COURSE OUTLINE

HISTORY OF BYZANTINE EDUCATION

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	**SEMESTER**	6TH
COURSE TITLE	HISTORY OF BYZANTINE EDUCATION		

TEACHING ACTIVITIES *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.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	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 completion of the course, the students should be able to:

-to understand that the preservation of the ancient Greek (pagan) heritage is due to Christian Byzantium (the first time in the 4th c. with the establishment of an imperial centre for copying manuscripts and a library and the second time in the 9th-10th c. with the transcription of manuscripts in microgram writing).

-to understand that in Byzantium education (primary and secondary) was not compulsory, as today and did not belong to the care of the State, but to private initiative.

-to realize the great contribution of Byzantium, through its scholars and intellectuals to the spiritual and cultural Renaissance (*Renovatio*) of the West.

-to know great personalities who contributed to the promotion of education and culture in the Byzantine Empire.

-to know the basic elements from the organization of schools, but also of higher education in Byzantium.

-to comment and interpret excerpts from sources related to Byzantine education.

General Skills

Name the desirable general skills upon successful completion of the module

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

-Adaptation to new situations

-Autonomous work -Working in an international environment -Working in an interdisciplinary environment -Equity and Inclusion -Critical thinking -Promoting free, creative and inductive reasoning	

3. COURSE CONTENT

1. Initially, the education in Antiquity, the Hellenistic and Roman times is summarized.

2. Then the fate of the ancient Greek literature during the Early Byzantine era is investigated. Christian Byzantium did not completely reject ancient Greek (pagan) education, but kept what was useful and beneficial from it.

3. The so-called "*dark*" centuries (7th-9th) are presented- "*dark*' due to the lack of sources, the emergence of Islam and the Arabs, as well as the Iconoclasm- and it is found that there was no interruption, but a continuation of the letters in Byzantium.

4. Extensive reference is made to the first great figures that led to the Renaissance of letters during the 9th-10th c.: Plato (+814) and Theodoros Studites (+826), Patriarch Tarasios (784-806), Patriarch Nicephorus (806-815), Patriarch John Grammatikos (837-843).

5. Also Leo the Mathematician or Philosopher (800-869) and his time are presented.

6. The Patriarch Photios (858-867, 877-886) and his work (Dictionary, Library, Amphilochia), as well as Arethas Patreus (middle of the 9th- 1rst half of the 10th c.), are presented.

In addition, the following are analysed:

7. Primary/elementary education and secondary education.

8. The encyclopedism of the 10th c. (Anthologies, Geoponika, Agricultural, Strategic, Basilika, Medical, Positive Sciences, Dictionaries).

9. Higher education and the organization of the University of Constantinople (425). The school of Magnaura (middle of the 9th c.).

10. The State Law School (middle of the 11th c.) and the Patriarchal School of Constantinople (12th c.).

11. The reorganization of the Higher School of Constantinople after 1261 headed by Georgios Acropolites.

12. The contribution of Byzantine scholars and intellectuals to the "*Renaissance*' of the West (15th-16th c.).

13. Recapitulation and resolving questions.

Excerpts from sources (hagiological, historiographical, chronographical, etc.) related to the education of Byzantium are also studied.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	• Lectures • Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching and communication with students • PPT presentations • Teaching material, announcements and communication through the eClass platform • Communication with students via email
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field*	<table><tr><td>***Activity***</td><td>***Workload/semester***</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Independent study and</td><td>58</td></tr></table>

Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	preparation for the exams	
	Study and analysis of bibliography	50
	Final written examination	3
	Total	150

STUDENT EVALUATION *Description of the evaluation process* *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* *Please indicate all relevant information about the course assessment and how students are informed*	Final evaluation at the end of the semester. Three-hour written exam in Greek, which includes: essay development questions, as well as critical commentary of a source excerpt, taught in the course. Optional written assignment.

5. SUGGESTED BIBLIOGRAPHY

Textbooks: - P. Lemerle, *Ο πρώτος Βυζαντινός Ουμανισμός*[4], Αθήνα 2010 (έκδ. Μορφωτικό Ίδρυμα Εθνικής Τραπέζης)

Other Suggested Bibliography:
- Α.Δ.Βακαλούδη, *Αγωγή και μόρφωση των παιδιών και των εφήβων στο πρώιμο Βυζάντιο*, Θεσσαλονίκη 2013.
- C.N. Constantinides, *Higher education in Byzantium in the thirteenth and early fourteenth centuries (1204-ca.1310), (Cyprus* Research Centre. Texts and Studies of the History of Cyprus XI), Nicosia 1982.
- Του ιδίου, *Η Παιδεία στο Βυζάντιο* (Πανεπιστήμιο Ιωαννίνων. Φιλοσοφική Σχολή. Διατμηματικό Μεταπτυχιακό Πρόγραμμα Μεσαιωνικών Σπουδών. Σειρά Μεταπτυχιακών Σεμιναρίων 1), Ιωάννινα 2000.
- Θ. Καρζής, *Η παιδεία στο Μεσαίωνα.* Αθήνα 1998.
- Φ. Κουκουλές, *Βυζαντινών Βίος και Πολιτισμός, τ. Α1.Τα των ιερών γραμμάτων και της εγκυκλίου παιδεύσεως σχολεία,* Αθήναι 1948.
- Α. Μαρκόπουλος, Βυζαντινή εκπαίδευση και οικουμενικότητα, στο: *«Το Βυζάντιο ως Οικουμένη».* Εθνικό Ίδρυμα Ερευνών. Ινστιτούτο Βυζαντινών Ερευνών. Διεθνή Συμπόσια 16, Αθήνα 2005, σ.183-200.
- Του ιδίου, Από τη δομή του βυζαντινού σχολείου. Ο δάσκαλος, τα βιβλία και η εκπαιδευτική διαδικασία, *Βιβλιοαμφιάστης* 3(2008) 1-13.
- H.I. Marrou, *Ιστορία της εκπαιδεύσεως κατά την αρχαιότητα, Αθήναι* 1961.
- Γ.-Ξ. Τσαμπής, Η *παιδεία στο χριστιανικό Βυζάντιο,* χ.τ.1999.
- Γ.Χρ. Χαριζάνης, Γράμματα και σπουδές στη Θεσσαλονίκη κατά τους Βυζαντινούς αιώνες (μέσα από τους Βίους Θεσσαλονικέων αγίων και άλλες πηγές), *Βυζαντινός Δόμος* 22-23-24 (2014-2015-2016) 23-38.
- H.-G. Beck, *Ιστορία της Βυζαντινής Δημώδους Λογοτεχνίας,* Αθήνα 1993.
- H. Hunger, *Βυζαντινή Λογοτεχνία. Η λόγια κοσμική γραμματεία των Βυζαντινών,* τ.1-3, Αθήνα 1991-1994.
- K. Krumbacher, *Ιστορία της Βυζαντινής Λογοτεχνίας,* τ.1-3, Αθήναι 1897 (ανατ. 1974).
- C. Mango, *Βυζάντιο. Η αυτοκρατορία της Νέας Ρώμης,* Αθήνα 1988.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	D. STRATIGOPOULOS
Contact details:	dstratig@he.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Essay (optional) Final oral examination
Implementation Instructions: (3)	The final oral exam will be conducted via the Skype for Business 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 optional 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.