

## 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>	BYΦΦ216	<b>SEMESTER</b>	ALL
<b>COURSE TITLE</b>	Texts at the margins of literary genres (11th-14th centuries)		
<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 in the exams 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/class_profile.asp">https://classweb.cc.uoc.gr/class_profile.asp</a>		

### (2) LEARNING OUTCOMES

#### Learning outcomes

*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*

- *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*

This course will deal with specific cases of literary works [e.g. Stephanites and Ichnelates, Syntipas (11th cent.), didactic poetry (11th-12th cent.), *Imperial Statue* by Nikephoros Blemmydes (13th cent.), *Semeioseis gnomikai* by Theodore Metochites (14th cent.)], from a period of about three centuries (11th-14th), both from prose and poetic discourse, both in learned and vernacular register. These texts cannot be easily classified under a certain literary genre. Starting from the above features, students will be asked to get familiar with issues such as the following:

- What the meaning of a literary genre is for the Byzantines during the period in question and which—possibly different—divisions have prevailed in modern scholarship.
- Which special features of each work can be regarded as those of a literary genre.
- In what extent originality exists in the production of these works, and what their relation is with the cultural context within and without the Byzantine borders.
- Which wider trends and cultural currents these literary changes can fit in. Are they well ahead of their own times or do they repeat literary trends from older periods?

**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>Production of new research ideas</i>	<i>Others...</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**

1. Introduction in the literary genres of the period.
2. Presentation of the basic works that we will deal with.
3. Works that can be connected with the literary production without Byzantium.
4. Novelties in the cultural contexts of Constantinople.
5. Works that can be related to literary trends and authors of the past (Antiquity, Late Antiquity).
6. Genres after 1204 and genres which reflect the last effort for the renovation of Byzantine culture.
7. Are there any pioneer authors and works in the period in question?
8. Conclusions on the last part of this period (beginning of the 14th cent.). Discussion on how cultural phenomena defined by modern terms, such as the so-called “Palaeologan Renaissance”, have affected literary genres, either as their twilight or a mere transition in their production.

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

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>In class</p>	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>• Teaching material (files, slides, presentations, studies) plus contact via the <i>classweb</i> platform</li> <li>• Contact via email</li> </ul>	
<p style="text-align: center;"><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><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><b>Activity</b></p>	<p><b>Semester workload</b></p>
	<p>Lectures, bibliography study and analysis</p>	<p>39</p>
	<p>Independent study and preparation for exams</p>	<p>83</p>
	<p>Final written exams</p>	<p>3</p>
	<p>Total hours (25 hours of workload for each ECTS)</p>	<p><b>125</b></p>
<p style="text-align: center;"><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>Three hours of written exams on the following subjects: a) the evolution of literary genres in the relevant period, b) the features of specific works and authors, c) issues related to the cultural changes and evolution of the intellectual life of the period in question.</p>	

#### (5) SUGGESTED BIBLIOGRAPHY

##### Selection of titles of works and studies:

- H. G. Beck, *Ιστορία της βυζαντινής δημόδους λογοτεχνίας*, μτφ. Νίκη Eideneier, Αθήνα 1993
- Floris Bernard, *Writing and Reading Byzantine Secular Poetry, 1025-1081*, Oxford 2014
- B. Byden-K. Hult, *Theodore Metochites on ancient authors and philosophy: Semeioseis gnomikai 1-26 & 71*, Γκέτεμποργκ 2002

- H. Eideneier, *Πτωχοπρόδρομος*, Ηράκλειο 2013
- M. Hinterberger, Δημώδης και λόγια λογοτεχνία: Διαχωριστικές γραμμές και συνδετικοί κρίκοι, in P. Odorico-P. Agapitos (επιμ.), *Pour une "nouvelle" histoire de la littérature byzantine. Actes du colloque international philologique. Nicosie, 25-28 mai 2000*, Dossiers Byzantins 1, Paris 2002, p. 153-165
- P. Marciniak, Reinventing Lucian in Byzantium, *DOP* 70 (2016), p. 1-14
- Margaret Mullett, The Madness of the Genre, *DOP* 46 (1992), p. 233-243
- M. Ch. G. Müller-M.Th. Kiessling, *Θεοδώρου τοῦ Μετοχίτου Ὑπομνηματισμοὶ καὶ σημειώσεις γνωμικαὶ: Theodori Metochitae Miscellanea philosophica et historica*, Λειψία 1821· ανατ. Ἀμστερνταμ 1966
- R. Romano (επιμ.), *La satira bizantina dei secoli XI-XV*, Torino 1999
- Διάφορα λήμματα από το λεξικό A. P. Kazhdan (ed.), *The Oxford Dictionary of Byzantium*, v. 1-3, Νέα Υόρκη-Οξφόρδη 1991, όπως Genre, literary, v. 2, p. 832 / Philopatris, τ. 3, p. 1657, Seth, Symeon, v. 3, p. 1882-3 / Syntipas, v. 3, p. 1997 / Timarion, v. 3, p. 2085, κ.ά.