ecclesiae Graecae</i>. vols I-V/ 1-2, [Studi et Testi 211-215 bis] Città del Vaticano.</p> <p>ΚΟΡΑΚΙΔΗΣ Α. Σ. 2006, <i>Βυζαντινή Υμνογραφία</i>. Τόμ. Β'. <i>Λεξικὸ τῶν ὑμνολογικῶν καὶ λειτουργικῶν ὄρων τῆς Ὀρθοδόξου Ἐκκλησίας</i>, Αθήνα 2006.</p> <p>ΞΥΔΗΣ Θ. 1978. <i>Βυζαντινή Υμνογραφία</i> (Αθήνα).</p> <p>ΠΑΪΔΑΣ, Κ. 2006. <i>Εισαγωγή στη Βυζαντινή Ποίηση</i> (Αθήνα).</p> |
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