

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF CLASSICAL AND HUMANITIES STUDIES		
<b>DEPARTMENT</b>	Masters' Programme in Greek Philology		
<b>LEVEL OF STUDIES</b>	Level 7: Postgraduate Diplomas of Specialisation		
<b>COURSE CODE</b>	KFI 504	<b>SEMESTER</b>	Second semester
<b>COURSE TITLE</b>	Poetic Texts II		
<b>INDEPENDENT TEACHING ACTIVITIES</b> in cases where credit points are awarded for distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If credits are awarded as a single total for the entire course, state the weekly teaching hours and the total number of credits	<b>WEEKLY TEACHING HOURS</b>		<b>CREDIT UNITS</b>
	3		10.0
<b>COURSE TYPE</b> Foundation, General Knowledge, Scientific Area, Skills Development	Scientific Area (Specialised Background)		
<b>PREREQUISITE COURSES</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMS:</b>	Greek		
<b>COURSE AVAILABLE TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.duth.gr/courses/KOM04143/">https://eclass.duth.gr/courses/KOM04143/</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p>The learning outcomes of the course describe the specific knowledge, skills and competences at the appropriate level that students will have acquired upon successful completion of the course.</p> <p>Please refer to Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the Level of Learning Outcomes for each cycle of study in accordance with the European Higher Education Area qualifications framework</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Summary Guide to Writing Learning Outcomes</li> </ul> <p>The aim of the course is to provide a detailed study of Ovid's *Heroides*, one of the most significant works not only of Latin literature but also of European literature more broadly. Students will learn about the distinctive features of a uniquely Roman literary genre, such as the Roman erotic elegy, and at the same time will study Ovid's innovative contribution to the renewal and enrichment of the genre through his Heroides. In addition to a detailed study (linguistic, stylistic, structural,</p>
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ideological) of the work, an gendered reading of the collection will be attempted, through the examination of themes such as: o 'feminine' discourse and the 'feminine' perspective in the Heroines, the mediating (editorial, translational and interpretative) role of the poet in the collection, as well as the 'feminine' subversion of the (male) literary canon.

Upon successful completion of the course, students should be able to:

- They understand and apply the principles, methods and objectives of classical philology and literary theory, particularly feminist theory.
- They develop metacognitive skills as a result of becoming familiar with simple or more complex morphosyntactic transformations in Latin (critical linguistic literacy).
- They teach the corresponding phenomena in class, provided this is stipulated by the Latin Curriculum for Upper Secondary School.
- Be familiar with a basic vocabulary of the Latin language.
- They are familiar with the stylistic characteristics of Roman love elegy.
- They are familiar with the distinctive features of Ovid's poetry/work.
- They familiarise themselves with the basic elements of Latin literature through an intertextual approach, by studying parallel texts (critical linguistic literacy).
- They develop digital skills enabled by the advancement of Information and Communication Technologies (ICT) through the effective search for and functional management of digital knowledge related to the Latin language (digital literacy).
- They cultivate the ability to grasp the ideas and values of a Latin text and achieve a functional comparison of these with the values of the modern era (cultural literacy).
- They develop their critical thinking through the study of Latin literature and Roman civilisation, and by strengthening their intellectual and critical skills, they are guided towards decisions based on logic, the study of verified knowledge, and on valid and cross-referenced positions (critical functional literacy).
- They understand the decisive role of language in the formation of gender identities.
- They identify and analyse issues related to strategies for representing the 'reality' (social, literary) of women and, more generally, are able to address issues relating to gender discourse.
- They identify ethical issues in literary texts and relate them to various cultural and historical contexts (past and present).
- They identify and critically highlight issues within literary texts.
- They have the ability to learn and keep their knowledge up to date
- They read texts in Latin, translate them into Modern Greek and interpret them.
- They are familiar with key aspects of the reception of classical antiquity in modern art.
- They recognise the value of Roman civilisation as an integral part of classical civilisation and as a common foundation of the modern European cultural edifice.
- They provide evidence to support the added intellectual value of the educational, humanistic and, more broadly, archaeological nature of works of Latin literature.

### General Skills

Taking into account the general competences that graduates should have acquired (as listed in the Diploma Supplement and set out below), which of these does the course aim to develop?

Data search, analysis and synthesis, and information, using the necessary technologies situations  
 Decision-making  
 Working independently  
 Teamwork  
 Working in an international environment  
 Working in an interdisciplinary environment

Planning and management of projects  
 Respect for diversity and multiculturalism  
 Adaptation to new  
 Respect for the natural environment  
 Demonstrating social, professional and ethical responsibility and sensitivity to gender issues  
 Critical and self-critical thinking  
 Promoting free, creative and inductive

Genera

ting new research ideas

Searching for, analysing and synthesising data and information, using the necessary technologies Decision-making

Independent work

Generation of new research ideas

Respect for diversity and multiculturalism

Demonstration of social, professional and ethical responsibility and gender sensitivity Promotion of free, creative and inductive thinking

### 3. COURSE CONTENT

1. Introduction I:

- Ovid and his era: historical and literary background

- Augustan literature and (anti-)Augustanism

- Roman erotic elegy:

a) Hellenistic background and Roman development  
b) Key characteristics and representatives

c) Representative anthology

2. Introduction II:

- Ovid: works and biography

- The Heroines:

a) Chronology, authorship, structure (single/double, "Gedichtbuch")  
b) The Heroines as an Ovidian prototype (ignotum...aliis...opus): intertextuality and stylistic experimentation

- From the letter to epistolary form

3. 'Feminine' discourse and the 'feminine' perspective in the Heroides: prerequisites and objectives of a gendered reading: the function of (intertextual) memory, private sentiment and grand narratives, a re-evaluation of the literary canon, multiple recipients, the physicality of writing

- Assignment of tasks (letters, literature review)

4. Heroides 1 (Penelope to Odysseus)

[Intertextual co-reading with the Homeric epics.]

Oral presentation of a literature review (1)

5. Heroides 1 (Penelope to Odysseus)

[Intertextual co-reading with the Homeric epics.]

Oral presentation of a literature review (1)

6. Heroides 4 [Phaedra to Hippolytus].

[Intertextual reading alongside the Homeric epics.]

Oral presentation of a literature review (1)

7. Heroides 4 [Phaedra to Hippolytus].

[Intertextual reading alongside Euripides' \*Hippolytus\*.] Oral presentation of a literature review (1)

8. Heroides 4 [Phaedra to Hippolytus].

[Intertextual co-reading with Euripides' Hippolytus.] Oral presentation of a literature review (1)

10. Oral presentation of a letter (2)

11. Oral presentation of a letter (2)

12. Oral presentation of a letter (1)

13. Summary. Feedback.

#### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>DELIVERY METHOD</b> Face-to-face, Distance learning, etc.	Face-to-face Distance learning															
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> Use of ICT in Teaching, Laboratory Training, Communication with students	Use of ICT in Teaching Use of ICT in Communication with Students															
<b>ORGANISATION OF TEACHING</b> The teaching methods and approaches are described in detail. Lectures, Seminars, Laboratory Exercises, Fieldwork, Study & Analysis of Literature, Tutorials, Practical Training (Placement), Clinical Practice, Art Workshop, Interactive teaching, Educational visits, Project work, Writing of assignments, Artistic creation, etc.  The student's study hours for each learning activity are recorded, as well as the hours of unsupervised study, so that the total workload for the semester corresponds to ECTS standards	<table border="1" data-bbox="858 542 1437 1010"> <thead> <tr> <th data-bbox="858 542 1168 633">Activity</th> <th data-bbox="1168 542 1437 633">Semester Workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="858 633 1168 689">Lectures</td> <td data-bbox="1168 633 1437 689">39</td> </tr> <tr> <td data-bbox="858 689 1168 745">Laboratory Work</td> <td data-bbox="1168 689 1437 745">1</td> </tr> <tr> <td data-bbox="858 745 1168 824">Study &amp; analysis of literature</td> <td data-bbox="1168 745 1437 824">120</td> </tr> <tr> <td data-bbox="858 824 1168 880">Exams</td> <td data-bbox="1168 824 1437 880">1</td> </tr> <tr> <td data-bbox="858 880 1168 958">Writing of assignment(s)</td> <td data-bbox="1168 880 1437 958">89</td> </tr> <tr> <td data-bbox="858 958 1168 1010">Total Course</td> <td data-bbox="1168 958 1437 1010"><b>250</b></td> </tr> </tbody> </table>		Activity	Semester Workload	Lectures	39	Laboratory Work	1	Study & analysis of literature	120	Exams	1	Writing of assignment(s)	89	Total Course	<b>250</b>
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Total Course	<b>250</b>															
<b>STUDENT ASSESSMENT</b> Description of the assessment process  Language of Assessment, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short-Answer Questions, Essay Questions, Problem-Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other  Clearly defined assessment criteria are specified, and it is stated whether and where these are accessible to students.	<b>Languages of student assessment</b> Greek  <b>Method (Formative or Summative)</b> Formative  <b>Methods of student assessment</b> <span style="float: right;"><b>Percentage</b></span>															

#### 5. RECOMMENDED READING

- Barchiesi, A. (1992). *Epistulae Heroidum 1-3*, Florence.
- Casali, S. (ed.) (1995). *P. Ovidii Nasonis, Heroidum Epistula IX-Deianira Herculi*, Florence.
- Farrell, J. (1998). "Reading and writing the Heroides", *HSCP* 98: 307-38.
- Fulkerson, L. (2005). *The Ovidian Heroine as Author. Reading, Writing, and Community in the Heroides*, Cambridge.
- Jacobson, H. (1974). *Ovid's Heroides*, Princeton.
- Kennedy, D. F. (1984). "The epistolary mode and the first of Ovid's Heroides", *CQ* 34: 413-22.
- Michalopoulos, A.N. (2006). *Ovid Heroides 16 and 17: Introduction, Text and Commentary (ARCA 47)*, Cambridge.
- Verducci, F. (1985). "Servitium amoris: Heroides 3" in *Ovid's Toyshop of the Heart: Epistulae Heroidum*,



Princeton.

**Eudoxus**

-- Vaiopoulos, V., Michalopoulos, A.N. & Michalopoulos, C.N. (2021). Ovid, Heroides 1–15, Gutenberg.





## COURSE SYLLABUS

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF CLASSICAL AND HUMANITIES STUDIES		
<b>DEPARTMENT</b>	GREEK PHILOLOGY		
<b>LEVEL OF STUDIES</b>	M.A.		
<b>COURSE CODE</b>	KFI505	<b>SEMESTER</b>	SPRING
<b>COURSE TITLE</b>	PROSE TEXTS II		
<b>STANDALONE TEACHING ACTIVITIES</b> <i>where credit points are awarded for distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If credits are awarded as a single block for the entire course, please state the weekly hours teaching hours and total number of credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	10	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skills Development</i>	SCIENTIFIC AREA		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAM LANGUAGE:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE COURSE (URL)</b>	-----		

### 2. LEARNING OUTCOMES

#### Learning Outcomes

*The learning outcomes of the course describe the specific knowledge, skills and competences of an appropriate level that students will acquire upon successful completion of the course.*

*Please refer to Appendix A*

- Description of the Level of Learning Outcomes for each study programme in accordance with the Qualifications Framework of the European Higher Education Area*
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*

- Summary Guide to Writing Learning Outcomes*



During the course, students will engage with texts, genres and authors of Ancient Greek and Latin prose. Depending on the availability/offers of the lecturers, emphasis will be placed each time on one or more prose genres (Rhetoric, Historiography, Philosophy, Novel, Biography, Scientific Writing, Epistolary Writing, etc.), on a specific author or authors of Ancient Greek and Latin Literature. The study of these texts aims at their in-depth interpretation with the aid of contemporary methodological tools (narratology, gender studies, literary theory, etc.), to the examination of theoretical, philosophical/ideological and historical issues related to the literary genres and texts under study, and to their integration into the social, historical and cultural contexts of various periods, as well as the comparative examination of these texts with works from earlier and later literary periods. Emphasis will be placed on critical engagement with the existing literature.

The general aim of the course is to familiarise students with the subject of Roman and, more broadly, Latin historiography. Students are exposed to historical texts from the Classical Roman period (Sallust, Livy, Tacitus), as well as to corresponding texts from the medieval period (Sebastiano Veda) and the Renaissance (Leonardo Bruni). In addition to studying the language, style and content of each historical work and author under consideration, the course also examines common themes found in historiographical texts, theories of historiography, relationships with Greek models, and other specialised topics, the study of which provides the knowledge and skills necessary for students' academic engagement students in the subject.

### General Competencies

Taking into account the general competences that graduates should have acquired (as listed in the Diploma Supplement and set out below), which of these does the course aim to develop?

Data search, analysis and synthesis, and information, using the necessary

Planning and management of projects

Respect for diversity and multiculturalism technologies

Respect for the natural environment

Adaptation to new situations

Demonstrating social, professional and ethical responsibility

Decision-making

and gender sensitivity

Working independently

Exercising criticism and self-criticism

Teamwork

Promoting free, creative and inductive thinking Working in an

international environment

Working in an interdisciplinary environment

Generating new research ideas

- Searching for, analysing and synthesising data and information using the necessary technologies
- Independent work
- Working in an interdisciplinary environment
- Exercising criticism and self-criticism
- Project planning and management
- Promotion of free, creative and inductive thinking

### 3. COURSE CONTENT

1	Introduction I	<ul style="list-style-type: none"> <li>• Getting to know the students and presenting the course content, objectives, learning outcomes and requirements</li> <li>• Introduction to Roman Historiography I</li> </ul>
2	Introduction II	<ul style="list-style-type: none"> <li>• Introduction to Roman Historiography II</li> </ul>
3	The Preludes of Sallust I	<ul style="list-style-type: none"> <li>• Sallust, <i>Catiline Conspiracy</i> 1.1–4.5</li> </ul>
4	The Prefaces of Sallust II	<ul style="list-style-type: none"> <li>• Sallustius, <i>Bellum Jugurthinum</i> 1.1–5.3</li> </ul>
5	The Preface to Livy	<ul style="list-style-type: none"> <li>• Livius, <i>Ab Urbe Condita</i>, Preface 1–Preface 13</li> </ul>
6	The Prefaces of Tacitus I	<ul style="list-style-type: none"> <li>• Tacitus, <i>De Vita Iulii Agricolae</i> 1.1–3.3</li> </ul>
7	The Prefaces of Tacitus II	<ul style="list-style-type: none"> <li>• Tacitus, <i>Historiae</i> 1.1–1.4</li> </ul>
8	The prefaces of Tacitus III	<ul style="list-style-type: none"> <li>• Tacitus, <i>Annales</i> 1.1</li> </ul>
9	Introduction III	<ul style="list-style-type: none"> <li>• Introduction to Medieval Latin Historiography</li> </ul>



10	The Preface of the Venerable Bede	<ul style="list-style-type: none"> <li>Bede the Venerable, <i>Ecclesiastical History of the English People</i>, preface.</li> </ul>
11	Introduction IV	<ul style="list-style-type: none"> <li>Introduction to Renaissance Latin Historiography</li> </ul>
12	The Preface by L. Bruni	<ul style="list-style-type: none"> <li>Leonardo Bruni, <i>The Twelve Books of the History of the Florentine People</i>, preface</li> </ul>
13	Summary	<ul style="list-style-type: none"> <li>Summary and Q&amp;A</li> <li>Student feedback on the course</li> </ul>

#### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p><b>DELIVERY METHOD</b> <i>Face-to-face, Distance training, etc.</i></p>	<ul style="list-style-type: none"> <li>LECTURES AND CLASSROOM EXERCISES</li> </ul>												
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in Teaching, Laboratory Training and Communication</i></p>	<ul style="list-style-type: none"> <li>STUDY BY STUDENTS OF SUPPORTING MATERIAL RELATED TO THE COURSE CONTENT</li> <li>COMMUNICATION WITH STUDENTS VIA E-MAIL</li> </ul>												
<p><b>ORGANISATION OF</b> <i>teaching methods.</i> <i>Lectures, Seminars, Laboratory Work, Fieldwork, Study &amp; Analysis of literature, Tutorial, Practical (Placement), Clinical Practice, Art Laboratory, Interactive teaching, Educational visits, Project work (project), Writing of assignment(s), Artistic creation, etc.</i></p> <p><i>The student's study hours for each learning activity as well as the hours of unsupervised study so that the total workload at semester corresponds to the standards of ECTS</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Workload Semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures and exercises</td> <td>39</td> </tr> <tr> <td>Study and analysis of literature</td> <td>90</td> </tr> <tr> <td>Writing a paper</td> <td>112</td> </tr> <tr> <td>Final examination</td> <td>9</td> </tr> <tr> <td>Total Course</td> <td>250</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload Semester</i>	Lectures and exercises	39	Study and analysis of literature	90	Writing a paper	112	Final examination	9	Total Course	250
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#### 5. RECOMMENDED READING

## General – Introductory

- Andre, J.M. – A. Hus (1974) *L' Histoire à Rome*, Paris, 67–97
- Hägg, T. (2012) *The art of biography in antiquity*, Cambridge
- Janson, T. (1964) *Latin Prose Prefaces. Studies in Literary Conventions*, Stockholm
- Kraus, Christina Shuttleworth – A.J. Woodman (1997) *Latin Historians*, Oxford
- Laistner, M.L.W. (1947) *The Greater Roman Historians*, California, 65–102
- Plass, P. (1988) *Wit and the Writing of History. The Rhetoric of Historiography in Imperial Rome*, Madison, Wisconsin

## Sallust

- Altheim, F. (1956) "Poseidonios und Sallust", *Studi in onore di P. di Francisci* 1, Milan, 101–114
- Büchner, K., (1960) *Sallust*, Heidelberg
- Egermann, F. (1932) *The Prefaces to the Works of Sallust*, Academy of Sciences, Phil.-hist. Class 214:3, Vienna
- Heldman, K. (1986) "Sallust, Cat. 3,1: *bene dicere rei publicae?*", *Hermes* 114, 124–27
- Hellegouarc'h, J. (1987) "The proemium of the *Bellum Iugurthinum*. Relevance and political significance", *Kentron* 3, 7–16
- Keitel, E. (1987) "The Influence of Thucydides 7.61-71 on Sallust *Cat.* 20-21", *CJ* 82, 293-300
- Klingner, F. (1928) "On the Introduction to Sallust's Histories", *Hermes* 63, 165–92
- La Penna, A. (1959) "The Meaning of Sallust's Prologues", *Maia* 11, 23–43 and 89–119
- Leeman, A. D. (1954–55) "Sallust's Prologue and his view of the historiography", *Mnemosyne* 7, 323–39, and 8, 38–48
- Leeman, A. D. (1955) "Genre and Historical Style in Rome: Theory and Practice", *Revue des Études latines* 33, 183–208
- Leggewie, O. (1953) "The Intellectual Attitude of the Historians Sallust and Livy. Demonstrated in the prefaces to their works", *Gymnasium* 60, 343–55
- McGushin, P. (1977) *C. Sallustius Crispus - Bellum Catilinae*, Leiden
- Olivieri Sangiacomo, L. (1954) *Sallust*, Florence
- Panzerhielm Thomas, S. (1938) "The prologues of Sallust", *Symbolae Osloenses* 15/16, 140–62
- Paul, G.M. (1984) *A Historical Commentary on Sallust's Bellum Jugurthinum*, Liverpool
- Rambaud, M. (1946) "Sallust's Prologues and Moral Argumentation in his Work", *Revue des Études latines* 24, 115–30
- Renahan, R. (1976) "A Traditional Pattern of Imitation in Sallust and His Sources", *CP* 71, 97–105
- Steidle, W. (1958) *Sallust's Historical Monographs. Choice of Subject and View of History*, Historia Einzelschriften 3, Wiesbaden
- Vogt, J. (1966) *Cicero and Sallust on the Catiline Conspiracy*, Darmstadt
- Vretska, K. (1954) "The mindset of the historians Sallust and Livy [in *Gymnasium* 60 (1953) 343–355]" *Gymnasium* 61, 191–203
- Vretska, K. (1955) "Sallust's Self-Confession", *Eranos* 53, 41–60
- Vretska, K. (1955) *Studies on Sallust's Bellum Jugurthinum*, Academy of Sciences, Phil.-hist. Class 229:4, Vienna
- Vretska, K. (ed.) (1961) *Sallustius, Invectives and Epistles*, vols. 1–2, Heidelberg
- Vretska, K. (ed.) (1976) *C. Sallustius Crispus. De Catilinae Coniuratione*, 2 vols, Heidelberg

## Livy

- Alfonsi, L. (1958) "Note on Livy's Prologue", *Aevum* 32, 385–86.
- Amundsen, L. (1947) "Notes to the preface of Livy", *Symbolae Osloenses* 25, 31–35
- Bayet, J. – G. Baillet (1965) *Livy. Roman History*, Volume I, Book 1, Paris
- Curcio, G. (1917) "The philosophy of history in the works of T. Livy", *RIGI* 1, 77–85
- Dessau, H. (1903) "The Preface of Livy", *Festschrift O. Hirschfeld*, Berlin, 461–66
- Dessau, H. (1906) "Livy and Augustus", *Hermes* 41, 142–51

- Dutoit, E. (1942) "Some generalisations of psychological and moral significance in the history of Livy", *REL* 20, 98–105
- Edwards, H.J. (1912) *Titi Livi. Ab urbe condita Libri. Praefatio. Liber Primus*, Cambridge
- Ferrero, L. (1949) "Contemporaneity and tradition in Livy's Praefatio", *RPhC* 27, 1–47
- Funaioli, G. (1942) *The Preface to the Histories of T. Livy*, Opuscoli accad., Ser. liviana 5, Padua
- Gold, H.E. – J.L. Whitely (1952) *Titus Livius. Book One*, Glasgow
- Heurgon, J. T. (1970) *Livius, Ab urbe condita. Book One*, Paris
- Kajanto, I. (1958) "Notes on Livy's conception of history", *Arctos* 2, 55–63
- Kerényi, K. (1945) "Selbstbekenntnisse des Livius", in his *Die Geburt der Helena*, Zurich, 104–10
- Klingner, F. (1943) "Two Thousand Years of Livy", *Neue Jahrbücher für Antike und deutsche Bildung* 6, 49–64
- Leggewie, O. (1953) "The Intellectual Attitude of the Historians Sallust and Livy. Demonstrated in the prefaces to their works", *Gymnasium* 60, 343–55
- Ogilvie, R.M. (1965) *A commentary on Livy, books 1-5*, Oxford
- Oppermann, H. (1955) "The Introduction to Livy's Historical Work", *Der altsprachliche Unterricht* 7, 87–98
- Vretska, K. (1954) "The mindset of the historians Sallust and Livy [in *Gymnasium* 60 (1953) 343–355]" *Gymnasium* 61, 191–203
- Walsh, P. G. (1955) "Livy's preface and the distortion of history", *American Journal of Philology* 76, 369–83
- Walsh, P.G. (1961) *Livy. His Historical Aims and Methods*, Cambridge

### Tacitus

- Alfonsi, L. (1963) "Note on Tacitus's Agricola", *Aevum* 37, 116
- Breeze, D. J. (1986–87) "The logistics of Agricola's final campaign", *Talanta* 18–19, 7–28
- Büchner, K. (1956) "The Prologue to Tacitus' Agricola", *Wiener Studien* 69, 321–43
- Classen, C.J. (1988) "Tacitus - Historian between Republic and Principate", *Mnemosyne* vol. 4, no. 41, pp. 93–116
- Courbaud, E. (1918) *Tacitus's Artistic Techniques in the "Histories"*, Paris
- Cousin, J. (1936) "History and Rhetoric in the Agricola", *Revue des Études latines* 14, 326–36
- Furneaux, H. (ed.) (1896) *The Annals of Tacitus*, 2 vols. Oxford
- Ginsburg, J. (1984) *Tradition and theme in the Annals of Tacitus*, Salem, New Hampshire
- Goodyear, F.R.D. (ed.) (1972–81) *The Annals of Tacitus*, Cambridge
- Gudeman, A. (1928) *Tacitus's De vita Iulii Agricolae and De Germania*, Boston
- Liebeschütz, W. (1966) "The theme of liberty in Tacitus's Agricola", *Classical Quarterly* 16, 126–39
- Lundström, V. (1915) "New Ennius Fragments", *Eranos* 15, 1–24
- Martin, R.H. (1981) *Tacitus*, Berkeley and Los Angeles
- Melin, B. (1960) "On the Introductory Chapter of Germania", *Eranos* 58, 112–31
- Mendell, C. W. (1957) *Tacitus*, New Haven/London
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- Kendall, C. B. (1978) "Bede's *Historia Ecclesiastica*: The Rhetoric of Faith", in J. J. Murphy (ed.), *Medieval Eloquence: Studies in the Theory and Practice of Medieval Rhetoric*, Berkeley, 145–72
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- Picard, J.-M. (1984) "Bede, Adomnán, and the Writing of History", *Peritia* 3, 50–70
- Plummer, C. (ed.) (1896) *Bede, Historia ecclesiastica gentis Anglorum*, Oxford
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- Wormald, P. (1978) "Bede, Beowulf, and the Conversion of the Anglo-Saxon Aristocracy", in R. T. Farrell (ed.), *Bede and Anglo-Saxon England*, Oxford, 32–95

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- Fryde, E.B. (1983) *Humanism and Renaissance Historiography*, London
- Hankins, J. (2001) L. Bruni, *History of the Florentine People*, vol. 1, Books I–IV, Cambridge (MA)
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- Ianziti, G. (2012) *Writing history in Renaissance Italy: Leonardo Bruni and the uses of the past*, Cambridge (MA) – London



### Alternative methods of course assessment in emergency situations

<b>Department:</b>	Greek Literature
<b>Course:</b>	Prose Texts II
<b>Course Code</b>	KFI505
<b>Lecturer:</b>	Ioannis Deligiannis
<b>How to contact lecturer</b>	intelig@helit.duth.gr
<b>Supervisors/Examiners: (1)</b>	NO
<b>Semester:</b>	Spring
<b>Level of study: (2)</b>	M.Sc.
<b>Examination methods: (3)</b>	Oral examination using remote methods
<b>Examination implementation guidelines: (4)</b>	<p>The course examination will take place via an oral examination using remote methods (MS Teams) on [date], [time] for students who have registered for the course (a list of registered students is attached).</p> <p>The examination consists of [number] graded questions/exercises in the form of text analysis and comparison with other texts.</p> <p>The duration of the exam will depend on the number of participating students.</p> <p>To take part in the course examination, students must log into MS Teams on the day and at the time of the examination.</p>

- (1) To be completed if applicable
- (2) Fill in as appropriate: undergraduate course or postgraduate course
- (3) Fill in one or more assessment methods as desired by the lecturer, e.g.
  - written assignment and/or exercises,
  - written or oral examination using remote methods, provided that the integrity and reliability of the examination are ensured.
- (4) Under '**Implementation Guidelines**', the lecturer sets out clear instructions for students, specifying:
  - a) in **the case of written assignments and/or exercises**: the submission dates and the method of submission to the lecturer, the marking method, the weighting of the assignment in the final mark, and any other information the lecturer deems necessary to include. Attached is a list containing only the student ID numbers of those eligible to sit the examination.
  - b) in the case of **an oral examination conducted remotely**: the instructions for conducting the examination (e.g. in a group of X people), the method of presenting questions, the applications to be used, the technical equipment required to conduct the examination (microphone, camera, word processor, internet connection, communication platform), the links to the virtual classroom or how and when the link will be sent, the dates and times when each student will log in (exam schedule), the duration of the exam (start and end times), the marking method, the inclusion of the



exam in the final mark, the measures taken to ensure the integrity and reliability of the exam, and anything else the lecturer deems necessary to mention. Attached is a list containing only the student ID numbers of those eligible to sit the examination and their examination time.

c) In the case **of a written examination conducted remotely**: the instructions for issuing the questions, the method of submitting answers, the duration of the examination, the marking method, the contribution of the examination to the final mark, the measures taken to ensure the integrity and reliability of the examination, and anything else the lecturer deems necessary to mention. Attached is a list containing only the student ID numbers of those eligible to sit the examination.

**THE LECTURER SEND THE ANNEX VIA ECLASS TO THE LIST OF STUDENTS PARTICIPATING IN THE EXAMINATION, WHICH HAS BEEN DOWNLOADED FROM CLASSWEB.**

## COURSE OUTLINE

### 1. GENERAL

<b>FULL NAME LECTURER</b>	GEORGIOS TSOMIS
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<b>SCHOOL</b>	HUMANITIES		
<b>DEPARTMENT</b>	HUMANITIES		
<b>LEVEL OF STUDIES</b>	M.Sc. – LEVEL 7		
<b>COURSE CODE</b>	KFI 506	<b>SEMESTER</b>	Second Semester
<b>COURSE TITLE</b>	TEXT AND SOCIETY: THE CASE OF THE POETRY OF SAPPHOS AND ALCAEUS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>where credit points are awarded for distinct parts of the course, e.g. lectures, laboratory exercises, etc. If credits are awarded as a single total for the entire course, enter the weekly teaching hours and the total number of credit points</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDIT UNITS</b>	
	3	10	
<i>Add rows if necessary. The teaching organisation and teaching methods are used are described in detail in 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skills Development</i>	SCIENTIFIC AREA		
<b>PREREQUISITES COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAM LANGUAGE:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	YES  <a href="https://eclass.duth.gr/courses/1432584/">https://eclass.duth.gr/courses/1432584/</a>		

### 2. LEARNING OUTCOMES

#### Learning Outcomes

*The learning outcomes of the course describe the specific knowledge, skills and competences at the appropriate level that students will have acquired upon successful completion of the course.*

*Please refer to Appendix A*

- *Description of the Level of Learning Outcomes for each cycle of study in accordance with the European Higher Education Area Qualifications Framework Education*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong*

### **General aim of the course**

The general aim of the course is to familiarise postgraduate students with the poetry of Archaic lyric monody and, in particular, with the surviving works of Sappho and Alcaeus, as well as to introduce them to contemporary philological, sociological and anthropological approaches to Archaic lyric poetry.

The course aims not only to foster a textual, linguistic and interpretative understanding of the passages, but also to highlight the relationship between **text, social practice, collective identity, symbolic power, ritual, memory, reproach, ridicule** and the **management of social bonds** in archaic society.

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### **Learning outcomes**

Upon successful completion of the course, students will be able to:

#### **A. Knowledge**

- To be familiar with the key phases in the formation and development of **Archaic lyric poetry**, as well as the position of Sappho and Alcaeus within the broader literary and cultural context of Archaic Lesbos.
- To be familiar with the surviving corpus of Sappho and Alcaeus, with particular emphasis on **recent papyrus discoveries** and their implications for understanding the poetics, themes and reception of the two poets.
- To be familiar with the basic aspects of **textual transmission**, papyrological evidence, and the challenges of reconstruction, interpretation and dating.
- To understand the main themes of Sapphic and Alcaic poetry, such as:
  - love,
  - memory and oblivion,
  - friendship,
  - departure and loss,
  - reproach and ridicule,
  - political confrontation,
  - the moral assessment of individuals,
  - and team building.

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#### **B. Literary and interpretative skills**

- To read the excerpts **in the original**, to identify their basic linguistic, morphological, syntactic and metrical features, and to render them in **correct and philologically accurate Modern Greek**.
  - To study the **critical commentary**, examine the proposed readings, additions and corrections, and evaluate the relevant arguments of the philological research.
  - To identify, analyse and interpret issues relating to:
    - structure,
    - vocabulary,
    - poetic technique,
    - style,
    - intertextuality,
    - and the use of traditional motifs in the poetry of Sappho and Alcaeus.
  - To identify the distinctive features of the two poets' artistic output, their innovations and their relationship with earlier and contemporary poetic traditions.
-

### C. Theoretical and interdisciplinary exploration

- Apply basic concepts of **the sociology of literature** and the **anthropology of ritual** to the study of Archaic lyric poetry.
  - To make creative use of interpretative tools drawn from theoretical frameworks such as:
    - **symbolic power, cultural and symbolic capital**, and mechanisms of discrimination (Bourdieu),
    - the concepts of **face, face-work**, ritualised humiliation and the management of social interaction (Goffman),
    - **rites of passage, liminality** and inclusion/exclusion from social groups (van Gennep / Turner),
    - as well as concepts relating to **collective memory, symbolic boundaries** and the **formation of social identity**.
  - To interpret the poetry of Sappho and Alcaeus not only as a literary phenomenon, but also as **a form of social discourse**, which:
    - reflects and shapes relationships,
    - organises communities,
    - manages conflicts,
    - and produces values, hierarchies and forms of social recognition.
- 

### D. Analytical, comparative and synthetic skills

- To relate the excerpts from Sappho and Alcaeus to their historical, political, social and cultural context.
  - To engage in **a comparative reading**:
    - between Sappho and Alcaeus,
    - with earlier poets (e.g. Homer),
    - with contemporary Archaic lyric poets (e.g. Archilochus, Alcman, Anacreon),
    - but also with later interpretations and readings.
  - To recognise different forms of discourse in Archaic poetry (lyrical, ritual, erotic, political, satirical) and to explain their function within their social context.
  - To synthesise literary, historical and theoretical data into **well-founded interpretative approaches**.
- 

### E. Research and academic skills

- To formulate **scholarly questions** and organise the study of a text or thematic area with a clear research focus.
  - To produce **original written work** on topics relating to:
    - the surviving works of Sappho and Alcaeus,
    - new papyrus discoveries,
    - the function of satire and mockery,
    - memory, the group, friendship, love, politics or lyrical subjectivity,
    - and a comparative analysis with other poets and traditions.
  - To make critical use of **Greek and international literature**, to distinguish between different schools of interpretation and to evaluate their methodological and theoretical premises.
  - To organise their arguments with scientific coherence, documentation, correct use of references and academic integrity.
  - To present the findings of their research orally and in writing with clarity, accuracy and interpretative autonomy.
-

#### F. Metacognitive and pedagogical objectives

- To develop an awareness of the limits and possibilities of literary interpretation, particularly when combined with sociological and anthropological perspectives.
- To understand the relationship between **textual analysis** and the **formation of scholarly discourse**, so that they can transform interpretation into a well-documented academic paper.
- To develop the ability to link ancient lyric poetry with broader issues of cultural theory, social memory, gender roles, ritual and symbolic power.

#### General Competencies

*Taking into account the general competences that graduates must have acquired (as listed in the Diploma Supplement and set out below), which of these does the course aim to address?*

*Research, analysis and synthesis  
information projects, with  
necessary technologies*

*Adaptation to new situations*

*Decision-making*

*Working independently*

*Teamwork*

*Working in an international environment*

*Working in an interdisciplinary environment  
new research ideas*

*Planning and management of data and  
Respect for diversity and the use of the  
multiculturalism*

*Respect for the natural environment*

*Demonstration of social, professional and  
ethical responsibility and sensitivity to  
gender issues*

*Exercising criticism and self-criticism*

*Promoting free, creative and  
Generating  
inductive thinking*

Searching for, analysing and synthesising data and information using the necessary technologies

Independent work

Teamwork

Adaptation to new situations

Promotion of free, creative and inductive thinking  
Generation of  
new research ideas

Exercising criticism and self-criticism

### 3. COURSE CONTENT

In contrast to the epic, in Archaic lyric poetry (7th–6th century BC), whose development as a literary genre is linked above all to the creation and consolidation of the city-state, man takes centre stage as a being who suffers, struggles and acts within the social and political environment. The poet expresses personal ideas in short poems or songs, externalises his inner world and his emotions, and beyond the aesthetic pleasure and entertainment he offers his audience, he influences their thinking, behaviour and actions. The study of Archaic lyric poetry must focus not only on the creator, but also on the performers and the audience to whom it is addressed. Because Archaic lyric poetry forms an integral part of the fabric of life in Archaic Greece, it must

emphasise the functions it performed in the lives of archaic communities and the groups that constituted the primary audience of each poet in matters such as politics, love, festivals, ritual, daily life, conflict resolution, the creation of social cohesion, the recollection of events and experiences, propaganda, self-presentation and self-promotion. The above factors will form the subject of study of the poetry of Sappho and Alcaeus, and on this basis the new fragments of Sappho's poetry from the papyrus finds of the early<sup>21st</sup> century will also be examined.

**Detailed description of the course content (13 modules)**

1. Introduction to Archaic Melic Monodic Poetry – The poetry of Sappho: The language of Sappho's and Alcaeus's poetry – The Lesbian Aeolic dialect - Key characteristics - The metres of the Aeolian lyric poets
2. and 3. Sappho and Alcaeus and the sources on their lives and works – Ancient Testimonies and reconstruction of the historical context of their poetry. The audience of Alcaeus (the symposium) and Sappho (the poet's circle, fragments 94 V. and 96 V.) - Critical engagement with the existing literature - Sociological and anthropological approaches
4. Sappho and Alcaeus: Prayer and Hymn
5. and 6. Sappho: Love and the role of Aphrodite in the poet's surviving work, the new papyrus finds P.GC, P. Sapph. Obbink
- 7., 8, and 9. Alcaeus and Sappho: Politics and Satire – Sociological and Anthropological Approaches
10. Sappho: The Wedding Songs – Sociological and Anthropological Approaches
11. and 12. Sappho and Alcaeus: Old Age in Their Poetry. The New Papyrus Finds P. Köln inv. 21351 + 2137
13. Summary – General Conclusions

**4. TEACHING AND LEARNING METHODS – ASSESSMENT**

<b>DELIVERY METHOD</b> <i>Face-to-face, distance learning, etc.</i>	Face-to-face teaching – 30% distance learning (in accordance with the regulations of the Postgraduate Programme 'Texts and Culture')
<b>USE OF INFORMATION AND</b>	<ul style="list-style-type: none"> <li>• Use of databases</li> </ul>

<p style="text-align: center;"><b>COMMUNICATIONS</b> <i>Use of ICT in Teaching, Laboratory Training, and Communication with students</i></p>	<ul style="list-style-type: none"> <li>• Presentations – teaching using specialised software (PPT, etc.)</li> <li>• Communication via email</li> </ul>	
<p style="text-align: center;"><b>ORGANISATION OF TEACHING</b></p> <p><i>The teaching methods and approaches are described in detail. Lectures, Seminars, Laboratory Exercises, Field Exercises, Study &amp; Analysis, Tutorials, Practical Training (Placement), Clinical Practice, Art Workshop, Interactive teaching, Educational Visits, Project work, Writing an essay or essays, Artistic creation, etc.</i></p> <p><i>The student's study hours for each learning activity, as well as the hours of unsupervised study, so that the total workload corresponds to the ECTS standards ECTS</i></p>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	39
	Independent study, weekly assignments and the preparation of an original written assignment	251
<b>Total Course (25 hours of workload per credit )</b>	<b>300</b>	
<p style="text-align: center;"><b>STUDENT ASSESSMENT</b></p> <p><i>Description of the assessment process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Summative, Test Multiple Choice, Short Answer Questions, Essay Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other</i></p> <p><i>Explicitly stated specific assessment criteria and whether and where they are accessible to students.</i></p>	<p>Final Assessment: Completion of an original written assignment, completion of short assignments or oral presentations during the course.</p>	

## 5. RECOMMENDED READING

*-Recommended Reading:*

*-Related academic journals:*

Bernsdorff, H. 2004: 'Schwermut des Alters im neuen Kölner Sappho-Papyrus.' ZPE 150, 27–35.

Bernsdorff, H. 2005: 'Open Poetic Endings.' ZPE 153, 1–6.

Bernsdorff, H. 2007: "Das beseufze ich oft ...". Ancient papyrus rediscovered: Sappho's lyrical lament on old age." *Forschung aktuell*. Frankfurt 2, 2007, 102–104.

Bettarini, L. 2007: 'Exegetical notes on the new Sappho: The verses of Tithonus (fr. 58, 19–22 V.)'. ZPE 159, 1–10.

Bierl, A./Peponi, A.-E. 2016: 'Visualising the Cologne Sappho: Mental Imagery through Choralities, the Sun, and Orpheus.' In V. Cazzato/A. Lardinois (eds.): *The Look of Lyric: Greek Song and the Visual: Studies in Archaic and Classical Greek Song*. Vol. 1. Mnemosyne Supplements. Leiden, 307–342.

Bierl, A./ Lardinois, A. (eds.), 2016: *The Newest Sappho: P. Sapph. Obbink and P. Gc Inv. 105, Frs. 1–4*. Series: Mnemosyne Supplements 392; *Studies in Archaic and Classical Greek Song 2*. Brill Academic Publishers: Leiden

Boedeker, D. 2011: 'No Way Out? Aging in the New (and Old) Sappho.' In E. Greene/M. Skinner: *Classics@ Volume 4*. The Center for Hellenic Studies of Harvard University, online edition of March 11, 2011.

<http://chs.harvard.edu/wa/pageR?tn=ArticleWrapper&bdc=12&mn=3534>  
(accessed on 10 April 2020).

Bourdieu, Pierre. *Language and Symbolic Power*. Edited by John B. Thompson. Translated by Gino Raymond and Matthew Adamson. Cambridge, MA: Harvard University Press, 1991.

Bowra, C.M. 1961: *Greek Lyric Poetry. From Alcman to Simonides*. Oxford.

Budelmann, F. (ed.) 2009: *The Cambridge Companion to Greek Lyric*. Cambridge 2009. [Greek translation: *A Guide to Ancient Greek Lyric Poetry from the University of Cambridge*. Literary ed. and afterword: Evg. Makrygianni, Translation: S. Karelas. Athens 2020].

Burnett, A.P. 1983: *Three Archaic Poets. Archilochus, Alcaeus, Sappho*. London.

Campbell, D.A. 1982 (ed.), *Greek Lyric I. Sappho and Alcaeus*, Cambridge, Mass./London (LCL 142).

Campbell, D.A. 1983: *The Golden Lyre. The Themes of the Greek Lyric Poets*, London.

Davidson, J. F. 1987: 'Anacreon, Homer and the Young Woman from Lesbos.' *Mnemosyne* 40, 132–137.

De Martino, F. & Vox, O. 1996: *Greek Lyric Poetry. Volume 3: Aeolic Lyric Poetry and Supplements*. Bari.

Di Benedetto, V. 1985: 'The Theme of Old Age and Fr. 58 of Sappho.' *QUCC* 48, 145–163.

Di Benedetto, V. 2004: 'Observations on the new Sappho papyrus.' *ZPE* 149, 5–6.

Di Benedetto, V. 2005: 'The new Sappho and related matters.' *ZPE* 153, 7–20.

Ferrari, F. 1993: *The Song Cycle. An Anthology of Greek Lyric Poetry*. Bologna.

Finglass, P. / Kelly, A. (eds.) 2020: *The Cambridge Companion to Sappho* (Cambridge Companions to Literature). Cambridge.

Fränkel, H. 1968: *Paths and Forms of Early Greek Thought*. Munich. Fränkel, H.

1969: *Poetry and Philosophy of Early Greece*. Munich. Gronewald, M./Daniel, R.

W. 2004a: 'A New Sappho Papyrus.' *ZPE* 147, 1–8.

Gronewald, M./Daniel, R. W. 2004b: 'Nachtrag zum neuen Sappho-Papyrus.' 149, 1–4.

Gronewald, M. / Daniel, R. W. 2005: 'Lyrical Text (Sappho Papyrus).' *ZPE* 154, 7–12.

Halbwachs, Maurice. *On Collective Memory*. Edited, translated, and with an introduction by Lewis A. Coser. Chicago: University of Chicago Press, 1992.

Hamm, E.-M. 1957: *Grammar of Sappho and Alcaeus*. Berlin.

Harvey, A. E. 1957: 'Homeric Epithets in Greek Lyric Poetry.' *CQ* 7, 206–223.

Hutchinson, G.O. (ed.) 2001: *Greek Lyric Poetry: A Commentary on Selected Larger Pieces: Alcman, Stesichorus, Sappho, Alcaeus, Ibycus, Anacreon, Simonides, Bacchylides, Pindar, Sophocles, Euripides*. Oxford.

Kirkwood, G. 1974: *Early Greek Monody. The History of a Poetic Type*. Ithaca-London.

Lamont, Michèle, and Virág Molnár. "The Study of Boundaries in the Social Sciences." *Annual Review of Sociology* 28 (2002): 167–195.

- Lardinois, A. 2011: 'The New Sappho Poem (P. Köln 21351 and 21376): Key to the Old Fragments.' In E. Green/M. Skinner (eds.): *Classics@* Volume 4. The Center for Hellenic Studies of Harvard University, online edition of 9 March 2011. <http://chs.harvard.edu/wa/pageR?tn=ArticleWrapper&bdc=12&mn=3534> (accessed 10/04/2020).
- Liberman, G. 1999: *Alcée: Fragments*. (2 vols.). Paris.
- Livrea, E. 2007: 'La vecchiaia su papiro: Saffo, Simonide, Callimaco, Cercida.' In G. Bastianini /A. Casanova (eds.), *I papiri di Saffo e di Alceo: Atti del convegno internazionale di studi*, Florence, 8–9 June 2006, *Studi e Testi di Papirologia N.S.* 9, Istituto papirologico "G. Vitelli", Florence, 67–81.
- MacLachlan, B. 1977: 'Personal Poetry.' In D.G. Gerber (ed.): *A Companion to the Greek Lyric Poets*. Leiden, 155–220.
- Meyerhoff, D. 1984: *Traditional Material and Individual Interpretation. Studies on Alcaeus and Sappho*. Hildesheim.
- Neri, C. 2021: *Sappho, Testimonies and Fragments: Introduction, Critical Text, Translation and Commentary*. Berlin/Boston.
- Page, D.L. 1955: *Sappho and Alcaeus*. Oxford.
- Pfeijffer, I. L. 2000: 'Playing ball with Homer. An Interpretation of Anacreon 358 PMG.' *Mnemosyne* 53, 164–184.
- Porro, A. 2004: 'Alcaeus.' In G. Bastianini et al. (eds.), *Commentaria et lexica Graeca in papyris reperta, pars I, vol. I, fasc. I: Aeschines – Alcaeus*. Munich/Leipzig, 75–246.
- Preisshofen, F. 1977: *Studies on the Depiction of Old Age in Early Greek Poetry*. Wiesbaden.
- Rösler, W. 1980: *Poet and Group. A Study of the Conditions and Historical Function of Early Greek Lyric Poetry, Taking Alcaeus as an Example*. Munich.
- Rozokoki, A. 2006: *Anacreon*. Athens.
- Skiadas, A. 1981: *Archaic Lyric Poetry 2*. Athens.
- Treu, M. 1952: *Alcaeus: Songs. Greek and German*. Munich. Treu,  
M. 1954: *Sappho: Songs. Greek and German*. Munich.
- Tsomis, G. 2001: *An Overview of Early Greek Monodic Melic Poetry (Sappho, Alcaeus, Anacreon)*. Stuttgart.
- Tsomis, G. 2003: 'Eros in Ibycus.' *RhM* 146, 225–243.

Turner, Victor. *The Ritual Process: Structure and Anti-Structure*. Chicago: Aldine, 1969.

Urios-Aparisi, E. 1993: 'Love and Poetry (On 358 "PMG", 13 Gent.)'. *QUCC* 44, 51–70.

van Gennep, Arnold. *The Rites of Passage*. Translated by Monika B. Vizedom and Gabrielle L. Caffee. Chicago: University of Chicago Press, 1960.

Voigt, E.-M. (ed.) 1971: *Sappho et Alcaeus. Fragmenta*. Athenaeum – Polak & van Gennep: Amsterdam

West, M.L. 2005: 'The New Sappho.' *ZPE* 151, 1–9.

### **On the language of the poetry of Sappho AND Alcaeus**

Adrados, Fr. R.: *A History of the Greek Language. From the Beginnings to the Present Day* (trans. A.V. Lecumberri, ed. G. Anastasiou/C. Charalambakis). Athens 2003 [*Historia de la Lengua Griega. De los orígenes a nuestros días*. Madrid 1990].

Beekes, R./Van Beek, L. 2010: *Etymological Dictionary of Greek*. Vol. I–II. Leiden/Boston.

Bowie, A.M. 1981: *The Poetic Dialect of Sappho and Alcaeus*. New York.

Chantraine, P. 1948/1953: *Grammaire Homérique*. Vol. 1 (Phonétique et morphologie). Paris. Vol. 2 (Syntax). Paris.

Chantraine, P. 1968–1980: *DELG. Etymological Dictionary of the Greek Language. History of Words* (completed by O. Masson, J.-L. Perpillou, J. Taillardat, with the assistance of F. Bader, J. Irigoin, D. Lecco, P. Monteil, under the direction of M. Lejeune). Paris.

Frisk, H. 1960–1972: *Greek Etymological Dictionary*, I–III. Heidelberg. Hamm, E.-M. 1957: *Grammar of Sappho and Alcaeus*. Berlin.

Hiersche, R. 1970: *Outlines of the History of the Greek Language*. Wiesbaden.

Hooker, J.T. 1983: *The Language and Text of the Lesbian Poets*. Innsbruck.

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## COURSE SYLLABUS

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES		
<b>DEPARTMENT</b>	MA IN HUMANITIES		
<b>LEVEL OF STUDIES</b>	Level 7: Postgraduate Diplomas of Specialisation		
<b>COURSE CODE</b>	KFI 506	<b>SEMESTER</b>	Second semester
<b>COURSE TITLE</b>	Specialised Topics		
<b>STANDALONE TEACHING ACTIVITIES</b> where credit points are awarded for distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If credits are awarded as a single total for the entire course, please state the weekly teaching hours and the total number of credits	<b>WEEKLY TEACHING HOURS</b>		<b>CREDIT UNITS</b>
	3		10.0
<b>COURSE TYPE</b> Foundation, General Knowledge, Scientific Area, Skills Development	Academic Area (Specialised Background)		
<b>PREREQUISITE COURSES</b>	N/A		
<b>LANGUAGE OF INSTRUCTION AND EXAMS:</b>	Greek		
<b>COURSE AVAILABLE TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.duth.gr/courses/1432642/">https://eclass.duth.gr/courses/1432642/</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p>The learning outcomes of the course describe the specific knowledge, skills and competences of an appropriate level that students will acquire upon successful completion of the course.</p> <p>Please refer to Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the Level of Learning Outcomes for each cycle of study in accordance with the European Higher Education Area qualifications framework</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• A Brief Guide to Writing Learning Outcomes</li> </ul> <p>Upon completion of the course, students will:</p> <ul style="list-style-type: none"> <li>• understand the historical and literary context of Theocritus' Hellenistic bucolic poetry and Virgil's Roman poetry</li> <li>• be able to identify the key characteristics of the bucolic genre and its function as a literary and self-aware</li> </ul>
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poetic mode of expression

- to analyse, by comparison, selected poems from the Idylls and the Eclogues (1, 2, 3, 5, 7, 10)
- to identify and interpret forms of intertextuality (lexical coincidences, structural correspondences, thematic analogies)
- distinguish between imitatio and aemulatio and evaluate Virgil's creative transformation of Greek models
- understand how Virgil's pastoral poetry incorporates historical and political elements of the late Roman Republic
- interpret the function of the pastoral landscape as a space for poetic and ideological reflection
- to evaluate \*The Elections\* as a poetic manifesto and as a milestone in the formation of Roman literary identity
- develop skills in literary analysis and the critical approach to ancient texts
- to cultivate the ability to synthesise and present scholarly arguments on issues of intertextuality and poetic theory.

### General Competencies

Taking into account the general competences that graduates should have acquired (as listed in the Diploma Supplement and set out below), which of these does the course aim to address?

Data search, analysis and synthesis, and information, using the necessary technologies situations

Decision-making

Working independently

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and multiculturalism Adapting to new

Respect for the natural environment

Demonstrating social, professional and ethical conduct

responsibility and sensitivity to gender issues

Exercising critical and self-critical thinking

Promotion of free, creative and inductive

General

Searching for, analysing and synthesising data and information, using the necessary technologies Independent work

Promotion of free, creative and inductive thinking

### 3. COURSE CONTENT

This course examines the intertextual relationship between Theocritus' and Virgil's pastoral poetry, with the aim of demonstrating how Virgil consciously adapts a Greek poetic genre to the Roman historical and literary context. The course takes its starting point from the Hellenistic context of Theocritus's Idylls, which were composed in the scholarly and refined intellectual milieu of Alexandria in the 3rd century BC. In this context, bucolic poetry is presented as a highly artificial and self-conscious literary genre, characterised by idealised rural landscapes, singing bucolists, poetic contests and a strong presence of the erotic element.

Subsequently, the course focuses on the study of Virgil's Eclogues, written after the civil wars, and examines how the poet inherits the Greek poetic conventions of the bucolic genre, but also how he transforms them to reflect Roman historical and social reality, such as land confiscations, patronage and the political instability of the late Republic. Through comparative readings of selected poems (Eclogues 1, 2, 3, 5, 7 and 10), it is established that Virgil's relationship with Theocritus does not constitute mere imitation (imitatio), but a complex process of creative transformation and poetic emulation (aemulatio), in which Greek models are recognised, redefined and, in some cases, surpassed.

Particular emphasis is placed on the way in which, in contrast to the largely depoliticised pastoral world of

Theocritus, Virgil's bucolic landscapes are permeated by historical experience and the presence of authority, transforming bucolic poetry into a space for indirect political reflection and poetic self-definition. The course highlights key techniques of intertextuality, such as lexical coincidences, structural correspondences and the blending of literary genres, demonstrating how Virgil uses Theocritus to shape a Roman bucolic voice that is both contemplative and programmatic. Finally, the Eclogues are approached as Virgil's poetic manifesto, a seminal work that situates Latin literature within the Greek tradition, whilst simultaneously redefining the pastoral genre as a vehicle for Roman cultural identity and paving the way for his later poetic works.

#### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>DELIVERY METHOD</b> Face-to-face, Distance learning, etc.	Distance learning											
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> Use of ICT in Teaching, Laboratory Training, Communication with students	Use of ICT in Teaching Use of ICT in Communication with Students											
<b>ORGANISATION OF TEACHING</b> The teaching methods and approaches are described in detail. Lectures, Seminars, Laboratory Exercises, Fieldwork, Study & Analysis of Literature, Tutorials, Practical Training (Placement), Clinical Practice, Art Workshop, Interactive teaching, Educational visits, Project work, Writing assignments, Artistic creation, etc.  The student's study hours for each learning activity are recorded, as well as the hours of unsupervised study, so that the total workload for the semester corresponds to ECTS standards	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 60%;">Activity</th> <th style="width: 40%;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Study &amp; analysis of literature</td> <td>141</td> </tr> <tr> <td>Writing of assignment(s)</td> <td>70</td> </tr> <tr> <td><b>Total Course</b></td> <td><b>250</b></td> </tr> </tbody> </table>		Activity	Semester Workload	Lectures	39	Study & analysis of literature	141	Writing of assignment(s)	70	<b>Total Course</b>	<b>250</b>
Activity	Semester Workload											
Lectures	39											
Study & analysis of literature	141											
Writing of assignment(s)	70											
<b>Total Course</b>	<b>250</b>											
<b>STUDENT ASSESSMENT</b> Description of the assessment process  Language of Assessment, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short-Answer Questions, Essay Questions, Problem-Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other  Clearly defined assessment criteria are specified, and it is stated whether and where these are accessible to students.	<b>Languages of student assessment</b> Greek  <b>Method (Formative or Summative)</b> Formative  <b>Methods of student assessment</b> <span style="float: right;"><b>Percentage</b></span>											

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## Eudoxus

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**MEF604**  
**PALEOGRAPHY II**  
**RAIMONDO TOCCI**  
**ASSOCIATE PROFESSOR OF BYZANTINE PHILOLOGY**

**COURSE OUTLINE**

**1. GENERAL INFORMATION**

**LECTURER'S NAME: Raimondo TOCCI**

<b>SCHOOL</b>	School of Classics and Humanities		
<b>DEPARTMENT</b>	Greek Literature		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	<b>MEF604</b>	<b>SEMESTER</b>	Spring
<b>COURSE TITLE</b>	Palaeography II		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in cases where credit points are awarded for distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If credit points are awarded as a single total for the entire course, state the weekly teaching hours and the total number of credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skills Development Skills</i>	Skills Development		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAM LANGUAGE:</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE COURSE (URL)</b>	<a href="https://eclass.duth.gr">https://eclass.duth.gr</a>		

**2. LEARNING OUTCOMES**

**Learning Outcomes**

*The learning outcomes of the course describe the specific knowledge, skills and competences of an appropriate level that students will acquire upon successful completion of the course.*

*Please refer to Appendix A*

- *Description of the Level of Learning Outcomes for each cycle of study in accordance with the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and*

*Appendix B*

- *Summary Guide to Writing Learning Outcomes*

Upon completion of the course, students will be able to:

- Explain the subject, objectives and basic principles of Greek palaeography
- Date manuscripts approximately (9th–16th centuries)
- Understand the structure of the medieval book
- Understand the production of the medieval book
- Apply palaeographic methods to the reading of manuscripts from the Byzantine and post-Byzantine periods
- Apply methods for identifying different handwriting styles

### General Skills

*Taking into account the general competences that graduates should have acquired (as listed in the Diploma Supplement and set out below), which of these does the course aim to develop?*

*Data retrieval, analysis and synthesis, and information, using the necessary*

*Adaptation to new situations*

*Decision-making*

*Working independently*

*Teamwork*

*international environment*

*Working in an interdisciplinary environment*

*Generating new research ideas*

*Project planning and management*

*Respect for diversity and multiculturalism technologies*

*Respect for the natural environment*

*Demonstrating social, professional and ethical responsibility*

*and sensitivity to gender issues*

*Exercising criticism and self-criticism*

*Promoting free, creative and inductive thinking Working in an*

Analysis and synthesis of data and information

Generating new research ideas

Exercising criticism and self-criticism

Teamwork

Independent work

Decision-making

### 3. COURSE CONTENT

#### PALEOGRAPHY II

##### Lesson 13:

▪ Introduction to XFF encoding.	1 lesson (3 hours)
▪ text and context	2 lessons (6 hours)
▪ Writings of the 13th/14th centuries: theoretical issues	1 lesson (3 hours)
▪ Writings of the 15th/16th centuries: theoretical issues	2 lessons (6 hours)
▪ Reading of manuscripts (10th–16th centuries)	3 lessons (9 hours)
▪ Dionysius 224: text and context	

<ul style="list-style-type: none"> <li>▪ Pinakes &amp; TLG: text search, identifying quotations</li> </ul>	2 sessions (6 hours)
<ul style="list-style-type: none"> <li>▪ RGK</li> <li>▪ handwriting identification</li> </ul>	2 lessons (6 hours)

Visit to a library to study manuscripts.

#### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p style="text-align: center;"><b>DELIVERY METHOD</b> <i>Face-to-face, Distance learning training, etc.</i></p>	Face-to-face	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in Teaching, Laboratory Training, Communication with the students</i></p>	<ul style="list-style-type: none"> <li>• Synchronous online learning (Microsoft Teams)</li> <li>• Use of databases (TLG, Pinakes, etc.)</li> <li>• Presentations – teaching using specialised software (PPT, etc.)</li> <li>• Teaching materials, announcements &amp; communication via the eclass platform</li> <li>• Communication via email</li> </ul>	
<p style="text-align: center;"><b>ORGANISATION OF TEACHING</b> <i>The teaching methods and approaches are described in detail. Lectures, Seminars, Laboratory Exercises, Fieldwork, Study &amp; Analysis of Literature, Tutorials, Practical Training (Placement), Clinical Practice, Art Workshop, Interactive teaching, Educational visits, Project work, Writing assignments, Artistic creation, etc.</i></p> <p><i>The student's study hours for each learning activity are recorded, as well as the hours of unsupervised study, so that the total workload for the semester corresponds to ECTS standards</i></p>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	39
	Study and analysis of literature	50
	Independent study and exam preparation	
	Preparation of oral presentations	50
	Independent reading of manuscripts	25
	Final oral examination	2
	<b>Total Course (25 hours of workload per credit point)</b>	<b>250</b>

<p style="text-align: center;"><b>STUDENT ASSESSMENT</b></p> <p><i>Description of the assessment procedure</i></p> <p><i>Language of Assessment, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short-Answer Questions, Essay Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other</i></p> <p><i>Clearly defined assessment criteria are specified, and it is stated whether and where they are accessible to students.</i></p>	<p>Language of assessment: Greek (for ERASMUS students: English)</p> <p>Assessment method: Summative Final oral examination:</p> <ol style="list-style-type: none"> <li>1. Transcription of taught and untaught text/manuscript</li> <li>2. Short-answer questions relating to both the theoretical and practical aspects of the course</li> </ol>
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## 5. RECOMMENDED READING

*-Recommended Bibliography:*

- L. Perria, Graphis. Per una storia della scrittura greca libraria, Rome, Vatican 2011 (Greek translation by E. Litsas/A. Triantou, The Scripts of Greek Manuscripts. Thessaloniki, University Studio Press 2019)
- H. Hunger, *Writing and Reading in Byzantium. Byzantine Book Culture*, Munich 1989 (Greek translation by G. Vassilaros, *The World of the Byzantine Book. Writing and Reading in Byzantium*, Athens 1995).
- S. Papaioannou, Greek Palaeography and Byzantine Book Culture, version 3, 2015, academia.edu

## COURSE SYLLABUS

### 1. GENERAL

<b>SCHOOL</b>	School of Classics and Humanities		
<b>DEPARTMENT</b>	Greek Literature		
<b>LECTURER</b>	Maria Tziatzi		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	<b>MEF 605</b>	<b>SEMESTER</b>	Spring
<b>COURSE TITLE</b>	Text Criticism and Publishing Techniques		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>where credit points are awarded for distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If credit points are awarded as a single total for the entire course, state the weekly teaching hours and the total credit points</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDIT UNITS</b>
Seminar		3	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skills Development Skills</i>	Scientific Area, Skills Development		
<b>PREREQUISITE COURSES:</b>	none		
<b>LANGUAGE OF INSTRUCTION and EXAM LANGUAGE:</b>	Greek		
<b>THE COURSE IS AVAILABLE TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.duth.gr/courses/1432578/">https://eclass.duth.gr/courses/1432578/</a>		

### 2. LEARNING OUTCOMES

#### Learning Outcomes

*The learning outcomes of the course describe the specific knowledge, skills and competences of an appropriate level that students will acquire upon successful completion of the course.*

*Please refer to Appendix A*

- *Description of the Level of Learning Outcomes for each cycle of study in accordance with the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Summary Guide to Writing Learning Outcomes*

Upon successful completion of the course, students will be able to: read and understand the critical notes accompanying published texts  
 identify textual criticism issues in Byzantine prose and poetic texts, recognise the characteristics of a successful conjecture,  
 to carry out text emendations themselves using the methodology of textual criticism,  
 to propose and formulate successful conjectures with scientific evidence, to prepare themselves and equip themselves with the necessary scientific tools,  
 so that they may undertake, as part of their postgraduate dissertation the critical editing of a text.

### General Skills

Taking into account the general competences that graduates should have acquired (as listed in the Diploma Supplement and set out below), which of these does the course aim to develop?

Data search, analysis and synthesis, and information, using the necessary

Adaptation to new situations

Decision-making

Working independently

Teamwork

international environment

Working in an interdisciplinary environment

Generating new research ideas

Planning and management of projects

Respect for diversity and multiculturalism technologies

Respect for the natural environment

Demonstrating social, professional and ethical responsibility and sensitivity to gender issues

Exercising criticism and self-criticism

Promoting free, creative and inductive thinking Working in an

Searching for, analysing and synthesising data and information, using the necessary technologies

Decision-making

Independent work

Promoting critical and inductive thinking

Generating new research ideas Exercising

criticism and self-criticism

### 3. COURSE CONTENT

In this course, postgraduate students are invited to delve even deeper into the methodology of critical editions. They will engage with the colophon, the description and study of manuscripts, the critical commentary, the source commentary, as well as the method of conjecture, in order to restore texts that have been handed down in a damaged state in the manuscripts.

The 13 teaching modules of the course:

1. Introduction to Textual Criticism and the method of conjecture
2. The process of compiling a manuscript catalogue

Student practice based on manuscripts of specific texts:

3. Selected poems by Georgios Pisides
4. Selected passages from Anna Komnene's Alexiad 5–6.
- Selected letters by Theodore Kyzikos
- 7–8. Selected poems by Michael Choniates
9. Selected poems by Ioannis Geometris
10. Selected poems by Theodoros Prodromos
11. Eustathius's litany for the three Kalytian saints
12. The expression of John Eugenikos 'Platanos'
13. The panegyric speech of Theophylaktos of Achrída to Emperor Alexios I Komnenos

### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>DELIVERY METHOD</b> <i>Face-to-face, Distance training, etc.</i>	65% face-to-face teaching and 35% distance learning via the Microsoft Teams platform, in accordance with the Regulations of the Postgraduate Programme 'Texts and Culture'
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in Teaching, Laboratory Training, and Communication with students</i>	<b>PPT presentations.</b> Use of ICT in teaching (computer and projector) <b>Teaching materials, announcements and communication with students via the eclass platform</b> <b>Communication with students via email</b>

<b>ORGANISATION OF TEACHING</b>	<b>Activity</b>	<b>Semester Workload</b>
<p>The teaching methods and approaches are described in detail. Lectures, Seminars, Laboratory Work, Fieldwork, Study &amp; analysis of literature, Tutorials, Practical Training (Placement), Clinical Practice, Art Workshop, Interactive teaching, Educational visits, Project work, Writing assignments, Artistic creation, etc.</p> <p>The student's study hours for each learning activity are recorded, as well as the hours of unsupervised study, so that the total workload for the semester corresponds to the standards of ECTS</p>	Attendance of lectures	39
	Independent study and preparation for the course	71
	Exempt Assignment	140
	Total course load (25 hours per credit)	250
	<p><b>STUDENT ASSESSMENT</b></p> <p>Description of the assessment process</p> <p>Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short-Answer Questions, Essay Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other</p> <p>Clearly defined assessment criteria are stated, and whether and where they are accessible by students.</p>	<p>Preparation and participation in the course 40%</p> <p>Writing of a course assignment, in which the student's understanding of the methodology of critical text editions and, in particular, the critical reconstruction of texts is assessed. 60%</p>

## 5. RECOMMENDED READING

-Recommended Bibliography:

-Relevant academic journals:

Martin L. West, Textual Criticism and the Art of Publishing (trans. G. Parasoglou), Athens 1989

Paul Maas, Textual Criticism, Translated and annotated by N. Chionidis, Athens <sup>2</sup> 1984

B. A. Van Groningen, Treatise on the History and Criticism of Greek Texts, Athens 1980

Jean Irigoin, Tradition and Criticism of Ancient Greek Texts, Athens 2007

O. Stählin, Editionstechnik. Ratschläge für die Anlage Textkritischer Ausgaben, Leipzig-Berlin 1914

Sebastiano Timpanaro, The Development of the Lachmann Method, Hamburg 1971

Dieter Harlfinger, Greek Codicology and Textual Transmission, Darmstadt 1980 (Wissenschaftliche Buchgesellschaft)

L.D. Reynolds and N.G. Wilson, *Scribes and Scholars. A History of the Transmission of Classical Texts*, Athens 1981

Herbert Hunger, *The World of the Byzantine Book. Writing and Reading in Byzantium*, Athens 1995

Maria Tziatzi, “*Annae Comnenae Alexias, recensuerunt D. R. Reinsch et A. Kambylis. Pars prior: Prolegomena et textus, Pars altera: Indices, digesserunt F. Kolovou et D. R. Reinsch (Corpus Fontium Historiae Byzantinae. Series Berolinensis, 40/1-2.) Berlin/New York, de Gruyter 2001. 58\* + 512, 272 pp.*”, in: *Byzantinische Zeitschrift* 96. 2 (2003), pp. 764–774.

T.L.F. Tafel, *Eustathii Metropolitae Thessalonicensis Opuscula. Accedunt Trapezuntinae Historiae scriptores Panaretus et Eugenicus. E codicibus mss. Basileensi, Parisinis, Veneto, Francof. ad M. 1832 (ND Amsterdam 1964)*

T.L.F. Tafel, Eustathius of Thessalonica’s account of the martyrdom of the three victorious brothers, Alpheus, Zosimus and Alexander of Calytena, and their companion Mark, in: *Patrologia Graeca* 136, 264–284 (ND 1863)

T.L.F. Tafel, Eiusdem Eustathii Thessalonicensis de iisdem sanctis Sequentia, quae vespere ac mane canitur, in: *Patrologia Graeca* 136, 284–289 (ND 1863)

P. Tamás Bara, “*We are honouring the endurance of righteous Champions*”. *Observations on Eustathius of Thessalonica’s admonitory and hagiographic orations related to the city of Thessalonica*. MA Thesis in Comparative History, specialising in Interdisciplinary Medieval Studies, Central European University, Budapest 2013

S. Schönauer, The Philologist as Poet: Liturgical Poetry in the Work of Eustathius of Thessaloniki, in: *RSBN* N.S. 46 (2009) 161–192

S. Schönauer, On the Eustathius Codex Basileensis A. III. 20, in: *JÖB* 50 (2000) 231–241

A. Kambylis, *Eustathius of Thessalonica. Prooimion to the Commentary on Pindar. Introduction, critical text, indices*, Göttingen 1991

P. Wirth, *Studies on Byzantine Rhetoric of the Twelfth Century with Special Reference to the Writings of Archbishop Eustathius of Thessalonica*, Munich 1960

Maria Tziatzi, Letter no. 6 Darrouzès by Theodore of Cyzicus in codex  $\Omega$  126 of the Monastery of Megisti Lavra: published in the Proceedings of the 9th Scientific Conference organised by the Department of Medieval and Modern Greek Studies of the Faculty of Philology, School of Philosophy, Aristotle University of Thessaloniki, entitled 'Literature and Popular Writing in the Greek Middle Ages' as a tribute to Eudoxos Th. Tsolakis, Thessaloniki 2002, pp. 123–138.

Maria Tziatzi, The Correspondence of Theodore of Cyzicus in Codex Laura  $\Omega$  126: Textual Criticism, in: *Byzantinische Zeitschrift* 96.1 (2003), pp. 223–268

Maria Tziatzi-Papagianni, *Theodori Metropolitae Cyzici epistulae. Accedunt epistulae mutuae Constantini Porphyrogeniti* [Corpus Fontium Historiae Byzantinae 48. Series Berolinensis], Berlin/Boston 2012

Maria Tziatzi, On a new critical and annotated edition of the poems of Michael Choniates, in: Proceedings of the 22nd International Congress of Byzantine Studies, Sofia, 22–27 August 2011, vol. III, Abstracts of free communications, Sofia 2011, p. 151 (This is the abstract of my paper presented at the 22nd International Congress of Byzantine Studies in Sofia.)

Maria Tziatzi, 'Observations on Michael Choniates' poem "Eis tēn stavrosin", in the commemorative volume 'Representations and Partings' in memory of Martha Pylia, Komotini 2015, 383–389.

Maria Tziatzi, MICHAEL CHONIATES' GEDICHT "IN ON THE MONDAY OF CHRIST PAROUSIA": PHILOLOGICAL NOTES, in the international journal *Byzantion* 90 (2020) 397–418.

Athanasios Kambylis, Textual Criticism and Metrics. Reflections on their Relationship, *BZ* 88 (1995) 38–67

Fotini H. Kolovou, Michael Choniates. A contribution to the study of his life and work. The Corpus of his letters, Athens 1999

Maria Tziatzi, Ioannis Geometris's poem 'Eis tēn apostasian', in: *Ellinika* 52 (2002), pp. 263–277.

Maria Tziatzi, Theodoros Prodromos. Historical Poem LXXVIII, in: *Byzantinische Zeitschrift* 86/87, 2 (1993/94), pp. 363–382.

Grigorios Papagiannis, Theodoros Prodromos. Iambic and hexametric tetrastichs on the main narratives of the Old and New Testaments. Introduction, critical text, indices, Wiesbaden 1997 (Meletemata 7/1, 7/2)

Maria Tziatzi, 'Theodore Prodromos the Playful', in: \*Andri Kosmos: Festschrift for Professor Constantine K. Hatzopoulos\*, Thessaloniki 2019, pp. 629–645

Grigorios Papagiannis, 'Remarks on the Epigrams of Georgios Pisides', in: *L'Épistolographie et la Poésie épigrammatique: Projets actuels et question de méthodologie [Dossier Byzantins 3]* (Proceedings of the 16th Roundtable on 'Epistolography - Epigrammatic poetry', 20th International Congress of Byzantine Studies), Paris 2003, 215–228

Gregorios Papagiannis, Observations on the Epigrams of Georgios Pisides, *EEBS* 51 (2003) 5–48

L. Tartaglia, *Carmi di Giorgio di Pisidia*, Turin 1998

Maria Tziatzi, Bemerkungen zu Gedichten des Georgios Pisides, in: Proceedings of the 23rd International Congress of Byzantine Studies. Belgrade, 22–27 August 2016. Thematic Sessions of Free Communications, Belgrade 2016 (online ed.), 391, 394 (<http://www.byzinst-sasa.rs/eng/uploaded/Thematic%20Sessions%20of%20Free%20%20Communications.pdf>)

Maria Tziatzi, The *Akolouthia* in honour of the so-called Kalytenoi saints by Eustathius of Thessaloniki, in the international peer-reviewed journal *Analecta Bollandiana* 138-I (2020) 124–146.

Maria Tziatzi, 'On Theophylact of Achrida's panegyric speech in honour of Emperor Alexios I Komnenos', in: *Jahrbuch der Österreichischen Byzantinistik* 54 (2004), pp. 191–206.

## MEF 606 SPECIALISED

### TOPICS

MARIA KONSTANTINIDOU – ASSOCIATE PROFESSOR

### COURSE OUTLINE

#### 1. GENERAL

<b>SCHOOL</b>	of Classics and Humanities		
<b>DEPARTMENT</b>	Greek Philology		
<b>LEVEL OF STUDIES</b>	MSc		
<b>COURSE CODE</b>	MEF 606	<b>SEMESTER</b>	Spring 2024-5
<b>COURSE TITLE</b>	Specialised Topics – Issues in Digital Palaeography and Text Edition		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in cases where credit points are awarded for distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If credits are awarded as a single total for the entire course, state the weekly teaching hours and the total credit points</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDIT UNITS</b>	
Lectures/interactive classroom sessions/laboratory exercises	3	10	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Subject Area, Skills Development Skills</i>	Skills Development		
<b>PREREQUISITE COURSES:</b>	--		
<b>LANGUAGE OF INSTRUCTION and EXAM LANGUAGE:</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE COURSE (URL)</b>	<a href="https://eclass.duth.gr/courses/1432615/">https://eclass.duth.gr/courses/1432615/</a>		

#### 2. LEARNING OUTCOMES

##### Learning Outcomes

The learning outcomes of the course describe the specific knowledge, skills and competences of an appropriate level that students will acquire upon successful completion of the course.

Please refer to Appendix A

- Description of the Level of Learning Outcomes for each cycle of study in accordance with the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Summary Guide to Writing Learning Outcomes

The aim of the course is to enhance students' digital literacy, particularly in relation to the discipline of literature, and to introduce the concept of the scientific approach and methodology in the digital humanities. Upon completion of the course, students will have acquired basic skills in conducting digital research on manuscripts and papyri, going beyond simple word processing, general internet access and the use of communication applications. They will be familiar with the basic tools, applications, databases and websites related to the study of manuscripts. They will also have an understanding of the limitations and

potential of these tools, as well as the research and technical work required to operate them. In other words, they will be able to look ‘behind the website’.

By the end of the semester, students will have acquired basic skills in the visualisation of historical textual sources and the basic processing of the relevant images. They will understand the usefulness, organisation and function of metadata. They will know what machine learning is and its applications in palaeographic research, and will have understood the role of data in the use of such applications.

### General Competencies

*Taking into account the general competences that graduates should have acquired (as listed in the Diploma Supplement and set out below), which of these does the course aim to develop?*

*Data search, analysis and synthesis, and information, using the necessary*

*Planning and management of projects*

*Respect for diversity and multiculturalism technologies*

*Respect for the natural environment*

*Adaptation to new situations*

*Demonstrating social, professional and ethical responsibility*

*Decision-making*

*and sensitivity to gender issues*

*Working independently*

*Exercising criticism and self-criticism*

*Teamwork*

*Promoting free, creative and inductive thinking Working in an*

*international environment*

*Working in an interdisciplinary environment*

*Generation of new research ideas*

Searching for, analysing and synthesising data and information, utilising the necessary technologies.

Working in an interdisciplinary environment.

Adapting to new situations

Promotion of free, creative and inductive thinking.

Demonstrating social, professional and ethical responsibility and sensitivity to gender issues.

### 3. COURSE CONTENT

1. General introduction to the digital humanities. Applications in literature.
2. Collections and projects. A tour of research to date and an overview of available tools.
3. Introduction to the concepts of machine learning and artificial intelligence
- 4-5. Laboratory exercises: Basic principles of programming in Python.
- 6-7. Editing and pre-processing textual data using Python.
8. Digital palaeography. HTR and handwriting analysis tools. Contribution to the dating of manuscripts. Metadata II: Organisation: schemas and standards.
- 9-10. Practical application in Artificial Intelligence. Training of manuscript reading models. The Transkribus platform.
11. Digital editions.
12. Information modelling. Data and metadata.
13. Digitisation, an interpretative act. Issues of scientific rigour and the digital humanities.

### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>DELIVERY METHOD</b> <i>Face-to-face, Distance training, etc.</i>	Classroom, face-to-face.	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in Teaching, Laboratory Training, and Communication with students</i>	<ul style="list-style-type: none"> <li>• Use of ICT in teaching</li> <li>• Use of personal computers during laboratory training as well as peripheral equipment.</li> <li>• Use of online tools and databases, as well as specialised software.</li> </ul>	
<b>ORGANISATION OF TEACHING</b> <i>The teaching methods and approaches are described in detail. Lectures, Seminars, Laboratory Work, Fieldwork, Study &amp; Analysis of Literature, Tutorials, Practical Training (Placement), Clinical Practice, Artistic</i>	<b>Activity</b>	<b>Workload Semester</b>
	Lectures	10
	Interactive teaching	27
	Preparation of material for the course	73

<p><i>Laboratory, Interactive teaching, Educational visits, Project work, Writing an assignment/assignments, Artistic creation, etc.</i></p> <p><i>The student's study hours for each learning activity are recorded, as well as the hours of unsupervised study, so that the total workload for the semester corresponds to the standards of ECTS</i></p>	Personal study	60
	Completion of assignments	80
	Total	<b>250 (25 ECTS)</b>
<p align="center"><b>STUDENT ASSESSMENT</b></p> <p><i>Description of the assessment process</i>  <i>Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short-Answer Questions, Essay Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other</i>  <i>Clearly defined assessment criteria are specified, and whether and where they are accessible by students.</i></p>	<p>50% Assessment of students' progress through assignments and participation in course activities.</p> <p>50% Completion of short assignments/projects.</p> <p>Students' familiarity with the methods taught in the course (lectures and workshops) and their ability to handle hardware and software are assessed.</p> <p>The understanding they have developed regarding the use of digital technologies in the study and research of papyri and manuscripts is also assessed.</p>	

## 5. RECOMMENDED READING

- Dendrinou, M., Kouis, D., 2016. *Basic Principles and Technologies in Information Science*. [e-book] Athens: Association of Greek Academic Libraries, at: <http://hdl.handle.net/11419/6447>
- Kapidakis, S., Lazarinis, F., Toraki, K., 2015. *Issues in Library and Information Science*. [e-book] Athens: Association of Greek Academic Libraries, at: <http://hdl.handle.net/11419/1674>
- Kyriaki – Manesi, D., Koulouris, A. 2015. *Digital Content Management*. [e-book] Athens: Association of Greek Academic Libraries, at: <http://hdl.handle.net/11419/2496>
- Konstantinidou, M. – Bouzes, S., 2023, *Philology and its primary sources: papyri and manuscripts. A handbook on the digital humanities*. [e-book] Athens: Association of Greek Academic Libraries, at: <https://repository.kallipos.gr/handle/11419/8600>
- Stathopoulou, I.-O., Pelekanos, D. 2016, *Specifications for Digitisation and Digital Archives*, Athens: National Documentation Centre (EKT), at <http://hdl.handle.net/10442/15313>
- Driscoll, M.J., Pierazzo E. 2016. *Digital Scholarly Editing: Theories and Practices*, Cambridge, UK: Open Book Publishers, 2016, <https://doi.org/10.11647/OBP.0095>
- Drucker, J., Kim, D., Salehian, I., Bushong, A. 2014. *Introduction to Digital Humanities: Concepts, Methods, and Tutorial for Students and Instructors*. UCLA, at [http://dh101.humanities.ucla.edu/wp-content/uploads/2014/09/IntroductionToDigitalHumanities\\_Textbook.pdf](http://dh101.humanities.ucla.edu/wp-content/uploads/2014/09/IntroductionToDigitalHumanities_Textbook.pdf)
- Gardiner, R.G.M., Gardiner, E. 2015. *The Digital Humanities: A Primer for Students and Scholars*. Cambridge University Press.
- Vandendorpe, C. 2009. *From Papyrus to Hypertext: Toward the Universal Digital Library*. University of Illinois Press.

**NEF704**  
**APPLICATIONS OF LITERARY THEORY**

**PERSIA APOSTOLI**  
**ASSOCIATE PROFESSOR**

**COURSE SYLLABUS**

**1. GENERAL**

<b>SCHOOL</b>	SCHOOL OF CLASSICAL AND HUMANITIES STUDIES		
<b>DEPARTMENT</b>	GREEK PHILOLOGY		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>	<b>NEF704</b>	<b>SEMESTER</b>	2nd
<b>COURSE TITLE</b>	APPLICATIONS OF LITERARY THEORY: Gender Studies and Literature		
<b>STAND-ALONE TEACHING ACTIVITIES</b> <i>where credit points are awarded for distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If credit points are awarded as a single total for the entire course, please state the weekly teaching hours and the total number of credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures – Discussion – Presentations	3	10	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skills Development</i> <b>SKILLS</b>	SCIENTIFIC AREA		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAM LANGUAGE:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE COURSE (URL)</b>	<a href="https://eclass.duth.gr/courses/1432629/">https://eclass.duth.gr/courses/1432629/</a>		

**2. LEARNING OUTCOMES**

<p><b>Learning Outcomes</b></p> <p><i>The learning outcomes of the course describe the specific knowledge, skills and competences at the appropriate level that students will have acquired upon successful completion of the course.</i></p> <p><i>Please refer to Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the Level of Learning Outcomes for each cycle of study in accordance with 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 Annex B</i></li> <li>• <i>Summary Guide to Writing Learning Outcomes</i></li> </ul>
<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>- to understand the key concepts and theoretical approaches of Gender Studies and feminist literary criticism, as well as their connection to other literary theories</li> <li>- to recognise the historical stages of the feminist movement and its relationship with the development of feminist theory and women’s literature, particularly in the Greek context</li> <li>- to distinguish, compare and evaluate the main trends in Gender Studies and contemporary feminist theory and literary criticism in terms of their interpretative</li> </ul>

potential and limitations

- to analyse the intersection of gender identity with other categories (such as class, ethnicity, sexuality, etc.) in literary representation
- develop well-founded arguments and critically reflect on the conditions of literary interpretation and the relationship between literature, ideology and the formation of the literary canon
- select and apply the appropriate theoretical and methodological tools for the critical analysis of literary texts
- formulate research questions and design small-scale research approaches
- to conduct independent bibliographic research and write appropriately documented academic papers

### General Competencies

*Taking into account the general competences that graduates should have acquired (as listed in the Diploma Supplement and set out below), which of these does the course aim to develop?*

*Data search, analysis and synthesis, and information, using the necessary the natural environment*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Teamwork*

*international environment*

*Working in an interdisciplinary environment*

*Generating new research ideas*

*Project planning and management*

*Respect for diversity and multiculturalism*

*Respect for*

*Demonstrating social, professional and ethical responsibility and sensitivity to gender issues*

*Exercising criticism and self-criticism*

*Promotion of free, creative and inductive thinking Working in an*

- Searching for, analysing and synthesising data, using the necessary technologies
- Working in an interdisciplinary environment
- Generating new research ideas
- Exercising criticism and self-criticism
- Independent work
- Teamwork
- Respect for diversity and multiculturalism
- Promotion of free, creative and inductive thinking

### 3. COURSE CONTENT

The course examines Gender Studies and feminist criticism as currents within contemporary literary theory and highlights the way in which they transform fundamental questions of literary interpretation (such as, for example, subject, identity, representation, etc.). At the same time, it explores how key strands of literary theory are reinterpreted and applied within the field of gender studies. More specifically, it is structured as follows:

1. Introduction I: History, Theory, Literary Criticism, Comparative Literature. The subject matter, methods, main trends in literary theory and fundamental questions.

2. Introductory II: Historical and theoretical framework of Gender Studies. Conceptualisations of gender (social gender, gender identity/otherness, femininity/masculinity) and their significance for literary analysis.

3. The emergence of feminist criticism within the context of the second wave: The rise of 'the female experience', the debate on 'women's writing' and the re-evaluation of the literary tradition. References to women's issues and the emergence of women's scholarship in Greece. Analysis of representative texts

4. Main trends in feminism: liberal, radical, Marxist/materialist feminism, ecofeminism. The relationship between social structures and literary representation. Examination of theoretical and literary texts.

5. The convergence of feminist theory with post-structuralism and linguistic theories. Gender as discourse and construction. The deconstruction of fixed gender identity and the shift towards the linguistic and cultural constitution of the subject. Examination of theoretical and literary texts.

6. Gender, psychoanalysis and literature. Key concepts of Freud's and Lacan's theories and their influence on literary theory. The reception of psychoanalysis by French feminist thought ('feminine writing', body, language, desire). Examination of theoretical and literary texts.
7. Michel Foucault's theory and its contribution to the study of literature. 'Discourse', power and sexuality. The representation of sexuality in modern Greek poetry and prose from the early decades of the 20th century. Examination of representative texts.
8. Judith Butler's performative theory of gender and its influence on literary criticism. Fluidity, normativity and the construction of the subject. The concept of intersectionality and the multiplicity of identities. Applications in contemporary Modern Greek literature.
9. Men's Studies and Theories of Masculinity. Critical Approaches to Male Identity and its Representation in Literature.
10. Post-feminism and contemporary debates: Criticism of feminism. Issues of cultural policy, political correctness and contemporary interpretations of the literary canon. The case of the debate surrounding Karagatsis's *The Great Chimera*.
11. Myth and gender in literature: The function of myth and contemporary interpretative approaches. Gendered reinterpretations of myths in modern literature.
- 12–13. Presentations of major assignments

#### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>DELIVERY METHOD</b> <i>Face-to-face, Distance training, etc.</i>	Face-to-face & distance	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i>	Microsoft Teams for remote learning, Use of ICT in teaching (PPT, internet), use of the e-class asynchronous e-learning platform (providing information, posting teaching materials, announcements), use of the Universis platform and communication with students via e-class and email	
<b>ORGANISATION OF TEACHING</b> <i>The teaching methods and approaches are described in detail. Lectures, Seminars, Laboratory Work, Fieldwork, Study &amp; analysis of literature, Tutorials, Practical Training (Placement), Clinical Practice, Art Workshop, Interactive teaching, Educational visits, Project work, Writing assignments, Artistic creation, etc.</i>  <i>The student's study hours for each learning activity are recorded, as well as the hours of unsupervised study, so that the total workload for the semester corresponds to ECTS standards</i>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	15 hours
	Interactive teaching	25 hours
	Study and analysis of seminar reading material	50 hours
	Study and analysis of literature for assignments	60 hours
	Writing assignments	80 hours
	Preparation of oral presentations	20 hours
	Total course load (25 hours per credit )	<b>250 hours</b>

STUDENT ASSESSMENT	Language of assessment: Greek Formative method
<p><i>Description of the assessment process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short-Answer Questions, Essay Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other</i></p> <p><i>Clearly defined assessment criteria are specified, and it is stated whether and where they are accessible to students.</i></p>	<p>- <u>Short written individual assignment</u> (30%): Short presentation/summary of a theoretical text, formulation of key theoretical concepts, and their application to the analysis of a selected literary excerpt</p> <p>- <u>Final written individual assignment</u> (50%): Includes the formulation of a research question, a well-founded choice of theoretical framework, and a critical analysis of a literary text or texts using secondary literature</p> <p>- <u>Oral presentation of assignments and participation</u> (20%) Presentation of assignments, participation in discussions and in activities assigned as part of courses.</p>

## 5. RECOMMENDED READING

<p style="text-align: center;">SELECTED READING LIST FOR THE COURSE (Literary texts and additional reading material will be posted on the course page on e-class)</p>
<p>A)</p> <p>Barry Peter, <i>An Introduction to Literary Theory</i>, trans. A. Natsina, Vivliorama, Athens 2013, pp. 149–168.</p> <p>Cuddon J. A., <i>Dictionary of Literary Terms and Literary Theory</i>, Metaixmio, 2010</p> <p>Eagleton Terry, <i>An Introduction to Literary Theory</i>, introduction and translation notes by Dimitris Tziovas, published by Odysseas, Athens 1989.</p> <p>Fokkema, Douwe, and Ibsch, Elrud, <i>Theories of Twentieth-Century Literature</i>, Patakis, Athens 2011.</p> <p>Newton K. M. (ed.), <i>Twentieth-Century Literary Theory. An Anthology of Texts</i>, trans. A. Katsikeros – K. Spatharakis, PEK, Heraklion 2013.</p> <p>Selden Raman (ed.), <i>A History of Literary Theory at the University of Cambridge</i>, Vol. 8: <i>From Formalism to Post-structuralism</i>, trans. A. Valdramidou, G. Delivoria, I. Naoum, A. Papanikolaou, F. Hatzioannidou, Institute of Modern Greek Studies – Manolis Triantafyllidis Foundation, Thessaloniki 2004.</p> <p>B)</p> <p>Avdela, E., Psarra, A., (eds.), <i>Silent Stories: Women and Gender in Historical Narrative</i>, Alexandria Publications, Athens 1997.</p> <p>Athina Athanasiou (ed.), <i>Feminist Theory and Cultural Criticism</i>, trans. Pelagia Marketou, Margarita Milioni, Aim. Tsekenis, Nisos Publications, Athens 2006.</p> <p>Vassiliadou, D., P. Zestanakis, M. Kefala, M. Preka (eds.) (2013), <i>Challenging Certainties. Gender, Representations, Subjectivities</i>, Athens: OMIK – KPSM Publications.</p> <p>Butler, Judith, <i>Gender Trouble: Feminism and the Subversion of Identity</i>, trans. Giorgos Karabelas, intro. – scientific ed. Venetia Kantsa, afterword by Athina Athanasiou, published by Alexandria, Athens 2009 [1990].</p> <p>Butler, Judith, <i>Bodies That Matter: On the Discourse of Gender</i>, trans. Pelagia Marketou, ed. and intro. Athina Athanasiou, published by Ekremes, Athens 2008 [1993]</p>

Cameron, Deborah, *Feminism: The Past and Future of a Movement*, trans. Filotas Ditsas, PEK, Heraklion 2023.

Connell, R. W., *Gender*, trans. Eleni Kotsifou, foreword by Dimitra Kogidou and Fotis Politis, published by Epikentro, Thessaloniki 2006.

Kantsa, V., Moutafi, V., Papataxiarchis, E. (eds.), *Studies on Gender in Anthropology and History*, published by Alexandria, Athens 2012.

C. Knellwolf & C. Norris (eds.), *A History of Literary Theory at the University of Cambridge*, vol. 9: *Historical, Philosophical and Psychological Aspects of Literary Theory in the 20th Century*, Institute of Modern Greek Studies - Manolis Triantafyllidis Foundation 2010 (in particular the chapters: Literary Studies and Psychoanalytic Perspectives, The History of Feminist Literary Studies, Feminism and Deconstruction)

Laquer, Th., *Making Gender: Body and Gender from the Ancient Greeks to Freud*, Polytropon, Athens 2003.

Oikonomidou, Soula, "'Women's Discourse' and Feminist Criticism: Approaching Difference and Difference in Approach", *Women's Discourse, Proceedings of the International Conference (Komotini, 26–28 May 2006)*, ed. Vasiliki Kontogianni, ELIA, Athens 2008.

Papataxiarchis, Euth. – Parardellis, Theod. (eds.), *Identities and Gender in Contemporary Greece. Anthropological Approaches*, Kastaniotis – University of the Aegean 1992.

Sefaki, Evgenia, *Gender Studies and Literature*, Association of Greek Academic Libraries, Athens 2015.

Michel Foucault, *A History of Sexuality: The Will to Knowledge*, trans. G. Rozakis, Rappas Publishers, Athens 1982 [1976].

C)

Varika, Eleni, 'Journalism in the Service of the "Female Sex" – Women's Magazines in the 19th Century', *Diavazo*, no. 198 (1988), pp. 6–12.

Varika, Eleni, *The Ladies' Revolt: The Genesis of a Feminist Consciousness in Greece 1833–1907*, published by Katarti, Athens 2004.

Vasileiadis, Vasilis, *The Ideology of Interwar Literary Criticism on 'Women's' and 'Men's' Literature*, unpublished doctoral thesis, Department of Philology, Aristotle University of Thessaloniki, Thessaloniki 2006.

Vasileiadis, Vasilis, 'Marginal forms of autobiography after 1821. Women's autobiographical texts', in the volume by Michalis Chrysanthopoulos et al., *Autobiography: Between History and Literature in the 19th Century*, Association of Greek Academic Libraries, Athens 2015, pp. 131–181.

Gotsis, Glafki – Rizaki, Irini (eds.), *Greek Bibliography of Women's and Gender History (1974–2014)*, Historians for Research in Women's and Gender History, Athens 2015.

Katsari, Xanthi (ed.), *Regional Conference 'Women and Literature' (1991, Komotini)*, Cultural Centre of the Municipality of Komotini, Komotini 1995.

Denisi, Sofia (ed.), *The Female Presence in Visual Arts and Literature in Literary and Art Magazines (1900–1940)*, Conference Proceedings, Athens School of Fine Arts, Gutenberg, Athens 2008.

Denisi, Sofia, *Tracing the 'Invisible' Writing. Women and Writing in the Years of the Greek Enlightenment – Romanticism*, Nefeli, Athens 2014.

Denisi, Sofia (ed.), *With the Pen as a Sword: 19th-Century Greek Women's Writings on the War of 1821*, introduction, anthology, biographical notes

Rizaki, Irini, *The 'Writing' Greek Women. Notes on 19th-century female scholarship*,

Foreword by Eleni Politou-Marmarinou, published by Katarti, Athens 2007.

Roussou, Varvara, *The Long Road of the Greek Female Poetic Tradition from the<sup>19th</sup> to the 20th Century*, unpublished doctoral thesis, Athens School of Fine Arts, Athens 2018.

Frantzi, Anthea; Angelaki-Rouk, Katerina; Galanaki, Katerina; Papadaki Athina, Pampoudi Pavlina, *Is There, Then, Such a Thing as Women's Poetry?*, Society for the Study of Modern Greek Culture and General Education, Athens 1990.

Olga D. Hatzivogiatzi, *In Search of Women's Poetry in the Interwar Years. A catalogue of the works and critical reception of Greek women poets*, unpublished doctoral thesis, Department of Philology, National and Kapodistrian University of Athens, Athens 2018.

D)

Ioakeimidou, Lito, *The Literary Myth from French Comparative Literature to Modern Greek Criticism. Issues of Theory and Application*, Sokoli Publications, Athens 2014.

Ruthven, K., *The Myth*, trans. Ioulietta Ralli & Kaiti Hatzidimou, Hermes Publications, Athens 1988.

Siaf lekis, Z.I., *The Fragile Truth. An Introduction to the Theory of Literary Myth*, Gutenberg, Athens 1998.

## COURSE SYLLABUS

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF HUMANITIES		
<b>DEPARTMENT</b>	MA IN HUMANITIES		
<b>LEVEL OF STUDIES</b>	Level 7: Postgraduate Diplomas of Specialisation		
<b>COURSE CODE</b>	NEF 705	<b>SEMESTER</b>	Second semester
<b>COURSE TITLE</b>	Issues in Comparative Literature		
<b>INDEPENDENT TEACHING ACTIVITIES</b> where credit points are awarded for distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If credits are awarded as a single total for the entire course, please state the weekly teaching hours and the total number of credits		<b>WEEKLY TEACHING HOURS</b>	<b>CREDIT UNITS</b>
		3	10.0
<b>COURSE TYPE</b> Foundation, General Knowledge, Scientific Area, Skills Development	Specialisation or Field		
<b>PREREQUISITE COURSES</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMS:</b>	Greek		
<b>COURSE AVAILABLE TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.duth.gr/courses/KOM04619/">https://eclass.duth.gr/courses/KOM04619/</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p>The learning outcomes of the course describe the specific knowledge, skills and competences of an appropriate level that students will acquire upon successful completion of the course.</p> <p>Please refer to Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the Level of Learning Outcomes for each study programme in accordance with the European Higher Education Area Qualifications Framework</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</li> <li>• Summary Guide to Writing Learning Outcomes</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>-- will become familiar with the subject of Comparative Literature and the concept of interdisciplinarity</li> <li>-- will understand the content of Medical Humanities, Narrative Medicine, narrative research (psychology) and therapeutic writing (psychotherapy)</li> </ul>
--

- will be able to explain the types and functions of autobiographical discourse in relation to illness
- will be able to analyse the therapeutic function of writing in narratives of illness (pathographies)
- will take an interest in accounts of illness by Greek and foreign writers
- will recognise the benefits of interdisciplinary and comparative approaches for the future of humanities studies.
- will apply the principles and methods of narrative research to accounts of illness (autobiographical accounts)
- will be able to write an essay explaining the theory and analysing the relevant texts

### General Skills

Taking into account the general competences that graduates should have acquired (as listed in the Diploma Supplement and set out below), which of these does the course aim to develop?

Data search, analysis and synthesis, and information, using the necessary technologies  
 situations  
 Decision-making  
 Working independently  
 Group work  
 Working in an international environment  
 Working in an interdisciplinary environment

Planning and management of projects  
 Respect for diversity and multiculturalism  
 Adaptation to new  
 Respect for the natural environment  
 Demonstrating social, professional and ethical responsibility and sensitivity to gender issues  
 Criticism and self-criticism  
 Promoting free, creative and inductive

ting new research ideas

Genera

Searching for, analysing and synthesising data and information, using the necessary technologies  
 Adapting to new situations  
 Decision-making  
 Independent work  
 Working in an international environment  
 Working in an interdisciplinary environment  
 Generating new research ideas  
 Project planning and management  
 Respect for diversity and multiculturalism  
 Exercising criticism and self-criticism  
 Promotion of free, creative and inductive thinking

## 3. COURSE CONTENT

### Description

The focus of this course is the therapeutic function of writing in autobiographical or hybrid texts that narrate illness. Specifically, we will focus on writers' accounts of the experience of mental or physical illness and will seek to understand the ways in which the subjects' identities are reconstructed in relation to and in the face of illness, how the intrusion of illness into patients' lives is interpreted, how they cope with the rupture, the trauma and the process of coping with the various parameters and dimensions of the illness, the therapeutic process and the changes that this experience brings about in the daily lives and self-image of the narrators-protagonists. The approach we will adopt is comparative and interdisciplinary: it treats illness as a transnational category transcending national and linguistic boundaries, utilises the principles and methods of narrative research and psychotherapy alongside narrative theory and the theory of autobiographical discourse, and is situated, generally, within the framework of contemporary medical humanities (narrative medicine, therapeutic writing) and the field defined by the dialogue between literary studies and psychology/psychotherapy/psychiatry.

### Outline

#### A. INTRODUCTION

13/3: General introduction I (Narrative medicine/narrative research/narrative therapy)  
 20/3: General introduction II (Presentation of an interdisciplinary interpretative tool [narrative research/therapy, autobiography/narratology])  
 B. WRITING AND PHYSICAL ILLNESS  
 SOFIA NIKOLAIDOU  
 Well, Today: The Chronicle of Cancer in My Own Breast (2015): A Diary of a Mastectomy and Chemotherapy by KOSTIS GIMOSOULIS  
 Two Months in the Warehouse (2013): The story of a sea turtle that contracted meningitis C. WRITING AND MENTAL ILLNESS  
 MARGARITA KARAPANOU  
 Life Is Wildly Unbelievable (2008) = The diary as a field of self-revelation and reality YES (1999) = From the confinement of autobiography to the healing of self-mythology  
 SYLVIA PLATH  
 The Glass Bell = Writing as a harbinger of suicide AUGUSTOS KORTOS  
 A Brief Chronicle of Madness (2016): The Dalai Lama of Psychosis  
 The Best Worst Day of Your Life – Conversations about the light in the darkness of depression (2020): The autobiographical essay as a means of understanding mental illness  
 Katerina’s book: A mother’s narrative

#### 4. TEACHING AND LEARNING METHODS – ASSESSMENT

<b>DELIVERY METHOD</b> Face-to-face, Distance learning, etc.	Face-to-face Distance learning																	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> Use of ICT in Teaching, Laboratory Training, Communication with students	Use of ICT in Teaching Use of ICT in Communication with Students																	
<b>ORGANISATION OF TEACHING</b> The teaching methods and approaches are described in detail. Lectures, Seminars, Laboratory Exercises, Fieldwork, Study & Analysis of Literature, Tutorials, Practical Training (Placement), Clinical Practice, Art Workshop, Interactive teaching, Educational visits, Project work, Writing assignments, Artistic creation, etc.  The student’s study hours for each learning activity are recorded, as well as the hours of unsupervised study, so that the total workload for the semester corresponds to ECTS standards	<table border="1"> <thead> <tr> <th data-bbox="858 1189 1169 1283">Activity</th> <th data-bbox="1169 1189 1437 1283">Semester Workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="858 1283 1169 1339">Lectures</td> <td data-bbox="1169 1283 1437 1339">5</td> </tr> <tr> <td data-bbox="858 1339 1169 1395">Seminars</td> <td data-bbox="1169 1339 1437 1395">5</td> </tr> <tr> <td data-bbox="858 1395 1169 1451">Interactive teaching</td> <td data-bbox="1169 1395 1437 1451">30</td> </tr> <tr> <td data-bbox="858 1451 1169 1525">Study &amp; analysis of literature</td> <td data-bbox="1169 1451 1437 1525">70</td> </tr> <tr> <td data-bbox="858 1525 1169 1603">Project work</td> <td data-bbox="1169 1525 1437 1603">60</td> </tr> <tr> <td data-bbox="858 1603 1169 1682">Writing of assignment(s)</td> <td data-bbox="1169 1603 1437 1682">80</td> </tr> <tr> <td data-bbox="858 1682 1169 1738">Total for the course</td> <td data-bbox="1169 1682 1437 1738"><b>250</b></td> </tr> </tbody> </table>		Activity	Semester Workload	Lectures	5	Seminars	5	Interactive teaching	30	Study & analysis of literature	70	Project work	60	Writing of assignment(s)	80	Total for the course	<b>250</b>
Activity	Semester Workload																	
Lectures	5																	
Seminars	5																	
Interactive teaching	30																	
Study & analysis of literature	70																	
Project work	60																	
Writing of assignment(s)	80																	
Total for the course	<b>250</b>																	
<b>STUDENT ASSESSMENT</b> Description of the assessment process  Language of Assessment, Assessment Methods, Formative or Summative, Multiple-Choice Test	<b>Languages of student assessment</b> Greek  <b>Method (Formative or Summative)</b>																	

<p>Multiple Choice, Short Answer Questions, Essay Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other</p> <p>Clearly defined assessment criteria are specified, and it is stated whether and where they are accessible to students.</p>	Formative	
	<p><b>Methods of student assessment</b></p> <p>Written Assignment</p> <p>Oral Examination</p>	<p><b>Percentage</b></p> <p>70</p> <p>30</p>

## 5. RECOMMENDED READING

### Secondary Foreign Language

- Adams, K. (2013). *Expressive writing: Foundations of practice*. R&L Education.
- Greimas, A. J., Courtés, J., & Rengstorf, M. (1989). The cognitive dimension of narrative discourse. *New literary history*, 20(3), 563–579.
- Frank, A. (1995). *The wounded storyteller: Body, illness and ethics*. Chicago: University of Chicago Press.
- Hunt, C. (2010). Therapeutic Effects of Writing Fictional Autobiography. *Life Writing*, 7: 3, 231–244.
- Pennebaker, J. W., & Chung, C. K. (2007). Expressive writing, emotional upheavals, and health. In H. S. Friedman & R. C. Silver (eds.), *Foundations of health psychology*. Oxford University Press. pp. 263–284.
- Progoff, I. (1992). *At a journal workshop: Writing to access the power of the unconscious and evoke creative ability*. Los Angeles: J. P. Tarcher.
- Ruini C. & Mortana C. (2021). Writing Techniques Across Psychotherapies—From Traditional Expressive Writing to New Positive Psychology Interventions: A Narrative Review, *Journal of Contemporary Psychotherapy* (2022) 52: 23–34.
- Riessman, C. (2008). *Narrative methods for the human sciences*. London: Sage.
- White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. WW Norton & Company. Greek version and translation
- Aoudi, E. & Karaba, T. (2010), The contribution of the narrative approach to understanding the experience of breast cancer, *Scientific Annual of the Psychological Society of Northern Greece*, vol. 8, pp. 270–294.
- Bruner, J. (2018). *Creating Stories: Law, Literature, Life*. Edited by G. Kougioumtzakis. Athens: Pedio.
- Genette, G. (2007). *Figures of Speech III. The Discourse of Narrative: A Methodological Essay and Other Texts*. Trans. M. Lykoudis. Athens: Patakis.
- Giotsidi, V. & Nikolaou, E. K. (2022). *The Narrative Approach in Practice – Empowerment Techniques and Tools for Evaluating Narrative*. Athens: Gutenberg.
- Kapsomenos, E. G. (2003). *Narratology. Theory and methods of analysis of narrative prose*. Athens: Patakis. Paschalidis, G. (1993). *The poetics of autobiography*. Athens: Smili.
- Genette, G. (2007). *Figures of Speech III. The Discourse of Narrative: A Methodological Essay and Other Texts*. Trans. M. Lykoudis. Athens: Patakis.
- Holquist, M. (2014). *Dialogism – Bakhtin and His World*. Trans. I. Stamataki. Athens: Gutenberg. Theocharis, G. (ed.) (2022). *The Principles and Practice of Narrative Medicine*. Athens: S.O.S. Doctors – Papazisi.

- Kourti, I. (2013). The Meaning-Making of the Breast Cancer Experience: A Narrative Study. PhD thesis. Faculty of Philosophy. Department of Psychology. Thessaloniki.
- Morgan, A. (2011). What is narrative therapy?, trans. A. Charvatis. Athens: University Studio Press.
- Kapsomenos, E. G. (2003). Narratology. Theory and methods of analysing narrative prose. Athens: Patakis.
- Paschalidis, G. (1993). The poetics of autobiography. Athens: Smili.
- White, M. (2021). Maps of Narrative Practice, trans. Stanimeraki I. Athens: oposito. Eudoxos
- 6

## Eudoxus

- Primary
- Gkimosoulis, K. (2013). Two Months in a Warehouse – With Nine Sketches by the Author. Athens: Kastaniotis.
- Karapanou, M. (2008). Life Is Wildly Unbelievable. Ed. V. Kimoulis. Athens: Oceanida.
- -----(1999). YES. Athens: Oceanida.
- Kortou, A. (2020). The Best Worst Day of Your Life – Conversations about the light in the darkness of depression. Athens: Patakis.
- -----(2016). A Brief Chronicle of Madness. Athens: Patakis.
- Nikolaidou, S. (2015). All Is Well Today – The Chronicle of Cancer in My Own Breast. Athens: Metaixmio.
- Plath, S. (2008). The Glass Bell. Trans. E. Iliopoulou. Athens: Melani.
- Taylor, Cory (2017). An Autobiography of My Death, trans. T. Zygoanos, Athens: Ropi. Zorba,
- Myrsini (2023) Notes from the Time of Expectations, Athens: Polis.

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	of Humanities		
<b>DEPARTMENT</b>	Humanities		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	<b>NEF 706</b>	<b>SEMESTER</b>	Spring
<b>COURSE TITLE</b>	Special research topics and issues in Modern Greek Philology: Literature and criticism in the daily press (1890–1910)		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in cases where credit points are awarded for distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If credit points are awarded as a single total for the entire course Please enter the weekly teaching hours and the total number of credit points</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDIT POINTS</b>
		3	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skills Development</i>	Scientific Area		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAM LANGUAGE:</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE COURSE (URL)</b>	<a href="https://eclass.duth.gr/courses/KOM04572/">https://eclass.duth.gr/courses/KOM04572/</a>		

### 2. LEARNING OUTCOMES

#### Learning Outcomes

*The learning outcomes of the course describe the specific knowledge, skills and competences of an appropriate level that students will acquire upon successful completion of the course.*

*Please refer to Appendix A*

- *Description of the Level of Learning Outcomes for each study programme in accordance with the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning*

*and Annex B*

- *Summary Guide to Writing Learning Outcomes*

Knowledge/understanding and familiarity with the daily press of the period 1890–1910)

Analysis/interpretation of theoretical, historical, critical and comparative texts, which they will identify in newspapers with the aim of achieving a better and more multifaceted approach to the broader literary and, more specifically, literary and critical texts of the period, based on illustrative examples. The ultimate aim is to delve deeper into the relevant output (criticism, theory, original and translated literature) not only during the period in question but also prior to it, whilst maintaining a connection with European output.

Implementation of infrastructure and technologies, including searches in digital repositories and libraries in Greece and France, as well as websites or bibliographies relating to the press during the 19<sup>th</sup> century.

### General Competencies

*Taking into account the general competences that graduates should have acquired (as listed in the Diploma Supplement and set out below), which of these does the course aim to develop?*

*Data search, analysis and synthesis, and information, using the necessary*

*Adaptation to new situations*

*Decision-making*

*Working independently*

*Teamwork*

*international environment*

*Working in an interdisciplinary environment*

*Generating new research ideas*

*Planning and management of projects*

*Respect for diversity and multiculturalism technologies*

*Respect for the natural environment*

*Demonstrating social, professional and ethical responsibility*

*and sensitivity to gender issues*

*Exercising critical and self-critical thinking*

*Promoting free, creative and inductive thinking Working in an*

Introduces students to specific topics (editorial, theoretical and historical) relating to largely unknown material.

Through group work based on individual research, students will be able to conduct research and then present their findings as a group, capturing the landscape of literature and criticism for a specific period.

Searching for and locating literary and critical works in digitised newspapers (due to COVID, physical visits are not possible).

“Visiting” digital libraries to find material. Familiarisation with new technology.

An introduction to the period from the mid-19<sup>th</sup> century to the first decade of the 20<sup>th</sup> century (an interdisciplinary approach based on history, comparative studies and art history).

Adaptation to the distinctive language of the era, particularly for literary journalists (Katharevousa) or general journalists (the simplified Katharevousa used in newspapers).

Adaptation to the many types of discourse found in their pages.

### 3. COURSE CONTENT

#### Course outline:

1. Introduction to using the Internet for academic purposes (navigation, links and websites, methods of research and indexing material).
2. Websites and their characteristics. Browsing digital libraries (Greek, French and English – American).
3. Exercises relating to the indexing of digitised material (daily newspapers and periodicals) and the management of such material.
4. Introduction to the press of the period under consideration. Newspapers and magazines.
5. Literature, criticism and journalism. The scope and breadth of output. The opening up to other arts (theatre, the emerging cinema, painting, sculpture, architecture).
6. Specific cases of writers (indicative examples): Palamas, Episkopopoulos, Nirvanas.
7. Presentation of assignments.

### 4. TEACHING AND LEARNING METHODS - ASSESSMENT

#### DELIVERY METHOD

Distance learning due to the pandemic with interaction

<p><i>Face-to-face, Distance training, etc.</i></p>	<p>email communication via the e-class platform and the use of e-class to share updates, lecture notes and the course syllabus, or to provide useful links, where they can find material for the course, as well as for future Modern Greek courses. At the same time, screen sharing will be used so that they can immediately see how to work online and with the lecturer's files.</p>	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in Teaching, Laboratory Training, and Communication with students</i></p>	<p><b>Internet searches, familiarisation with electronic media and with digitised manuscripts and old publications. Communication in the office and via email.</b></p>	
<p><b>ORGANISATION OF TEACHING</b> <i>The teaching methods and approaches are described in detail. Lectures, Seminars, Laboratory Work, Fieldwork, Study &amp; Analysis of Literature, Tutorials, Practical Training (Placement), Clinical Practice, Art Workshop, Interactive teaching, Educational visits, Project work, Writing assignments, Artistic creation, etc.</i></p> <p><i>The student's study hours for each learning activity are recorded, as well as the hours of unsupervised study, so that the total workload for the semester corresponds to ECTS standards</i></p>	<p><b>Activity</b></p> <p>Week 1: The course and its requirements. <u>Introduction to basic concepts and tools – Historical context: the second half of the 19th century up to the first decade of the 20th century in Europe and the US.</u></p> <p>Week 2: <u>The Press in Greece in general up to 1890: Magazines and Newspapers</u> (reference to printed materials and visit to digital repositories). Texts and articles from 1664 to 1750.</p> <p>Weeks 3–4: <u>The City and the New City. Analysis of newspaper pages and exercises in indexing and evaluation.</u></p> <p>Weeks 5–6: <u>Newspapers and literature. Reference to specific writers who publish or are translated. Parallel reference to French publications of the same period. Presentation exercises.</u></p> <p>Weeks 7–8: <u>Newspapers and literary criticism. Reference to</u></p>	<p><b>Semester Workload</b></p> <p>3-hour lecture and independent study of the bibliography and selected texts (material posted on e-class) 6 hours</p> <p>3-hour lecture and home study of general textbooks on the period (12 hours)</p> <p>A total of 6 hours of lectures by Dr Simeonidou, followed by the start of indexing and independent study of specific issues (exercises) and the bibliography. 18 hours</p> <p>Lectures totalling 6 hours and commencement of indexing and home study of specific issues (exercises) and the bibliography. 18 hours</p> <p>Lectures totalling 6 hours and commencement of home study of the works and bibliography. 12 hours</p>

	<u>specific critics who publish or are translated. Parallel reference to French publications of the same period. Presentation exercises.</u>	
	<u>Weeks 9–10: Specific issues of the period (historical, such as the war of 1897 and the Olympics; linguistic, such as the Evangelical and Orestian movements; intellectual, such as Northern Mania and the art group, etc.)</u>	6-hour lecture. 12 hours of study.
	<u>Weeks 11–12: Presentation of major assignments</u>	6 hours of presentation, followed by gathering materials, studying and preparing the assignment 60 hours
	<u>Week 13: Revision, questions and organisation of assignments.</u>	3-hour meeting and assignment writing 70 hours
		<b>Total 250 hours, i.e. 25 hours per credit</b>
<b>STUDENT ASSESSMENT</b> <i>Description of the assessment process</i>  <i>Language of Assessment, Assessment Methods, Formative or Summative, Multiple-Choice Test, Short-Answer Questions, Essay Questions, Problem Solving, Written Assignment, Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other</i>  <i>Clearly defined assessment criteria are specified, and whether and where they are accessible by students.</i>	<i>Assessment consists of two short assignments (5–6 pages) and one long assignment of 18–20 pages, formatted in Times New Roman 12, 1.5 line spacing, with footnotes in Times New Roman 10 and single line spacing.</i> <i>Assessment is based on attendance and participation in class and discussions (5%), as well as the oral presentations of the two assignments (20%).</i> <i>Students' attendance at the lectures of the Modern Greek and Comparative Literature Seminar is also compulsory</i>	

## 5. RECOMMENDED READING

-Recommended Reading:

### ***Indicative Bibliography***

#### **A. Greek:**

##### A.1. Dictionaries:

*Dictionary of Modern Greek Literature: People, Works, Movements, Terms*, Patakis, Athens 2007.

*Encyclopaedic Lexicon*, Volumes I–VII, N.G. Politis (ed.), Bart-Hirst, Athens 1889–1905.

Karaoglou, H. L. (ed.), *Periodicals of Literature and Art (1901–1940), Volume One: Athenian*

*Magazines (1901–1925)*, University Studio Press, Thessaloniki 1996.

Delopoulos, Kyriakos, *Modern Greek Literary Pseudonyms 1800–1981*, ELIA, Athens <sup>2</sup> 1983.

A.2. Complete works and critical editions in separate volumes by:

K. Palamas, *Complete Works*, vols. 1–16, Biris, Athens n.d.

P. Nirvana, *Complete Works*, vols. A–E, G. Valetas (ed.), Giovanis, Athens

1968 G. Xenopoulos, *Complete Works*, vols. 1–11?, Biris, Athens <sup>2</sup> 1972.

*G. Xenopoulos: A Selection of Critical Texts*, intro./ed. G. Farinos-Malamataris, Vlassis, Athens 2002.

N. Episkopopoulos, *A Selection of Critical Texts from Asty and Neon Asty*, vols. I and II, intro./ed./notes by N. Mavrelas, Kostas and Eleni Ourani Foundation, Athens 2011.

M. Mitsakis, *Narratives and Travel Impressions*, vol. I, M. Sergis (ed.), Kostas and Eleni Ourani Foundation, Athens 2007.

Mich. Mitsakis, *Critical Texts, Letters, Poetry*, vol. II, M. Sergis (ed.), Kostas and Eleni Ourani Foundation, Athens 2007.

G. Psycharis, *Critical Writings*, vols. I–II, ed. I. Botouropoulou, Kostas and Eleni Ourani Foundation, Athens 1997.

K. Hatzopoulos, *Critical Writings*, K. Anemoudi-Arzoglou, Kostas and Eleni Ourani Foundation, Athens 1996.

Emm. Roidis, *Complete Works*, vols. I–V, A. Angelou (ed.), Hermes, Athens 1978.

L. Mavili, *The Critical Texts*, Th. Pylarinos (ed.), Association for the Dissemination of Useful Books, Athens 2007.

A. 3. Greek Studies

Mavrelas, Nikolaos, *The Cosmopolitans and the Fustanella-Wearers. The Greek-language critical work of Nikolaos Episkopopoulos*, unpublished PhD thesis submitted in 2001 to the Department of Byzantine and Modern Greek Studies at the University of Cyprus. Available at website:

<http://thesis.ekt.gr/thesisBookReader/id/13492#page/1/mode/2up>

Simeonidou, Polyxeni, *Critical Discourse in the Newspaper Asty 1891–1899*, unpublished postgraduate thesis, Department of Greek Language and Literature, Democritus University of Thrace, 2014.

**B. Foreign-language:**

B 1. Dictionaries:

Drabble M. (ed.), *Oxford Companion to English Literature*, Oxford, Oxford University Press, 1985.

Garland H. & M. (eds.), *Oxford Companion to German Literature*, Oxford, Oxford University Press, 1986<sup>2</sup>.

Hart J. (ed.), *The Concise Oxford Companion to American Literature*, Oxford, Oxford University Press, 1986.

Harvey P. - Heseltine J. E. (eds.), *Oxford Companion to French Literature*, Oxford, Oxford University Press, 1959.

Laffont - Bompiani, *Le Nouveau Dictionnaire des Auteurs de tous les temps et de tous les pays*, (volumes 1-3), Paris, Robert Lafont, 1994<sup>2</sup>.

## B 2. Studies (examples):

Avenel, Henri, *History of the French Press, from 1789 to the Present Day*, Ernest Flammarion, Paris 1900.

Hernández Guerrero, Jose Antonio – García Tejera, Ma Del Carmen et al. (eds.), *Rhetoric, Literature and Journalism. Proceedings of the 5th Emilio Castelar Seminar*, University of Cádiz, Cádiz 2006.

Martínez Martín, Jesús A., *Making a Living from the Pen. The Professionalisation of the Writer, 1836–1936*, Marcial Pons Historia, Madrid 2009.

Nordmann, Jean-Thomas, *French Literary Criticism in the 19th Century (1800–1914)*, Le livre de poche, Paris 2001.