

COURSE OUTLINE

BYZANTINE POETRY

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	6 TH
COURSE TITLE	BYZANTINE POETRY		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX		

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon successful completion of the course, participants will (be able to):

- will have become familiar with the genres of Byzantine poetry as they evolved throughout the Byzantine millennium, and will therefore be able to identify which genre a poem belongs to and how it fits into the evolution of the genre.
- They will be able to translate and comment on the (generally 'challenging') Byzantine poetic texts from a historical, factual and linguistic point of view.
- They will be able to recognise the *meter* of a poem.
- They will understand the linguistic peculiarities of the Byzantine poets in comparison with the language of the ancient classical poets, and the relationship of dependence/imitation between the Byzantine poets and the classics or Homer or the Bible.

General Skills

Name the desirable general skills upon successful completion of the module

<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>
<i>ICT Use</i>	<i>Equity and Inclusion</i>
<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision making</i>	<i>Sustainability</i>
<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Teamwork</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	

- Exercise of criticism and self-criticism
- Promotion of free, creative and deductive thinking
- Autonomous work
- Teamwork
- Generating new research ideas

- Search, analysis and synthesis of data and information, including the use of the necessary technologies

3. COURSE CONTENT

1	Introduction	Getting to know students and presenting the content, the objective, the learning outcomes and the requirements of the course Basic introductory concepts: The various poetic genres cultivated in Byzantium: their genesis/relation to ancient poetic genres, language, subgenres, form, meters, main representatives in each period, etc.). Anthologies, poetry collections. The function of poetry in Byzantium.
2	Poetry of the 4 th -5 th cent. AD: Between "Late Antiquity" and "Byzantium"	- Overview of the poetic production of the period - Study of texts in the original language and in translation - Study of grammatical and syntactical phenomena and vocabulary
3	6 th century AD: The "classicizing" Byzantine Poetry	- Overview of the poetic production of the period - Study of texts in the original language and in translation - Study of grammatical and syntactical phenomena and vocabulary
4	7 th century AD: The beginning of 'genuine' Byzantine poetry	- Overview of the poetic production of the period - Study of texts in the original language and in translation - Study of grammatical and syntactical phenomena and vocabulary
5	8 th century AD: Period of partial "silence". 9 th century AD: A new beginning	- Overview of the poetic production of the period - Study of texts in the original language and in translation - Study of grammatical and syntactical phenomena and vocabulary
6	10 th century AD: Renaissance - shift towards classical antiquity. The poet John Geometres	- Overview of the poetic production of the period - Study of texts in the original language and in translation - Study of grammatical and syntactical phenomena and vocabulary
7	11 th century AD: Christopher Mitylanaeus, John Mauropus and other minor poets	- Overview of the poetic production of the period - Study of texts in the original language and in translation - Study of grammatical and syntactical phenomena and vocabulary
8	12 th century AD: Flourishing of literary activity. New genres. Appearance of vernacular poetry	- Overview of the poetic production of the period - Study of texts in the original language and in translation - Study of grammatical and syntactical phenomena and vocabulary
9	The poetic phenomenon Theodore Prodromos. The "Ptochoprodromika".	- Overview of the poetic production of Theodore and of the vernacular "Ptochoprodromika". - Study of texts in the original language and in translation - Study of grammatical and syntactical phenomena and vocabulary
10	<i>Christus patiens</i> and other "cento's"	- Overview of the genre of "cento". The philological questions concerning <i>Christus patiens</i> - Study of texts in the original language and in translation - Study of grammatical and syntactical phenomena and vocabulary
11	13 th -14 th century AD: The poetry of the Palaeologian period	- Overview of the poetic production of the period - Study of texts in the original language and in translation - Study of grammatical and syntactical phenomena and vocabulary
12	- 15 th century AD:	- Overview of the poetic production of the period

	The vernacular poetic works: "chivalric" and other kinds of verse novels	- Study of texts in the original language and in translation - Study of grammatical and syntactical phenomena and vocabulary
13	Recap	Summary of key points and resolution of questions Student feedback

4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD</p> <p style="text-align: center;"><i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning 												
<p style="text-align: center;">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)</p> <p style="text-align: center;"><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> • PPT presentations • Teaching material, announcements and communication through the eClass platform • Student study of supplementary material related to course content • Communication with students via email 												
<p style="text-align: center;">TEACHING ORGANIZATION</p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Essay</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">67</td> </tr> <tr> <td>Written examination</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">120</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Essay	10	Study and analysis of bibliography	67	Written examination	4	Total	120
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Written examination	4												
Total	120												
<p style="text-align: center;">STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Formative</p> <p>Participation in the course (and in the short exercises given in the course) 20%</p> <p>Alternatively: Short composition project.</p> <p>Mid-term written examination (40%) including:</p> <ul style="list-style-type: none"> - verification of knowledge consolidation - critical synthesis of information <p>assessment of progress in half of the course material.</p> <p>Final written examination (40%) including:</p> <ul style="list-style-type: none"> - verification of knowledge consolidation - critical synthesis of information <p>on the remaining half of the course material.</p> <p>Alternatively: If a student is unable to take the Mid-term written examination (or does not wish to have his/her Mid-term written examination mark taken into account in his/her assessment), he/she will be examined once for the full syllabus in June. In the second examination period (September), the Mid-term written examination mark will NOT be taken into account.</p> <p>The assessment criteria are explicitly defined and accessible to students through contact with the lecturer during class hours, during collaboration hours or by email, and also in e-class through announcements regarding progress and the final examination of the course.</p>												

5. SUGGESTED BIBLIOGRAPHY

- Herbert Hunger, Βυζαντινή Λογοτεχνία. Η λόγια κοσμική γραμματεία των Βυζαντινών, τόμ. Β', Αθήνα 1997 (Μ.Ι.Ε.Τ.), σελ. 479-611
- Herbert Hunger, Η ποίηση στη Βυζαντινή κοινωνία. Μορφή και λειτουργία, μτφρ. Ι. Βάσσης - Μ. Λουκάκη, Αθήνα 2017 (Εκδ. Κανάκη).
- Κωνσταντίνος Δ.Σ. Παΐδας, Εισαγωγή στη Βυζαντινή Ποίηση, Αθήνα 2006, σελ. 100-117
- Άθανάσιος Κομίνης, Τὸ βυζαντινὸν ἱερὸν ἐπίγραμμα καὶ οἱ ἐπιγραμματοποιοί, Ἀθήνα 1966
- Marc D. Lauxtermann, Οι απαρχές του ρυθμού. Ένα δοκίμιο για τον πολιτικό στίχο και άλλα βυζαντινά μέτρα, Θεσσαλονίκη 2007
- Athanasios Kambylis, Das griechische Epigramm in byzantinischer Zeit, Würzburger Jahrbücher für die Altertumswissenschaft n. F. 20 (1994/1995) 19-47
- Rudolf Keydell, Epigramm, στο: Reallexikon für Antike und Christentum, τόμ. 5 (1992) στ. 539-577
- Alan Cameron, The Greek Anthology from Meleager to Planudes, Oxford 1993
- Grigorios Papagiannis, Theodoros Prodromos. Jambische und hexametrische Tetrasticha auf die Haupterzählungen des Alten und des Neuen Testaments. Einleitung, kritischer Text, Indices, Wiesbaden 1997 (Meletemata 7 /1, 7/2)
- Μαρία Τζιάτζη, Θεόδωρος Πρόδρομος ο φιλοπαίγμων, στο: Άνδρι κόσμος: τιμητικός τόμος για τον Καθηγητή κ. Κωνσταντίνο Κ. Χατζόπουλο, Θεσσαλονίκη 2019, σελ. 629-645
- Grigorios Papagiannis, Bemerkungen zu den Epigrammen des Georgios Pisides, στο: L'Épistolographie et la Poésie épigrammatique: Projets actuels et question de méthodologie [Dossier Byzantins 3] (Proceedings of the 16th Roundtable on 'Epistolography - Epigrammatic poetry', 20th International Congress of Byzantine Studies), Paris 2003, 215-228
- Γρηγορίου Παπαγιάννη, Παρατηρήσεις εις τὰ ἐπιγράμματα τοῦ Γεωργίου Πισίδη, *ΕΕΒΣ* 51 (2003) 5-48
- L. Tartaglia, *Carmi di Giorgio di Pisidia*, Τορίνο 1998
- Maria Tziatzi, Bemerkungen zu Gedichten des Georgios Pisides, στο: Proceedings of the 23rd International Congress of Byzantine Studies. Belgrade, 22-27 August 2016. Thematic Sessions of Free Communications, Belgrade 2016 (online edit.), 391, 394 (<http://www.byzinst-sasa.rs/eng/uploaded/Thematic%20Sessions%20of%20Free%20%20Communications.pdf>)

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	G. PAPAGIANNIS
Contact details:	gpapagia@helit.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Class Participation 20% Mid-term written examination 40% Final written examination 40%
Implementation Instructions: (3)	The written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam. The assignment must be submitted through eClass by a specified deadline.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

- *written assignment* or/and exercises
- written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.