

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF PHILOSOPHY		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	GRADUATE		
<b>COURSE CODE</b>	MBZΦ037	<b>SEMESTER</b>	ALL
<b>COURSE TITLE</b>	Education and writing practice in Byzantium		
<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 and presentations	3	15	
<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, development of proficiency		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK (in English 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/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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.</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>In the current seminar, we will study the relation between the evolution of education institutions in byzantine period, and modes and trends in writing and authorship.</p> <p>The system of education as well as theory and tradition in writing that were bequeathed from Late Antiquity to early Byzantium, clearly had influenced –also during the centuries to come– not only authorial practices as requirements for a state employee, but also those trends in writing literary genres in every period.</p> <p>Students attending this seminar will get to be familiar with issues and the relevant literature, such as:</p> <ul style="list-style-type: none"> <li>- The relevant theory with art of speech and the basic levels in which pupils and students were trained (rythm and figures of speech, progymnasmata, narrative techniques etc.)</li> <li>- The evolution of educational institutions in Byzantium</li> <li>- Different schools (in eastern provinces and Constantinople, public and private ones, etc.) and learning practices (such as epimerismoi, schedography, etc.), as they were developing in each period.</li> </ul>

- The use and prevalence, over the years, of specific texts/works and authors/models within the learning procedure, as well as in the formulation of voices of literary criticism

**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?*

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|---|---|
| <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. Introductory discussion on education in Byzantium
2. Introductory discussion on the rhetorical theory in Late Antiquity
3. Is there a literary theory for the Byzantines?
4. Exemplary trends in authorial modes and voices from every period
5. Recognition of specific educational practices and theoretical directions from the study of texts themselves
6. Tradition and innovation both in education and writing practice
7. Terminology regarding language and style; usage of such terminology for expressing literary criticism
8. Analysis and hermeneutics of byzantine scholarship and literature today, according to the perception of the above parameters

**(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>	<ul style="list-style-type: none"> <li>• Teaching material (files, slides, presentations, editions, studies, monographs and articles), plus contact via the <i>classweb</i> platform</li> <li>• Contact via email</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39

<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>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</p>	Independent study and exam preparation	200
	Final written examination	136
	Course total	<b>375</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>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><b>Suggested titles:</b></p> <ul style="list-style-type: none"> <li>- P. A. Agapitos, "New Genres in the Twelfth Century: The Schedourgia of Theodore Prodromos", <i>Medioevo Greco</i> 15 (2015), 1–41.</li> <li>- Fl. Bernard, <i>Writing and Reading Byzantine Secular Poetry, 1025-1081</i>, Oxford 2014</li> <li>- T. Conley, "Byzantine teaching on figures and tropes; an introduction", <i>Rhetorica</i> 4 (1986), 335-374</li> <li>- C. N. Constantinides, <i>Higher Education in Byzantium in the Thirteenth and Early Fourteenth Centuries (1204 - ca. 1310)</i>, Nicosia 1982</li> <li>- Β. Κατσαρός, «Η ρητορική ως 'θεωρία λογοτεχνίας' των Βυζαντινών», στο P. Odorico-P. A. Agapitos (επιμ.), <i>Pour une «nouvelle» histoire de la littérature Byzantine</i>, Paris 2002, 95-106</li> <li>- H. Lausberg, <i>Handbook of Literary Rhetoric: A foundation for literary study</i>, Λάιντεν-Βοστώνη-Κολωνία 1998</li> <li>- Α. Μαρκοπούλου, "Education", στο Elizabeth Jeffreys, J. Haldon και R. Cormack, <i>The Oxford Handbook of Byzantine Studies</i>, Oxford-New York 2008, 785-795</li> <li>- Ε. Παπαϊοάννου, <i>Michael Psellos. Rhetoric and Authorship in Byzantium</i>, Cambridge 2013</li> <li>- Στρ. Παπαϊωάννου, <i>Μιχαήλ Ψελλός. Η ρητορική και ο λογοτέχνης στο Βυζάντιο</i>, Ηράκλειο 2021</li> <li>- I. Ševčenko, "Levels of Style in Byzantine Prose", <i>JÖB</i> 31 (1981), 289-312</li> <li>- I. Ševčenko, "Additional Remarks to the report on Levels of Style", <i>JÖB</i> 32 (1982), 211-238</li> </ul>
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- Elizabeth Jeffreys, "Rhetoric", στο Elizabeth Jeffreys, J. Haldon και R. Cormack, *The Oxford Handbook of Byzantine Studies*, Οξφόρδη-Νέα Υόρκη, 827-837
- Vessela Valiavitcharska, *Rhetoric and Rhythm in Byzantium: the sound of persuasion*, New York 2013
- R. Webb, *Ekphrasis. Imagination and Persuasion in Ancient Rhetorical Theory*, Ashgate 2009