

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MALT Δ301	SEMESTER	3
COURSE TITLE	BYZANTINE LITERATURE IN THE VERNACULAR: THE NOVEL AND HAGIOGRAPHY		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
		3	15
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	<a href="https://eclass.upatras.gr/courses/LIT2118/">https://eclass.upatras.gr/courses/LIT2118/</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>After the completion of the course the students:</p> <ol style="list-style-type: none"> <li>1. Will have delved into the vernacular literary production of the Greek Middle Ages.</li> <li>2. Will be able to study and analyze Byzantine texts in the vernacular with the aid of printed and digital sources.</li> <li>3. Will be able to reconstruct the historical context of such texts.</li> <li>4. Will be capable of studying such texts from a linguistic, stylistic and intertextual point of view.</li> <li>5. Will be able to compare the Byzantine literary production in the vernacular with that written in the learned idioms.</li> <li>6. Will have gained a historical perspective with regard to the evolution of vernacular literature in Byzantium.</li> </ol>
<p><b>General Competences</b></p> <p><i>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?</i></p> <p><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>Respect for difference and multiculturalism</i></p>

<i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
1. Ability to understand the basic techniques of data analysis and composition by using specialised software 2. Ability to adjust to different circumstances 3. Critical ability in approaching, reading, analysing and interpreting the texts 4. Production of free, creative and inductive thinking 5. Criticism and self-criticism 6. Team work	

### (3) SYLLABUS

<p>Primary sources from the Middle and Late centuries of the Byzantine Empire (c. 650-1453), including Saints' Lives, Erotic novels and Hybrid texts (e.g., Epos with novelistic features).</p> <p>Primary sources include the following:</p> <ol style="list-style-type: none"> <li>1. <i>Life of Symeon the Holy Fool</i> – 7th c.</li> <li>2. <i>Digenis Akritis</i> (versions G and E) – 12th c.</li> <li>3. <i>Kallimachos and Chryssorhoe</i> – late Byzantium (c. 14th c.)</li> <li>4. <i>Achilleis</i> – late Byzantium (14th-15th c.)</li> </ol>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face. Possibility of online participation of invited speakers up to 30%	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT in teaching, communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <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>  <i>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</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures / reading sessions / team discussions	30
	Student presentations	50
	Individual studying	95
	Preparation for and submission of the final written essay	200
	Course total	<b>375</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>	Written essay. The students' participation in team discussions and reading sessions throughout the semester is also taken into account, as well as their	

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

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

performance in student presentations inside the classroom.

##### (5) ATTACHED BIBLIOGRAPHY (selected)

- P. A. Agapitos, *Narrative structure in the Byzantine vernacular romances. A textual and literary study of Kallimachos, Belthandros and Libistros* (Miscellanea Byzantina Monacensia 34), Munich 1991
- P. A. Agapitos, «The erotic bath in the Byzantine vernacular romance *Callimachos and Chrysorrhoe*», *Classica et Medievalia* 41 (1990), 257-272
- R. Beaton & D. Ricks (επιμ.), *Digenes Akrites. New approaches to Byzantine heroic poetry*, Aldershot 1993
- R. Beaton, *The Medieval Greek Romance*, London – New York <sup>2</sup>1996
- H.-G. Beck, *Geschichte der byzantinischen Volksliteratur*, Munich 1971
- C. Galatariotou, «The primacy of the Escorial *Digenis Akritis*», in: R. Beaton & D. Ricks (eds.), *Digenes Akrites: New approaches*, 38-54
- Σ. Κακλαμάνης & Α. Καλοκαιρινός (eds.), *Πρακτικά του 7<sup>ου</sup> διεθνούς συνεδρίου Neograeca Medii Aevi. Χαρτογραφώντας τη δημόδη λογοτεχνία (12<sup>ος</sup>-17<sup>ος</sup> αι.)*, Heraklion 2017
- E. Lampaki, «Narrative as instruction and the role of the narrator in *Kallimachos and Chrysorrhoi*», in: E. Camatsos, T. A. Kaplanis & J. Pye (eds.), *“His words were nourishment and his counsel food”: A Festschrift for David W. Holton*, Newcastle 2014, 47-63
- A. Littlewood, «The gardens of ‘*Kallimachos and Chrysorrhoe*’», in: M. P. Futre Pinheiro, M. B. Skinner & F. I. Zeitlin (eds.), *Narrating desire. Eros, sex, and gender in the ancient novel*, Berlin 2012, 77-86
- U. Moennig, «Literary genres and mixture of generic features in late Byzantine fictional writing», in: P. Roilos (ed.), *Medieval Greek storytelling. Fictionality and narrative in Byzantium*, Wiesbaden 2014, 163-182
- U. Moennig, «Byzantine writing in the vernacular», in: D. Sakel (ed.), *Byzantine culture. Papers from the conference “Byzantine days of Istanbul” held on the occasion of Istanbul being European cultural capital 2010 Istanbul, May 21-23 2010*, Ankara 2014, 377-386