

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	BYΦΦ209	SEMESTER	ALL
COURSE TITLE	BYZANTINE SATIRE		
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		
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"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 										
<p>The course aims at acquainting students with Byzantine satire. By successfully completing the course the student should be able to:</p> <ul style="list-style-type: none"> • know the most important satirical texts of Byzantine literature and their writers • identify the presence of satire in other texts and understand its particular characteristics • understand and recognize the relationship between Byzantine satire and ancient comedy (mainly Aristophanes) and ancient satire (Lucian's influence) • watch the development of Byzantine satire, especially from the 11th century onwards, and to understand the differences in content and targeting. • understand the social dimension of satire as a literary genre 										
<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 border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</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 to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>
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<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

<ul style="list-style-type: none"> - Help students to develop a free, creative and inducing thinking - help students to develop critical and self-critical reflexes.
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3. SYLLABUS

<ul style="list-style-type: none"> - General introduction to satire. The ancient Greek satire and the influence it exercised along with the ancient comedy in Byzantine literature and the formation of the literary genre of Byzantine satire. - Satire in the 11th century: the satirical poems by Christopher Mytilineos and the mocking and satirical poetry of Michael Psellos - Lucian's imitations: <i>Charidemus</i>, <i>Philopatris</i> - Dialogues of the Dead: <i>Timarion</i> (12th Century) and <i>Mazaris</i> (15th Century) - The satirical texts of Theodoros Prodromos - A short presentation of the popular satirical production
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4. TEACHING AND LEARNING METHODS-EVALUATION

MODE OF DELIVERY	In class	
OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT	<ul style="list-style-type: none"> • Class notes, announcements & communication via ClassWeb • Communication via email 	
COURSE STRUCTURE	ACTIVITY	WORKLOAD
	Lectures	39
	Independent study and preparation for exams	83
	Final written exams	3
	Course total hours (25 hours of workload for each ECTS)	125
STUDENT ASSESSMENT	Final Written Examination	

5. ATTACHED BIBLIOGRAPHY

<p>Παπαϊωάννου, Βάγγος. 2000. <i>Η Σάτιρα στη Βυζαντινή Λογοτεχνία</i>, Θεσσαλονίκη: Κώδικας.</p> <p>Hunger, H. 1992. <i>Βυζαντινή Λογοτεχνία. Ἡ λόγια κοσμική γραμματεία τῶν Βυζαντινῶν</i>, τ. Β', μετ. Τ. Κόλλιας, Κ. Συνέλλη, Γ.Χ. Μακρής, Ι. Βάσσης, Αθήνα: ΜΙΕΤ: 565-578.</p> <p>Λαμπάκης, Σ. 1982. <i>Οι καταβάσεις στον Κάτω Κόσμο στη Βυζαντινή και στη Μεταβυζαντινή Λογοτεχνία</i>, Αθήνα.</p>

Marciniak, P. 2016, "The art of abuse: satire and invective in Byzantine Literature", *Eos* 103: 349-362.

Menelaou, I. 2017. "Byzantine Satire: The Background of Timarion", *Hiperboreea Journal* 4/2: 53-66.

Tozer, H.F. 1881, "Byzantine Satire", *The Journal of Hellenic Studies* 2: 233-270