

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES & SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	MALT_A203	<b>SEMESTER</b>	Third
<b>COURSE TITLE</b>	'Textual criticism and commentary I'		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and lab courses		3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of Science		
<b>PREREQUISITE COURSES:</b>	There are no prerequisite courses.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek and English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <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><i>At the end of this course the student will be able to:</i></p> <ol style="list-style-type: none"> <li>1. present the most important stages of the evolution of Greek writing from the 8<sup>th</sup> century BC until the 9<sup>th</sup> century AD.</li> <li>2. read Greek inscriptions and papyrus documents and interpret them.</li> <li>3. combine inscriptions and papyrus texts with literary texts and archaeological data.</li> <li>4. transcribe, date and supplement inscriptions and papyrus texts.</li> <li>5. understand the significance and the role of the above-mentioned texts in the study of ancient world.</li> </ol>
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<b>General Competences</b>	
<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>	
<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>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....
<i>At the end of the course the student will have developed the following skills:</i>	
<ul style="list-style-type: none"> <li>• ability to combine epigraphic and papyrological evidence with literary texts and archaeological data.</li> <li>• ability to read, transcribe and comment epigraphic and papyrus texts.</li> <li>• knowledge of the daily life during a long period.</li> <li>• search, analyze and combine data and information, using technology (TLG).</li> <li>• independent work</li> <li>• ability to cooperate in a teamwork.</li> <li>• develop criticism, respect for difference and multiculturalism.</li> <li>• generating new research ideas.</li> </ul>	

### (3) SYLLABUS

<ol style="list-style-type: none"> <li>1. Introduction to <i>Epigraphy</i> and <i>Papyrology</i></li> <li>2. The origin and development of Greek writing.</li> <li>3. Knowledge of the writing materials and the Writing of papyri.</li> <li>4. Introduction to the principles and scientific methods of the study of inscriptions and papyrus documents.</li> <li>5. Study of the basic types of Greek inscriptions, public and private, from the 8<sup>th</sup> century BC until the 5<sup>th</sup> century AD.</li> <li>6. Reading of papyrus texts from the 3<sup>rd</sup> A.D to 7/8<sup>th</sup> A.D.</li> <li>7. Dating and supplementation of the inscriptions and papyrus texts.</li> <li>8. Commentary on social, economic and cultural data on the studied texts.</li> <li>9. Textual criticism</li> <li>10. Current research literature in <i>Epigraphy</i> and <i>Papyrology</i>.</li> </ol>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Direct (face to face)	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Student-oriented lectures (with overhead projector presentations) and application exercises. Teaching material is available on upatras e-class platform.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures in interaction with students	39 h (13 weeks x 3 h)
	Autonomous weekly study	39 h (13 weeks x 3 h)

<i>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>	Workshop: transcriptions of inscriptions and papyri	104 h (13 weeks x 8 h)
	Workshop in the Museum	26 h (13 weeks x 2 h)
	Preparation for the written exams	52 h (13 weeks x 4 h)
	Study of bibliography and use of electronic data (TLG)	11 h (13 weeks x 1 h)
	Final project	104 h (13 weeks x 8 h)
	Course total	<b>375</b>
<p align="center"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p><b>I. Written final examination including:</b></p> <ul style="list-style-type: none"> <li>• Multiple choice questions and exercises</li> <li>• Transcription and comments on inscriptions and papyrus documents.</li> <li>• Textual criticism exercises</li> </ul> <p><b>II. Individual/group work presentation.</b></p>	

**(5) ATTACHED BIBLIOGRAPHY**

<ul style="list-style-type: none"> <li>• M. Guarducci, <i>Η Ελληνική Επιγραφική από τις Απαρχές ως την Ύστερη Ρωμαϊκή Αυτοκρατορική Περίοδο</i>, Μτφρ. Κ. Κουρεμένος, ΜΙΕΤ, Αθήνα 2008.</li> <li>• Στ. Κουμανούδης – Αγ. Ματθαίου, <i>Αρχαίες Ελληνικές επιγραφές</i>, Αθήνα 1986</li> <li>• L.H. Jeffery – A. Johnston, <i>The Local Scripts of the Archaic Greece</i>, 2<sup>nd</sup> ed., London 1990</li> <li>• R. Harris, <i>The origin of writing</i>, London 1986</li> <li>• E.G. Turner, <i>Ελληνικοί Πάπυροι. Εισαγωγή στη μελέτη και χρήση των παπυρικών κειμένων</i>, Μτφρ. Γ. Παράσογλου, ΜΙΕΤ, Αθήνα 1981</li> <li>• Β. Γ. Μανδηλαράς, <i>Πάπυροι και Παπυρολογία</i>, Δεύτερη έκδοση, Αθήνα 1994</li> <li>• ΕΙ. Μιονί, <i>Εισαγωγή στην Ελληνική Παλαιογραφία</i>, Μτφρ. Νικολάου Μ. Παναγιωτάκη, ΜΙΕΤ, Αθήνα 1977</li> <li>• R.S. Bagnall and K.A. Worp, <i>The Chronological Systems of the Byzantine Egypt</i>, Zutphen 1978</li> <li>• F. Gignac, <i>A grammar of the Greek papyri of the Roman and Byzantine periods</i>, 2 vols., Milano 1975-77</li> <li>• C.H. Roberts, <i>Greek Literary Hands</i>, Oxford 1955</li> <li>• M. Rostovtzeff, <i>Social and Economic History of the Hellenistic World</i>, Oxford 1941</li> <li>• A.C. Johnson-L-C. West, <i>Byzantine Egypt: Economic Studies</i>, Princeton 1949</li> <li>• Β.Α. van Groningen, <i>Πραγματεία περί της ιστορίας και της κριτικής των Ελληνικών κειμένων</i>, Μτφρ. Οδ. Λαμψίδη, Προλεγόμενα Χαραλ. Σ. Φλωράτου, Ακαδημία Αθηνών, Αθήνα 1980</li> <li>• Μ. West, <i>Κριτική των κειμένων και τεχνική των εκδόσεων</i>, Μτφρ. Γιώργος Μ. Παράσογλου, Ι. Ζαχαρόπουλος, Αθήνα 1989</li> <li>• P. Maas, <i>Κριτική των κειμένων</i>, Μετάφραση-σχόλια Ν. Χιονίδη, Παπαδήμας 1975.</li> <li>• L.D. Reynolds &amp; N.G. Wilson, <i>Αντιγραφείς και φιλόλογοι. Το ιστορικό της παράδοσης των κλασικών κειμένων</i>, Μτφρ. Νικολάου Μ. Παναγιωτάκη, ΜΙΕΤ, Αθήνα 1981</li> </ul>
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