

COURSE OUTLINE

BYZANTINE HYMNOGRAPHY

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	8 TH
COURSE TITLE	BYZANTINE HYMNOGRAPHY		
TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
<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>			
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE	SCIENTIFIC AREA		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>			
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 completion of the course, students will be able to

- distinguish the genres of Byzantine hymnography and analyze them in an appropriate way
- know the basic sources of Byzantine hymnography, in order to use them in their study or research
- understand Byzantine hymnographic texts, in order to draw appropriate conclusions.
- Recognize the characteristics of hymnography as a literary genre and understand its place in Byzantine literature in general.
- classify the different views of hymn writers according to the genre they treat, in order to interpret the perspective from which they view the events to which they refer.
- recognize the various uses of hymn texts outside of ecclesiastical practice, in order to understand the influence of hymnography on the general social life of Byzantium.
- clarify the attitudes of the authors towards different social or religious groups, in order to avoid misunderstandings of their attitudes.
- contrast the multiculturalism of Byzantine society with that of modern times and see the positive aspects of tolerance.
- evaluate the actions described by the authors and place them in a medieval context.
- take into account the constraints imposed on the author by language, audience, doctrine, etc., so that his interpretation is close to the real situation.

General Skills

Name the desirable general skills upon successful completion of the module

*Search, analysis and synthesis of data and information,
ICT Use*

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Project design and management

Equity and Inclusion

Respect for the natural environment

Sustainability

Demonstration of social, professional and moral responsibility and sensitivity to gender issues

<i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Critical thinking</i> <i>Promoting free, creative and inductive reasoning</i>
<ul style="list-style-type: none"> • Adaptation to new situations • Decision making • Autonomous work • Practice criticism and self-criticism • Promoting free, creative and inductive thinking • Working in an interdisciplinary environment • Respect for diversity and multiculturalism 	

3. COURSE CONTENT

<p>1. An introduction to the discipline of hymnography and its place in philology and other humanities. This will include an overview of the Instrumenta Studiorum and an examination of research methodology.</p> <p>2. Sources of hymnography include liturgical books and hymn collections.</p> <p>3. Hymnographic genres and terminology</p> <p>4. Hymnography of the Archaic Church. The initial liturgical poetry. The inaugural hymns in verse.</p> <p>5. The kontakion: its genesis, name, structure, content and language. Romanus the Melodist: his biography and authorship.</p> <p>6. The Akathist Hymn: a historical and literary analysis</p> <p>7. The poetry of the canons: a study of its origins, name, content, character, structure, meter and language</p> <p>8. Hymnographic centers and poets of the canons:</p> <p>a) Sabbatical hymn writers</p> <p>b) Stoudite hymn writers</p> <p>c) Italian-Hellenic hymn writers</p> <p>9. The Great Canon: A historical, literary and theological approach</p> <p>10. Imperial hymnography: the works of Leo the Wise and Constantine VII Porphyrogenitus, among others.</p> <p>11. Hymnographic texts in prosodic measures, including iambic canons.</p> <p>12. Hymnography in the service of Education: The case of didactic hymn texts</p> <p>13. A comprehensive evaluation of Byzantine hymnography.</p> <p>The lecturer may select one or more passages from the works of one or more hymnographers for instruction.</p>
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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"> • Face to face 	
<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 materials, announcements and communication through the eClass platform - Study by students of supporting material relevant to the course content - Communication with students via email 	
<p style="text-align: center;">TEACHING ORGANIZATION</p> <p style="text-align: center;"><i>The ways and methods of teaching are described in detail.</i></p> <p style="text-align: center;"><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 style="text-align: center;"><i>The supervised and unsupervised workload per activity is indicated here, so that total workload</i></p>	<p style="text-align: center;">Activity</p>	<p style="text-align: center;">Workload/semester</p>
	Lectures	39
	Essay	50
	Study and analysis of bibliography	28
	Written examination	3
	Total	120

<p><i>per semester complies to ECTS standards.</i></p> <p>STUDENT EVALUATION <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>Three-hour written exam in Greek, formative with short answer questions, essay development questions, and a text to be translated into Modern Greek with comments.</p>
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5. SUGGESTED BIBLIOGRAPHY

- Δετοράκης Θ., *Βυζαντινή Υμνογραφία*, Ηράκλειο, 1997.
- Ευστρατιάδης Σ., *Ειρμολόγιον*, εκδ. Κυριακίδη, Αθήνα 2006.
- Follieri E., *Initia Hymnorum Ecclesiae Graecae*, vols I-V/1-2, [Studi et Testi 211-215 bis] Città del Vaticano 1961-1966.
- Hannick Chr., *Das byzantinische Eigengut der neuzeitlichen slavischen Menäen und seine griechischen Originale*, vol. I-III, Verlag F. Schöningh, 2006.
- J. Szönerffy, *A guide to Byzantine Hymnography*, I- II, Brookline - Mass. and Leiden (Brill) 1978-1979.
- Γ. Παπαγιάννης, *Ακάθιστος Ύμνος: άγνωστες πτυχές ενός πολύ γνωστού κειμένου*, Θεσσαλονίκη 2006.
- Ν. Β. Τωμαδάκης, *Η Βυζαντινή Υμνογραφία και Ποίησης ήτοι Εισαγωγή εις την Βυζαντινήν Φιλολογίαν*, τ. II, εκδ. Π. Πουρνάρα, Θεσσαλονίκη 1993.
- Lauxtermann M., *Οι απαρχές του ρυθμού*, Θεσσαλονίκη 2007.
- Μητσάκης Κ., *Βυζαντινή Υμνογραφία από την εποχή της Καινής Διαθήκης ως την Εικονομαχία*, Αθήναι 2^η 1986.
- Παπαηλιοπούλου-Φωτοπούλου Ελ., *Ταμείον ανεκδότων ασματικών κανόνων, seu Analecta Hymnica Graeca e codicibus eruta Orientis Christiani, I. Κανόνες Μηναιών*, Αθήναι 1996.
- Πάσχος Π., *Λόγος και μέλος: Εισαγωγή στην βυζαντινή - λειτουργική Υμνογραφία της Ορθοδόξου Εκκλησίας*, I, Αθήνα 2017.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	M. TZIATZI
Contact details:	mtziatzi@helit.duth.gr
Supervisors: (1)	NO
Evaluation methods: (2)	Final oral examination
Implementation Instructions: (3)	The final oral examination will be held via Skype for Business at a date and time to be announced together with its duration and content at a reasonable time before the oral examination.

(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.