

COURSE OUTLINE

THE RECEPTION OF EARLIER GREEK LITERATURE IN BYZANTIUM

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	7 TH
COURSE TITLE	THE RECEPTION OF EARLIER GREEK LITERATURE IN BYZANTIUM		
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	5
<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 have an understanding of the concept of "reception" and its manifestations, particularly in relation to Byzantium and earlier Greek literature.
- Will be able to utilize the scholarly tools of Byzantine Philology (dictionaries, journals, academic series, databases, and methodological approaches) to identify the intellectual connections between Byzantium and both ancient and early Christian Greek literature.
- Will recognize the continuity of ancient literary genres in Byzantium, as well as the ideological continuity or influences between these two "worlds."
- Will be able to identify and comment on borrowings from earlier works within Byzantine literature.
- Will comprehend the phenomenon of extensive imitation that pervades Byzantine authors' works in relation to classical texts, Homer, the Bible, and theological literature.
- - Will have developed a more objective appreciation of Byzantium's role in the preservation and transmission of ancient Greek cultural heritage.

General Skills

Name the desirable general skills upon successful completion of the module

<i>Search, analysis and synthesis of data and information, ICT Use</i>	<i>Project design and management 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>	

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

- Autonomous work
- Teamwork
- Production of new research ideas
- Critical thinking
- Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1	- Introduction	- Introduction to Students and Presentation of Course Content, Objectives, Learning Outcomes, and Requirements - General Introductory Concepts: Reception – Byzantine Literature – Imitation. Overview of Various Literary Genres Cultivated in Byzantium: Their Origins and Relationship to Ancient Counterparts
2	- Expressions of Reception - "Models" and "Sources" of Byzantine Authors	- Quotation – Ideological Influence/Survival – Interpretation/Commentary, Imitation/Parody - Homer, the Tragic Poets, Ancient Historians, Hellenistic Epigrams, the Bible, and Theological Literature
3	- 4th-5th Century AD Poetry: Secular Poets and Gregory Nazianzus - The Christian Fathers and Their Relationship with the Bible	- Study of selected texts, identifying borrowings and influences, and using philological tools to investigate sources. Traditional and contemporary research methods.
4	- 6th Century AD: "Classicizing" Byzantine Literature—Historiography and Learned Poetry	- Study of selected texts, identifying borrowings and influences, and using philological tools to investigate sources. Traditional and contemporary research methods.
5	- Imitation and Originality in the New Literary Genres of the 6th Century AD: Chronography and Kontakion	- Study of selected texts, identifying borrowings and influences, and using philological tools to investigate sources. Traditional and contemporary research methods.
6	- 7th Century AD: The Classical Knowledge and Theological Education of George Pisides	- Study of selected texts, identifying borrowings and influences, and using philological tools to investigate sources. Traditional and contemporary research methods.
7	- 8th Century AD: Dependency of the New Genre of Liturgical Poetry, the Canon, on the Bible - 9th Century AD: Knowledge of Theological Literature in the Poetry of Theodore the Studite	- Study of selected texts, identifying borrowings and influences, and using philological tools to investigate sources. Traditional and contemporary research methods.
8	- 10th Century AD: Renaissance and a Turn to Classical Antiquity—Encyclopedism, Excerpts, and Photios' Myriobiblos	- Study of selected texts, identifying borrowings and influences, and using philological tools to investigate sources. Traditional and contemporary research methods.
9	- 11th Century AD: Imitation in Michael Psellos - The Survival of Ancient Myths in Hagiographic Texts	- Study of selected texts, identifying borrowings and influences, and using philological tools to investigate sources. Traditional and contemporary research methods.
10	- 12th Century AD: Anna Komnene and Homer - Theodore Prodromos and	- Study of selected texts and identification of borrowings and influences. Exploration of sources by using philological "tools". Traditional and contemporary research methods.

	His Sources in Homer and the Bible - The Christ Suffering: A Unique Case of "Imitation"	- The Use of Quotations in the Critical Restoration of Byzantine Literary Texts
11	- 12th-13th Centuries AD: Classical Philology in Byzantium—Eustathios of Thessalonike - Michael and Niketas Choniates: "Treasures of Citations"	- Study of selected texts, identifying borrowings and influences, and using philological tools to investigate sources. Traditional and contemporary research methods. - "Illuminating Homer from Homer"
12	- 13th-14th Centuries AD: Knowledge and Utilization of Patristic Theology in the Theological Literature of the Palaiologan Period	- Study of selected texts, identifying borrowings and influences, and using philological tools to investigate sources. Traditional and contemporary research methods.
13	- 15th Century AD: The Classical Knowledge of Learned Historians of the Fall of Constantinople - Imitation of Antiquity in (Popular) Poetic Works - Recap	- Study of selected texts, identifying borrowings and influences, and using philological tools to investigate sources. Traditional and contemporary research methods. - Conclusion: Recap, Q&A, and Student Feedback

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	<ul style="list-style-type: none"> • Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning 												
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	<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 												
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <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> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	<table border="1"> <thead> <tr> <th style="background-color: #f2f2f2;"><i>Activity</i></th> <th style="background-color: #f2f2f2;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Essay</td> <td>70</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>38</td> </tr> <tr> <td>Written examination</td> <td>3</td> </tr> <tr> <td>Total</td> <td>150</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Essay	70	Study and analysis of bibliography	38	Written examination	3	Total	150
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Lectures	39												
Essay	70												
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Written examination	3												
Total	150												
STUDENT EVALUATION <i>Description of the evaluation process</i> <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> <i>Please indicate all relevant information about</i>	<p>Formative</p> <ul style="list-style-type: none"> - Class Participation (including brief in-class exercises): 20% Alternatively, students may complete a short synthesis paper. - Midterm Assessment (40%) covering: <ul style="list-style-type: none"> - Verification of knowledge retention - Critical synthesis of information (Assesses half of the course material.) 												

the course assessment and how students are informed

- Final Exam (40%) covering:

- Verification of knowledge retention

- Critical synthesis of information

(Assesses the remaining half of the course material.)

Alternatively, students who cannot or do not wish to participate in the Midterm may take a comprehensive exam in June covering the entire course content. In the second examination period (September), the Midterm grade is not considered.

Evaluation Criteria are clearly defined and accessible to students through direct communication with the instructor during class hours, office hours, or via email. Additionally, announcements regarding the Midterm and Final Exam are available on e-class.

5. SUGGESTED BIBLIOGRAPHY

1. Δημήτρης Καλαντζής, Βυζάντιο και Αρχαία Ελληνική Λογοτεχνία – Η Μυριόβιβλος του Πατριάρχη Φώτιου, στο <https://www.postmodern.gr/2016/08/16/vyzantio-ke-archea-elliniki-logotechnia-i-myrivivlos-tou-patriarchi-fotiu>
2. ΚΑΡΑΒΙΔΑ ΞΑΝΘΙΠΠΗ: "Η πρόσληψη της αρχαίας ελληνικής και της χριστιανικής γραμματείας στο έργο του βυζαντινού λογίου Δημητρίου Κυδώνη" (ΔΙΔΑΚΤΟΡΙΚΗ ΔΙΑΤΡΙΒΗ)
3. Κώστας Ν. Κωνσταντινίδης, Η συμβολή του Βυζαντίου στη διάσωση της Αρχαίας Ελληνικής Γραμματείας
4. Η ΠΡΟΣΛΗΨΗ ΤΗΣ ΑΡΧΑΙΟΤΗΤΑΣ ΣΤΟ ΒΥΖΑΝΤΙΟ (ΣΥΛΛΟΓΙΚΟΣ ΤΟΜΟΣ), Ινστ. Έρευνας Βυζαντινού Πολιτισμού
5. Χρ. Τσίτσιου Χελιδόνη, Ρητορεία και ρητορική στην Αρχαιότητα: https://www.greek-language.gr/digitalResources/ancient_greek/encyclopedia/rhetoric/index.html
6. Παρασκευή Βενετοπούλου, Η πρόσληψη της φιλοσοφίας στο Βυζάντιο και την Τουρκοκρατία, άρθρο στο Αντίφωνο.
7. Η πρόσληψη της αρχαιότητας στο βυζαντινό και νεοελληνικό μυθιστόρημα, Πρακτικά Συνεδρίου
8. Μεσαιωνολόγιο: Πώς διασώθηκε η αρχαία ελληνική κληρονομιά τον Μεσαίωνα (αφιέρωμα) *Ροδιακή*
9. Η πρόσληψη της αρχαιότητας στο Βυζάντιο, κυρίως κατά τους παλαιολόγειους χρόνους, Ινστ. Έρευνας Βυζαντινού Πολιτισμού
10. Αρχιμ. Κύρ. Κεφαλόπουλος, Οι επιδράσεις της αρχαίας ελληνικής Γραμματείας στους βυζαντινούς ιστορικούς (η περίπτωση της Άννης Κομνηνής), στο:
11. <https://www.istorikathemata.com/2019/04/blog-post.html>
12. Γ. Κ. ΤΣΕΝΤΟΣ, Η ΔΙΑΣΩΣΗ ΤΗΣ ΑΡΧΑΙΑΣ ΕΛΛΗΝΙΚΗΣ ΓΡΑΜΜΑΤΕΙΑΣ ΣΤΟ ΒΥΖΑΝΤΙΟ, στο:
13. <https://www.entaksis.gr/%CE%B7-%CE%B4%CE%B9%CE%B1%CF%83%CF%89%CF%83%CE%B7-%CF%84%CE%B7%CF%83-%CF%83-%CE%B1%CF%81%CF%87%CE%B1%CE%B9%CE%B1%CF%83-%CE%B5%CE%BB%CE%BB%CE%B7%CE%BD%CE%B9%CE%BA%CE%B7%CF%83-%CE%B3%CF%81%CE%B1%CE%BC/>

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)	Mid-term written examination: 15% Essay (compulsory): 30% Final written examination: 55%
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.