

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF PHILOSOPHY		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PHILOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>BYFF 212</b>	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	Epistolography in middle Byzantine period		
<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	3	5	
<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		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek (also English for Erasmus students in the exams)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### (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>The present course's first aim is to gradually acquaint students with the general character and the specific attributes of Epistolography in middle Byzantine period (8th c.-early 13th c.). In order to achieve that, the students are first presented with the intertemporal features of Byzantine literature as whole, as well as those of the genre of Epistolography. We then focus on the middle Byzantine period, by reading and discussing selected letters, composed by some of the most important authors of the said era.</p>
<p><b>General Competences</b></p>

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...
	.....

- Search for, analysis and synthesis of data and information, with the use of the necessary technology.
- Working independently.
- Production of new research ideas.
- Criticism and self-criticism.
- Production of free, creative and inductive thinking.

### (3) SYLLABUS

1. Introduction: The character of Byzantine literature.
2. On Byzantine Epistolography in general: Theoretical treatises, internal and external attributes, public and private aspects.
3. Digital resources (dictionaries, databases, webpages) for the study of Byzantine Epistolography.
4. Selected letters written by the most distinguished authors of the middle Byzantine era: Theodoros Stouditis, patriarch Photios, John Geometris, Michael Psellos, John Mauropous, Eustathios of Thessaloniki, John Tzetzis, Michael Honiatis etc.
5. "Mixed" genres and embedded letters: The cases of Historiography and Erotic novels.
6. Rhetoric and Epistolography: Letters written as detailed descriptions and theatrical monologues.
7. The performative aspect of Epistolography: Reading, reciting, acting out.
8. Networks and authority: The constant motif of *friendship* (φιλία).

### (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 students</i>	-Teaching material (slides, power point presentations, demonstration and use of webpages and other digital resources, scientific articles and papers). -Contact via classweb. -Contact via email.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	<b>39</b>
	Independent study	<b>83</b>
	Final written exams	<b>3</b>

<p><i>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>		
	Course total	<b>125</b>
<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>3-hour-long written exams, comprising queries on a given text, regarding grammar, syntax and overall analysis. Also, theory questions deriving from the in class lectures.</p>	

##### (5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>-H. Hunger, <i>Βυζαντινή λογοτεχνία. Ἡ λόγια κοσμική γραμματεία τῶν Βυζαντινῶν, vol. 1'</i>, Athens <sup>3</sup>2001, 301-357 (trnsl. I. V. Anastasiou).</p> <p>-M. Mullett, «Epistolography», in: E. Jeffreys (ed.), <i>The Oxford handbook of Byzantine studies</i>, Oxford 2008, 882-893.</p> <p>-S. Papaioannou, <i>Μιχαήλ Ψελλός. Ἡ ῥητορική καὶ ὁ λογοτέχνης στὸ Βυζάντιο</i>, Iraklio 2020.</p> <p>-A. Riehle (ed.), <i>A companion to Byzantine epistolography</i> (Brill's companions to the Byzantine world 7), Leiden – Boston 2020.</p> <p>-N. V. Tomadakis, <i>Βυζαντινὴ ἐπιστολογραφία ἤτοι Εἰσαγωγή εἰς τὴν Βυζαντινὴν φιλολογίαν</i>, Thessaloniki <sup>3</sup>1993.</p>
--