

WINTER SEMESTER 2023–2024

COURSE SYLLABUS FLORA P.
MANAKIDOU

COURSE SYLLABUS FLORA
P. MANAKIDOU

GENERAL

SCHOOL	SCHOOL OF CLASSICAL AND HUMANITIES STUDIES		
DEPARTMENT	GREEK PHILOLOGY		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	KFI 501, POETIC TEXTS I	SEMESTER	WINTER
COURSE TITLE	APOLLONIUS OF RHODES, <i>ARGONAUTICA</i> BOOKS 3 AND 4		
INDEPENDENT TEACHING ACTIVITIES <i>in cases where credit points are awarded for distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If the credit units are awarded as a single total for the course as a whole, please state the weekly teaching hours and the total number of credits</i>	WEEKLY TEACHING HOURS	TEACHING	CREDIT UNITS
	3		6
<i>Add rows if necessary. The organisation of teaching and the teaching methods are used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development</i> SKILLS	SCIENTIFIC AREA, SKILLS DEVELOPMENT		
PREREQUISITES COURSES:			
LANGUAGE OF INSTRUCTION AND EXAMS:	GREEK		
THE COURSE IS OFFERED TO STUDENTS ERASMUS	YES		
ONLINE COURSE PAGE (URL)	eclass 2025-2026. KFI 501, POETIC TEXTS, WINTER SEMESTER 2025-2026 https://eclass.duth.gr/courses/1432640/		

1. 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*
- *A Brief Guide to Writing Learning Outcomes*

Upon successful completion of the course, students

1. will have acquired a basic understanding of the main literary issues of the Apollonian epic and its relationship with the archaic model of the Homeric epics and with other non-epic genres. Students will gain knowledge in the following areas: 1. the relationship with the Homeric model (language, metre, thematic priorities and emphases) 2. the poet's literary activity 3. the relationship with the Callimachian poetic programme 4. the intellectual dimension, with an emphasis on geography, mythological versions and causes 5. narrative techniques 6. the heroic code and, in particular, the portrayal of heroes, both male (Jason, Heracles, etc.) and female (Medea, Hypsipyle) 7. the relationship with the visual arts (expressions) and 8. the political dimension of the Argonaut myth. (**memory, understanding**)
2. be able to identify these intertextual relationships, compare them, and describe them. (**analysis**)
3. At the level of research specialisation, they will be able to situate the Hellenistic epic within its synchronic and diachronic contexts. (**evaluation**)
4. At a final level, they will be able to design, develop and compose their own topic on the literary issues of the Argonautica. (**creation**)

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, using
technologies*

Adaptation to new situations

Decision-making

Independent work

Teamwork

*Working in an international environment
an interdisciplinary environment*

Generating new research ideas

*Design and management of data and
Respect for diversity and the necessary
multiculturalism*

Respect for the natural environment

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

Exercising criticism and self-criticism

*Promotion of free, creative and Work in
inductive thinking*

-Searching for, analysing and synthesising data and information using technology -
Independent work -teamwork- Adapting to new circumstances-Exercising critical and self-
critical thinking. Promotion of free, creative and inductive thinking. Working in an
international environment, generating new research ideas, demonstrating social, professional
and ethical responsibility, and sensitivity to gender issues.

2. COURSE CONTENT

1. Apollonius of Rhodes: Life, other works, sources. The 'controversy' with Callimachus. Comparison of Archaic and Hellenistic epic poetry.
2. Bibliographic update, research trends, discussion of relevant literature.
3. Book 3: Linguistic, metrical and pragmatic analysis
4. Book II: Linguistic, metrical and pragmatic analysis
5. Literature review, discussion of relevant literature
6. Book 3: Linguistic, metrical and pragmatic analysis
7. Bibliographic update, discussion of relevant literature
8. Book 3: Linguistic, metrical and pragmatic analysis
9. Book 4 I: Linguistic, metrical and pragmatic analysis
10. Bibliographic update, discussion of relevant literature
11. 4th Book II: Linguistic, metrical and pragmatic analysis
12. 4th Book III: Linguistic, metrical and pragmatic editing
13. Bibliographic update, discussion of relevant literature

3. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY METHOD <i>Face-to-face, distance learning, etc.</i>	FACE-TO-FACE, remote	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, and Communication with Students</i>	1. PPT PRESENTATIONS 2. COMMUNICATION VIA E-MAIL 3. eClass	
	ORGANISATION OF TEACHING <i>The teaching methods and approaches are described in detail.</i> <i>Lectures, Seminars, Laboratory Work, Fieldwork, Study & Analysis of Literature, Tutorials, Practical Training (Placement), Clinical Practice, Art Workshop, Interactive teaching,</i>	Activity
	Seminars, study and analysis of literature, writing an assignment	39 TEACHING HOURS
	INDEPENDENT STUDY AND PREPARATION	45 HOURS OF STUDY
	ASSIGNMENTS	60
	TOTAL	144

<p><i>Educational visits, Project work, Writing an assignment/assignments, Artistic creation, etc.</i></p> <p><i>The student's study hours are recorded student for each learning as well as the hours of unsupervised study, so that the total workload for the semester corresponds to ECTS standards</i></p>	<p>COURSE (25 HOURS OF WORKLOAD PER CREDIT UNIT)</p>	
<p>STUDENT ASSESSMENT</p> <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 whether and where they are accessible to students.</i></p>	<ol style="list-style-type: none"> 1. Short assignments based on the study of the relevant literature, to be presented during the sessions. 2. Oral presentations of verses based on annotated editions. 3. Essay questions. Short essays on topics arising from the reading of the material. 4. Problem-solving 	

4. RECOMMENDED READING

-Recommended Bibliography:

PUBLICATIONS OF ANCIENT TEXTS

OTHER IMPORTANT PUBLICATIONS (and translations)

Mooney, George W. *The Argonautica of Apollonius Rhodius*. Edited with Introduction and Commentary, Dublin 1912

Fränkel H., *Apollonius Rhodius*. 1961 Oxford OCT

Fränkel H., *Introduction to the Critical Edition of the Argonautica of Apollonius*, Göttingen 1964
Fränkel H., *Notes on the Argonautica of Apollonius Rhodius*, Darmstadt 1968

Vian F., *Apollonius of Rhodes, The Argonautica*, Belles Lettres/Budé, 1974 (Books 1, 2), 1980 (Book 3), 1981 (Book 4)

Vasilaros G., *Apollonius of Rhodes, Argonautica A: introduction, ancient text, translation, commentary*, Athens 2004

Hunter, R., *Apollonius of Rhodes. Argonautica, Book III*, Cambridge 1989¹

Hunter, R., *Apollonius of Rhodes. Argonautica, Book IV*, Cambridge 2015

Wendel, C. (Ed.). *Scholia in Apollonius Rhodius* (Vol. 4). 1935

Campbell, M. *A commentary on Apollonius Rhodius' Argonautica III 1–471: lines 1–471* (Vol. 141). Brill 1994
Papathōmopoulos, M. *Apollonii Rhodii Argonauticorum concordantia* (Vol. 170). Georg Olms Verlag 1996

Selected BIBLIOGRAPHY

Hans Herter, *Bursians Jahresbericht* 285, 1944–1955 and the entry in RE Suppl. XIII, 1973, 15–56

Albis, R. V. (1996). *Poet and Audience in the Argonautica of Apollonius*. Lanham

Beck, D. (2014). Expressive Narration in Apollonius' Argonautica. *Syllecta Classica*, 25(25), 33–58.

Berkowitz, G. (2004). *Semi-public narration in Apollonius' Argonautica* (Vol. 8). Peeters Publishers.

Byre, C. S. (1991). The Narrator's Addresses to the Narratee in Apollonius Rhodius' Argonautica.

Transactions of the American Philological Association (1974-), 121, 215-227.

Clare, B., Clare, R. J., & Clare, R. J. (2002). *The Path of the Argo: Language, Imagery and Narrative in the Argonautica of Apollonius Rhodius*. Cambridge University Press.

Cuypers, M.P. 2004, Apollonius of Rhodes, in the volume De Jong, I. J., Nünlist, R., & Bowie, A. M. (Eds.). (2004). *Narrators, Narratees, and Narratives in Ancient Greek Literature: Studies in Ancient Greek Narrative, Volume One* (Vol. 257). Brill, 43–62

Danek, G. (2009). Apollonius Rhodius as an (anti-) Homeric narrator: time and space in the Argonautica. In *Narratology and Interpretation* (pp. 275–292). De Gruyter.

DeForest, M. M. (2018). *Apollonius' Argonautica: A Callimachean Epic*. Brill.

Fantuzzi, M. 1988. Studies on Apollonius of Rhodes. *Diacronies of Epic Diction*, Rome

Fantuzzi, M., & Hunter, R. (2005). *Tradition and innovation in Hellenistic poetry*. Cambridge University Press. Greek trans. Elikon and the Museum, Athens, chap. 3: Apollonius' Argonautica, pp. 162–225: epic deeds and epic poetry – The concept of the epic – Heroic mēnis and its mystery – The poetry of memory – The qualities of a leader

Fraser, P. M. (1972). *Ptolemaic Alexandria*, Oxford

Fusillo, M. 1985. The Time of the Argonautica. An Analysis of the Narrative in Apollonius Rhodius. *L'Antiquité Classique*, 56(1), 344–345.

Gummert, P. H. (1992). *The narrative structure in the Argonautica of Apollonius Rhodius*. Lang.

Hunter H. 1993. *The Argonautica of Apollonius*. Literary Studies, Cambridge (see Gleii 10f.

Hunter, R. L. (1988). 'Short on heroics': Jason in the Argonautica. *The Classical Quarterly*, 38(2), 436–453.

Hunter, R. L. (1988). 'Short on heroics': Jason in the Argonautica. *The Classical Quarterly*, 38(2), 436–453

Hunter, R. L. (2005). *The Argonautica of Apollonius*. Cambridge University Press.

Klein, T. M. (1974). The Role of Callimachus in the Development of the Concept of the Counter-Genre. *Latomus*, 33(Fasc. 2), 217–231.

Klein, T. M. (1975). Callimachus, Apollonius Rhodius, and the Concept of the Big Book. *Eranos. Acta Philologica Suecana*, 73(1-2), 16–25.

- Klein, T. M. (1983). Apollonius' Jason: Hero and Scoundrel. *Quaderni urbinati di cultura classica*, 13(1), 115–126.
- Lefkowitz, M. R. (1980). The Quarrel between Callimachus and Apollonius. *Zeitschrift für Papyrologie und Epigraphik*, 1-19.
- Mori, A. (2012). Mediation vs. force: thoughts on female agency in Apollonius Rhodius' *Argonautica*. *Aitia. Regards sur la culture hellénistique au XXIe siècle*, (2).
- Nyberg, L. G. (1994). Unity and coherence: Studies in Apollonius Rhodius' *Argonautica* and the Alexandrian epic tradition.
- Papanghelis, T. D., & Rengakos, A. (Eds.). (2001/2008). *A companion to Apollonius Rhodius*. Brill.
- Pietsch, C. (1999). The Argonautica of Apollonius of Rhodes. *Studies on the problem of the unified conception of the content, Hermes Monographs*, 80.
- Rengakos, A. (1993). *The Homeric Text and the Hellenistic Poets* (Vol. 64). Franz Steiner Verlag.
- Rengakos, A. (1994). *Apollonius of Rhodes and the Ancient Interpretation of Homer* (Vol. 92). CH Beck.
- Rengakos, A. (2008). Apollonius Rhodius as a Homeric scholar. In *Brill's Companion to Apollonius Rhodius* (pp. 243–266). Brill.
- Rengakos, A. (2012). The Argonautica and the 'cyclical poem'. In *Ancient Literature in a New Interpretation* (pp. 277–304). BG Teubner.
- Thiel, Kirsten, 1993. Narrative and Description in the Argonautica of Apollonius Rhodius: A Contribution to the Poetics of the Hellenistic Epic. (Palingenesia, 45.) Pp. xii+ 263. Stuttgart

Relevant bibliography for each specific topic will be provided during the sessions based on the presentation schedule_

<https://sites.google.com/site/hellenisticbibliography/hellenistic/apollonius-of-rhodes>

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES		
DEPARTMENT	MA IN HUMANITIES		
LEVEL OF STUDIES	Level 7: Postgraduate Diplomas of Specialisation		
COURSE CODE	KFI 502	SEMESTER	First semester
COURSE TITLE	Prose Texts I		
INDEPENDENT TEACHING ACTIVITIES 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	WEEKLY TEACHING HOURS		CREDIT UNITS
	3		10.0
COURSE TYPE Foundation, General Knowledge, Scientific Area, Skills Development	Specialisation or Field		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION AND EXAMS:	Greek		
COURSE AVAILABLE TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.duth.gr/courses/1432638/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</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"> • Description of the Level of Learning Outcomes for each study programme in accordance with the European Higher Education Area Qualifications Framework • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B • Summary Guide to Writing Learning Outcomes
<p>UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> - RECOGNISE THE IDEOLOGICAL CHARACTERISTICS OF ROMAN SATIRE. - UNDERSTAND THE POLITICS AND IDEOLOGY OF THE NERONIAN PERIOD. - CONSOLIDATE A BASIC UNDERSTANDING OF LATIN GRAMMAR AND SYNTAX.

- UNDERSTAND THE RELATIONSHIP BETWEEN LITERATURE AND POWER
- Become familiar with the portrayal of Roman themes in contemporary cinema.

General Competencies

Taking into account the general skills 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

Independent work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

ting new research ideas

Planning and management of projects

Respect for diversity and multiculturalism Adaptation to new

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 inductive

Genera

Searching for, analysing and synthesising data and information, using the necessary technologies Adapting to new situations

Independent work

Promotion of free, creative and inductive thinking

3. COURSE CONTENT

- 1) Introduction I: The life and works of Seneca – the institution of the emperor's deification – the personality of Claudius –
- 2) Introduction II: Apokolokynthosis: author, title, date of composition, aims, language and style, textual tradition – reception
- 3) Introduction III: Roman satire. Menippean satire and its literary background – Satire and politics – Satire and drama
- 4) Translation and interpretative commentary §1 – Prologue
- 5) Translation and interpretative commentary §2 – Expressions for indicating the time and day
- 6) Translation and interpretative commentary §3 - Before Claudius's death
- 7) Translation and interpretative commentary on §4 – The Death of Claudius – *Laudes Neronis*
- 8) Translation and interpretative commentary §§5–7 – Claudius in Heaven
- 9) Translation and interpretative commentary §§8–11 – Celestial assembly
- 10) Translation and interpretative commentary §10 – Augustus's oration
- 11) Translation and interpretative commentary §12 – The funeral and mourning for Claudius
- 12) Translation and interpretative commentary §§13–14 – Descent into Hades
- 13) Translation and interpretative commentary §15 – The trial and punishment of Claudius Screening of an episode from the film 'I, Claudius'

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY METHOD Face-to-face, Distance learning, etc.	Distance learning							
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Use of ICT in Teaching, Laboratory Training, Communication with students	Use of ICT in Teaching Use of ICT in Communication with Students							
ORGANISATION OF TEACHING The teaching methods and approaches are described in detail. Lectures, seminars, laboratory work, fieldwork, literature review and analysis, 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" data-bbox="858 542 1437 741"> <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">250</td> </tr> <tr> <td data-bbox="858 689 1168 741">Total Course</td> <td data-bbox="1168 689 1437 741">250</td> </tr> </tbody> </table>		Activity	Semester Workload	Lectures	250	Total Course	250
Activity	Semester Workload							
Lectures	250							
Total Course	250							
STUDENT ASSESSMENT 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.	Languages of student assessment Greek Method (Formative or Summative) Formative Methods of student assessment	Percentage						

5. RECOMMENDED READING

Athanassakis, A. (1974). 'Some Evidence in Defence of the Title Apocolocyntosis for Seneca's Satire', TAPA 104: 11–22.

Benedetti, C. (2000). L. A. Seneca. The Apotheosis of Claudius, Milan 2000

Bringmann, Klaus, 'Seneca's Apocolocyntosis and Political Satire in Rome', Antike und Abendland 17, 1971, 56–69.

Conte, G. B. (20093). 'Literature of the Imperial Period. 3.1. The Early Imperial Period: from Tiberius to Domitian' in Graf, F. (ed.) Introduction to Archaeology. Volume II Rome: 250–278, Athens.

Coffey, M. (1989). Roman Satire, New York.

Courtney, E. (2004). 'The Nachleben of the Apocolocyntosis', RhM 147: 426–428.

Currie, H. MacL. and Sealey, R. (1962). 'Apocolocyntosis VI. Marci municipem vides', RhM 105: 95.

Eden, P.T. (1984). Seneca's Apocolocyntosis, Cambridge.

Freudenberg, K. (ed.) (2005). The Cambridge Companion to Roman satire, Cambridge.

- Goodyear, F. R. D. (2000). 'Satire in Prose' in E. J. Kenney and W. V. Clausen (eds.) *History of Latin Literature: 849–857*, Athens.
- Lund, A. A. (1994). *L. Annaeus Seneca. Apocolocyntosis Divi Claudii*, Heidelberg
- Mugellesi, R. (1996). *Lucio Anneo Seneca, Apocolocyntosis*, Milan.
- Nauta, R.R. (1987). 'Seneca's Apocolocyntosis as Saturnalian literature', *Mnemosyne* 40.1-2: 69–96.
- Roncali, R. (1990). *L. Annei Senecae Ἀποκολοκύντωσης*, Leipzig.
- Rikikonen, H. (1987). *Menippean satire as a literary genre, with special reference to Seneca's Apocolocyntosis (Commentationes Humanarum Litterarum 83)*, Helsinki.
- Russo, C.F. (ed.) (1970). *L. Annaei Senecae. Divi Claudii Apocolocyntosis, introduction, critical text and commentary with translation and indices*, Florence.
- Sakellariou, A. (2000). *Seneca's Apocolocyntosis*, Athens.
- van Rooy, C. A. (1965). *Studies in Classical Satire and Related Literary Theory*, Leiden.
- S. Tsitsiridis, *Seneca, Apokolokynthosis*, Athens 2023

Eudoxus

-

COURSE SYLLABUS

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES		
DEPARTMENT	MA IN HUMANITIES		
LEVEL OF STUDIES	Level 7: Postgraduate Diplomas of Specialisation		
COURSE CODE	KFI 503	SEMESTER	First semester
COURSE TITLE	Papyrology, Palaeography and Textual Criticism		
INDEPENDENT TEACHING ACTIVITIES 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, please state the weekly teaching hours and the total number of credits	WEEKLY TEACHING HOURS		CREDIT UNITS
	3		10.0
COURSE TYPE Foundation, General Knowledge, Scientific Area, Skills Development	Scientific Area (Specialised Background)		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION AND EXAMS:	Greek		
COURSE AVAILABLE TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.duth.gr/courses/1641114/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</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"> • Description of the Level of Learning Outcomes for each study programme in accordance with the European Higher Education Area Qualifications Framework • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B • Summary Guide to Writing Learning Outcomes <ul style="list-style-type: none"> • demonstrate knowledge and understanding of the main features and history of ancient Greek texts, as well as their social, cultural, theoretical and historical contexts. • to study a variety of texts critically and effectively in order to demonstrate, in writing or orally, an understanding, analysis and interpretation of these texts.

- to study the critical commentary on an ancient text with interpretative and analytical skills.
- to assimilate the various theories of editing ancient Greek texts.
- to draft their own critical commentary incorporating the various theories.

General Competencies

Taking into account the general skills 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

ting new research ideas

Planning and management of projects

Respect for diversity and multiculturalism Adaptation to new

Respect for the natural environment

Demonstration of social, professional and ethical behaviour

responsibility and gender sensitivity

Critical and self-critical thinking

Promotion of free, creative and inductive

Genera

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

Independent work

Teamwork

Working in an interdisciplinary environment

3. COURSE CONTENT

A seminar-style course aimed at postgraduate students. The theoretical part of the course presents the tradition of ancient Greek texts from antiquity to the present day and the methods for addressing the problems that arise. The practical component focuses, on the one hand, on the transcription of manuscripts and an understanding of the editor's challenges, and, on the other hand, on the drafting of a new critical commentary based on the manuscript tradition of a specific author.

Course titles

1. Introduction
2. The Transmission of Texts
3. The methods of textual criticism: Recensio, Selectio, Examinatio, Emendatio.
4. Books preserved in a single manuscript
5. Books transmitted in multiple manuscripts
6. Recensio and the crown
7. The archetype
8. Emendatio
9. The emendatio ope ingenii of the humanists
10. Lachmann's method and the codex crown
11. Errors of separation and union
12. The limitations of Lachmann's method. Bédier, Pasquali and new criticism
13. Scribal errors

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY METHOD Face-to-face, Distance learning, etc.	Distance learning														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Use of ICT in Teaching, Laboratory Training, Communication with students	Use of ICT in Teaching Use of ICT in Laboratory Training Use of ICT in Communication with Students														
ORGANISATION OF TEACHING The teaching methods and approaches are described in detail. Lectures, Seminars, Laboratory Work, Fieldwork, Study & Analysis of Literature, Tutorials, Practical Training (Placement), Clinical Practice, Art Workshop, Interactive teaching, Educational visits, Project work, Writing an essay/essays, 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="866 555 1160 645">Activity</th> <th data-bbox="1168 555 1437 645">Semester Workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="866 645 1160 696">Seminars</td> <td data-bbox="1168 645 1437 696">80</td> </tr> <tr> <td data-bbox="866 696 1160 748">Lectures</td> <td data-bbox="1168 696 1437 748">70</td> </tr> <tr> <td data-bbox="866 748 1160 828">Literature review and analysis</td> <td data-bbox="1168 748 1437 828">50</td> </tr> <tr> <td data-bbox="866 828 1160 909">Project</td> <td data-bbox="1168 828 1437 909">50</td> </tr> <tr> <td data-bbox="866 909 1160 963">Total Course</td> <td data-bbox="1168 909 1437 963">250</td> </tr> </tbody> </table>	Activity	Semester Workload	Seminars	80	Lectures	70	Literature review and analysis	50	Project	50	Total Course	250	
Activity	Semester Workload														
Seminars	80														
Lectures	70														
Literature review and analysis	50														
Project	50														
Total Course	250														
STUDENT ASSESSMENT 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.	Languages of student assessment Greek Method (Formative or Summative) Summative Methods of student assessment Written Assignment Weight 100														

5. RECOMMENDED READING

Delatte, A. and A. Severyns. The Use of Critical Signs, Arrangement of the Apparatus in Scholarly Editions of Greek and Latin Texts, Advice and Recommendations. New ed., (Brussels: International Academic Union, 1938)

Groningen, Bernhard Abraham van, A Treatise on the History and Criticism of Greek Texts, (Amsterdam: Noord-Hollandsche Uitg. Mij., 1963)

Hunger, Herbert, et al., History of the Textual Tradition of Ancient and Medieval Literature, (Zurich: Atlantis Verlag [1961–64]).

Maas, Paul, Textkritik. 4th ed., (Leipzig: B. G. Teubner, 1960), trans. as Textual Criticism, trans. Barbara Flower, (Oxford: Clarendon Press [1963, c1958])

Pasquali, Giorgio, History of Textual Tradition and Criticism, 2nd ed. with a new preface and three appendices, (Florence: F. LeMonnier 1962)

Sitterly, Charles Fremont, *Praxis in Manuscripts of the Greek Testament: the mechanical and literary processes involved in their writing

and preservation: with table of mss. and thirteen facsimile plates / by Charles F. Sitterly. (New York : Eaton & Mains ; Cincinnati: Curts & Jennings, c1898) ATLA fiche 1985-3266.

Eudoxus

West, M. L. (Martin Litchfield), Textual Criticism and Editorial Technique Applicable to Greek and Latin Texts, (Stuttgart, B. G. Teubner, 1973)

MEF601
BYZANTINE POETIC TEXTS

MARIA TZIATZI PROFESSOR
OF BYZANTINE PHILOLOGY

COURSE SYLLABUS

1. GENERAL

SCHOOL	Humanities		
DEPARTMENT	Humanities		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	MEF 601	SEMESTER	Winter
COURSE TITLE	Byzantine Poetic Texts		
INDEPENDENT TEACHING ACTIVITIES <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 state the weekly teaching hours and the total number of credit points</i>	WEEKLY TEACHING HOURS	CREDIT UNITS	
Seminar	3	10	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development</i>	Scientific Area		
PREREQUISITES COURSES:	none		
LANGUAGE OF INSTRUCTION and EXAM LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.duth.gr/modules/document/?course=KOM04550		

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*

The course aims to introduce postgraduate students to the poetic works of significant Byzantine poets of the Middle Byzantine period, such as Theodore Prodromos (12th century), Michael Choniates (12th–13th centuries), Euthymius Tornikis (12th–13th centuries) and John Apokaukos (12th–13th centuries), as well as the critical, interpretative and editorial challenges of selected

poems. Upon successful completion of the course, students will have gained a deeper understanding of the poetry of Theodoros Prodromos, Michael Choniates, Euthymios Tornikis and Ioannis Apokaukos, and will have advanced their understanding of the significant historical events that inspired this poetry.

- They will have practised translation and the historical, interpretative, factual and linguistic analysis of these typically demanding literary texts.
- They will have practised, in particular, palaeography and textual criticism, as emphasis will be placed on critical commentary and the editorial challenges posed by the poems of these Byzantine poets.

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 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

Critical and self-critical thinking

Promotion of free, creative and inductive thinking Independent work

Generating new research ideas

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

3. COURSE CONTENT

Postgraduate students are required to translate, interpret and provide a critical and factual commentary on the most interesting (from a literary perspective) historical, autobiographical and other poems by the poets Theodoros Prodromos, Michail Choniatis, Eftymios Tornikis and Ioannis Apokaukos. Students participate actively in the course and are required to prepare for it.

The 13 teaching modules of the course:

1. Introduction to the life and poetic work of Theodoros Prodromos. Bibliography.
The historical poem no. 15 'Hörandner' by Theodoros Prodromos
2. Theodoros Prodromos' historical poem no. 15, 'Hörandner' (continued)
3. The historical poem no. 39 Hörandner by Theodoros Prodromos
4. The historical poem no. 39 Hörandner by Theodoros Prodromos (continued)
5. The historical poem No. 78, 'Hörandner', by Theodoros Prodromos
6. The historical poem no. 79 Hörandner by Theodoros Prodromos
7. The historical poem no. 79 Hörandner by Theodoros Prodromos (continued)
8. An introduction to the life and poetic work of Michael Choniates.
Bibliography The poems of Michael Choniates on the city of Athens
9. Michael Choniates' poem 'Eis ton monokeron'
10. Michael Choniates' poem 'To him who dwelt in a tiny cottage...'
11. Euthymios Tornikis, *Heroic Elegies. Epitaphs*
12. Euthymios Tornikis, *Heroic Poems on Life*
13. Ioannis Apokaukos, *Verses on the Holy Lights*

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY METHOD <i>Face-to-face, Distance training, etc.</i>	Distance
--	----------

<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p style="text-align: center;"><i>Use of ICT in Teaching, Laboratory Training, Communication with students</i></p>	<p>Use of ICT in teaching (computer and projector), PowerPoint presentations, studying digitised manuscripts via library websites, etc. Support for the learning process via the e-class online platform Communication via email</p>	
<p style="text-align: center;">ORGANISATION OF TEACHING</p> <p><i>The teaching methods and approaches are described in detail.</i> <i>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.</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 style="text-align: center;"><i>Activity</i></p>	<p style="text-align: center;"><i>Semester Workload</i></p>
	Seminars	39 hours
	Independent study and preparation for classes	71 hours
	Writing of a dissertation	140 hours
	Total Course <i>(25 hours of workload per credit)</i>	250 hours
<p style="text-align: center;">STUDENT ASSESSMENT</p> <p><i>Description of the assessment process</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 stated, and whether and where they are accessible to students.</i></p>	<p>Course participation with preparation Written assignment demonstrating:</p> <ul style="list-style-type: none"> - the consolidation of knowledge - the critical synthesis of information - translation skills and historical, interpretative, factual and linguistic commentary on Byzantine poetic texts 	

5. RECOMMENDED BIBLIOGRAPHY

- Recommended Bibliography:*
-Relevant academic journals:

Athanasios Kambylis, The Greek Epigram in the Byzantine Period, *Würzburger Jahrbücher für die Altertumswissenschaft*, new series 20 (1994/1995) 19–47

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

H. Hunger, Byzantine Literature. The Secular Literary Tradition of the Byzantines, Vol. II, Athens 1997 (M.I.E.T.), pp. 479–611

W. Hörandner – A. Rhoby – N. Zagklas, A Companion to Byzantine Poetry, Leiden - Boston 2019

Marc D. Lauxtermann, The Origins of Rhythm. An Essay on Political Verse and Other Byzantine Metres, Thessaloniki 2007

Wolfram Hörandner, Theodoros Prodromos. Historical Poems, Vienna 1974 (WBS XI)

Athanasios Kambylis, Prodromea. Textual Studies on the Historical Poems of Theodoros Prodromos, Vienna 1984 (WBS XI/Suppl.)

Athanasios Kambylis, Retractationes Prodromeae, *JÖB* 38 (1988) 291–325

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

Grigorios Papagiannis, Philoprodromica. Contributions to the textual constitution and source research of the historical poems of Theodoros Prodromos, Vienna 2012 (WBS XXIX)

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

N. ZAGKLAS, Theodore Prodromos: The Neglected Poems and Epigrams (Edition, Commentary and Translation). Vienna 2014

E. Cougny, *Epigrammatum anthologia Palatina cum Planudeis et appendice nova*, vol. 3, Paris 1890

Marc D. Lauxtermann, *Byzantine Poetry from Pisides to Geometres. Texts and Contexts*, Vienna 2003 (*Wiener Byzantinistische Studien* XXIV/1)

S. P. Lambrou, *The Surviving Works of Michael Akominatos of Chonia*, vol. II, Athens 1879/1880, pp. 375–398

Ferdinand Gregorov, *History of the City of Athens in the Middle Ages*, **VI**, Athens 1904, pp. 726–7

Michael J. Angold, *The Byzantine Empire from 1025 to 1204: A Political History*, Athens 2008 (Papadimas Publications)

Konstantin Horna, *Analekten zur byzantinischen Literatur* (Annual Report of the K. K. Sophiengymnasium in Vienna 1904/1905) 29–30

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

S.G. Mercati, *On Michael Acominato's elegy on the decline of the city of Athens*, *Collectanea Byzantina* I 483–488, Bari ² 1970 (In memory of Spyridon Lambrou, Athens 1935, 423–427)

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

Maria Tziatzi, 'Homeric Elements in Michael Choniates' Poem **Theano**', in: **Lemmata. Essays in Memory of Christos Theodoridis**. Edited by Maria Tziatzi, Margarethe Billerbeck, Franco Montanari, Kyriakos Tsantsanoglou, De Gruyter, Berlin/Munich/Boston 2015, 521–541 (Festschrift dedicated to the memory of the late Professor Christos Theodoridis of the Aristotle University of Thessaloniki).

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, MYTHOLOGICAL, BIBLICAL AND HISTORICAL FIGURES IN POEM 'THEANO' BY MICHAEL CHONIATIS: Article published in the Electronic Proceedings of the International Anniversary Conference 'Identities: Language and Literature' organised by the Department of Philology of the Democritus University of Thrace, Volume II, 2018, pp. 63–77.

Maria Tziatzi, MICHAEL CHONIATES' POEM 'ON THE SECOND COMING OF CHRIST': PHILOLOGICAL NOTES, in the international journal *Byzantion* 90 (2020) 397–418.

Maria Tziatzi, 'Eros Athinon ton palai thruloumenon: Athens in the poetic work of its Metropolitan Michael Choniates', in the Proceedings of the International Conference 'The

'Byzantine Athens': Proceedings of a Conference "Byzantine Athens", 21–23 October 2016, Byzantine and Christian Museum, Athens, 2021, 237–248.

Maria Tziatzi, Signifiers and Signifieds in Michael Choniates, in the Scientific Annual of the Society for Classical Studies of the Democritus University of Thrace, Vol. 1 (Linguistics), 2021–2022, pp. 273–280.

Maria Tziatzi, Michael Choniates' poem 'Eis hon katokei brachytaton oikiskon', in the commemorative volume in memory of Konstantinos Pitsakis: 'In Memory of Konstantinos G. Pitsakis'. *Contributions to the History of Law*, vol. 17, Academy of Athens, Centre for Research into the History of Greek Law, Athens 2023, pp. 575–584.

Maria Tziatzi, 'The Legend of the Unicorn in Michael Choniates: Sources and Imitations', in the journal *Byzantina Symmeikta*, 34 (2024), 11–38. <https://doi.org/10.12681/byzsym.34952>

Maria Tziatzi, History in Other Literary Texts: The Case of Michael Choniates' 'Theano', in the volume: *Escribir la Historia en Bizancio: Writing History in Byzantium*, Encarnación Motos Guirao and Panagiota Papadopoulou (eds.), *Centre for Byzantine, Modern Greek and Cypriot Studies, Byzantine Studies Series*, Granada 2024, 369–384 (Proceedings of the International Symposium *Escribir la Historia en Bizancio, Writing History in Byzantium*, held on 16–17 November 2023 in Granada).

A. PAPADOPOULOS-KERAMEUS, *Noctes Petropolitanae*. Saint Petersburg 1913. Phototypical edition with a preface by K. Treu. Leipzig 1976.

W. HÖRANDNER, Poems by Euthymios Tornikes in Cod. gr. 508 of the Romanian Academy, in W. HÖRANDNER, *Facets of Byzantine Literature. Selected Contributions*. Edited by P. Odorico / A. Rhoby / E. Schiffer. *Dossiers Byzantins* 17. Paris 2017, 91–140.

Io. POLEMIS, Texts on Greece during the Komnenos period. A discourse by Nikolaos Katafloron and two poems by Euthymios Tornikis. *Byzantina Logotechnemata* 3. Athens 2020, 167–213.

S. A. P. KAZHDAN, *The Oxford Dictionary of Byzantium* 3. New York – Oxford 1991, 2097, entry Tornikios, Euthymios

J. DARROUZÈS, Notes on Euthymios Tornikis, Euthymios Malakis and George Tornikis. *RÉB* 23 (1965) 149–152

By the same author, Les discours d'Euthyme Tornikès. *RÉB* 26 (1968) 73–117.

F. KOLOVOU, Euthymios Tornikes as a letter-writer. Four unpublished letters from Euthymios Tornikes to Michael Choniates in Codex Buc. gr. 508. *JÖB* 45 (1995) 53–74.

J. DARROUZÈS, A 12th-century collection of letters: Romanian Academy, cod. gr. 508. *RÉB* 30 (1972) 199–229.

For the life and work of John Apokaukos, see M. Wellnhofer, *Johannes Apokaukos, Metropolit von Naupaktos in Aetolien (c. 1155–1233). Sein Leben und seine Stellung im Despotat von Epirus unter Michael Doukas und Theodoros Komnenos*, Freising 1913.

P. Polakis, *Ioannis Apokaukos, Metropolitan of Nafpaktos*, Jerusalem 1923, repr. *Nea Sion* 18, 129–212, 449–474 and 513–527.

K. Lambropoulos, *Ioannis Apokaukos. A contribution to the study of his life and writings*, Historical Monographs 6, Athens 1988 (doctoral thesis).

ODB I 135 (R. J. Macrides)

M. Angold, *Church and Society in Byzantium under the Komnenoi 1081–1261*, Cambridge 1995, 213–33.

V. Katsaros, Ioannis Apokaukos, the ‘contemporary’ Byzantine writer, *Nafpaktika* 10/2 (1998–1999, published in 2001) (= Nafpaktos and its region in the Byzantine and post-Byzantine periods [325–1820], 2nd Scientific Conference, Nafpaktos 17–18–19 October 1997) 515–552 (with an extensive bibliography).

Th. Tsampouras – F. Spingou, John Apokaukos (c. 1155–1233). The Metropolitan of Nafpaktos and Painter Nicholas from Euripos, in: F. Spingou (ed.), *Sources for Byzantine Art History, Vol. 3: The Visual Culture of Later Byzantium (c.1081–c.1350)* I, Cambridge 2022, 143–144.

Several letters by John Apokaukos have been published by V. Vasil'evskij, **Epirotica saeculi XIII. Iz perepiski Ioanna Navpaktskago**, **Vizantijskij vremmenik** 3 (1896) 233–299 and by N. A. Bees, Unedierte Schriftstücke aus der Kanzlei des Johannes Apokaukos des Metropoliten von Naupaktos, in Aetolien, *BNJ* 21 (1971–1974) 57–160. For the epistolary work of John Apokaukos, see Lampropoulos, *John Apokaukos* (op. cit. note 1), 90–99, Th. Tsampouras – F. Spingou, John Apokaukos (op. cit. note 1), 143–154, where the authors publish, translate into English and comment on two letters from Apokaukos to Euthymios Tornikis. See also F. Spingou – A. Walker, John Apokaukos (c.1155–1233). A Seljuq-Style Hall in Nafpaktos, in: F. Spingou (ed.), *Sources* (op. cit. note 1), I 644–654, F. Spingou, John Apokaukos (c.1155–1233) What is Memory?: A Letter to Kamateros, op. cit. I 793–800 and by the same author John Apokaukos: Nafpaktos and the *Episkopeion*: A Letter by John Apokaukos to the Metropolitan of Thessaloniki, op. cit. II 958–969.

For Apokaukos's poems:

Papadopoulos Kerameus, Epigrams of John Apokaukos, *Athina* 15 (1903) 463–478.

F. Dimitrakopoulos, The Poems of John Apokaukos, *Nafpaktika* 10.2 (1998–1999) 553–583.

F. Spingou, John Apokaukos: Epigram on a Depiction of the Last Supper, in: F. Spingou (ed.), *Sources* (op. cit. note 1) I, 265–267, John Apokaukos: An Epigram on a Depiction of St. Mary of Egypt, op. cit. II 1074–1078, John Apokaukos: An Epigram on the Basin in the Palace, *ibid.* II 1325–1328 and John Apokaukos: A Tomb Epigram on a Shared Burial, *ibid.* II 1540–1544 (with an English translation of these epigrams).

COURSE SYLLABUS

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES		
DEPARTMENT	MA IN HUMANITIES		
LEVEL OF STUDIES	Level 7: Postgraduate Diplomas of Specialisation		
COURSE CODE	MEF 602	SEMESTER	First semester
COURSE TITLE	Byzantine Prose Texts		
INDEPENDENT TEACHING ACTIVITIES 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	WEEKLY TEACHING HOURS		CREDIT UNITS
	3		10.0
COURSE TYPE Foundation, General Knowledge, Scientific Area, Skills Development	Specialisation or Stream		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION AND EXAMS:	Greek		
COURSE AVAILABLE TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.duth.gr/courses/1432582/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</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"> • Description of the Level of Learning Outcomes for each cycle of study in accordance with the European Higher Education Area qualifications framework • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Summary Guide to Writing Learning Outcomes <p>The overall aim of the course is to enable students to gain a deeper understanding of the literary genre of Byzantine hagiography and to familiarise themselves with research and academic writing at postgraduate level.</p> <p>By the end of the course, students will have an overview of Byzantine hagiographic production. They will be familiar with the various genres of hagiography and their characteristics, as well as the periods distinguished for research purposes. They will</p>
--

clearly understand the place occupied by hagiographic texts within the broader literary output of the Byzantine period. They will have linked the historical contexts in which the texts were written to their literary characteristics and will have grasped the significance of their models and other influences. They will be able to identify the different registers of language used. They will be able to use the relevant research and bibliographical tools with ease, understand how these texts have been handed down to us through manuscripts, and be up to date with the progress and current trends in hagiographical research. Finally, they will have gained a deeper understanding of specific issues, such as gender, the literary nature and intertextuality of hagiographic texts, various categories of saints, the value of hagiography as a historical source, and so on.

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 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

Genera

ting new research ideas

Searching for, analysing and synthesising data and information, using the necessary technologies
Adapting to new situations
Independent work
Teamwork
Demonstration of social, professional and ethical responsibility and gender sensitivity
Exercising criticism and self-criticism

3. COURSE CONTENT

1. Introduction: The literary genre of hagiography. Different approaches to the classification of hagiographic texts and the history of research into them.
2. The place of hagiographic texts in Byzantine literature and the history of their study. Research methods. 3–4. Women in Byzantine hagiographic texts.
- 5-6. Narrative, fiction and historicity in hagiographic texts: The 'madmen for Christ'. 7-8. Politics and hagiography: Military saints.
- 9–10. City and countryside: The stylite saints. 11–12. Iconoclasm: Holy emperors.
13. Symeon and the translations.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY METHOD Face-to-face, distance learning, etc.	Face-to-face Distance learning											
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Use of ICT in Teaching, Laboratory Training, Communication with students	Use of ICT in Teaching Use of ICT in Communication with Students											
ORGANISATION OF TEACHING 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" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Tutorial</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Study & analysis of literature</td> <td style="text-align: center;">185</td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">250</td> </tr> </tbody> </table>		Activity	Semester Workload	Lectures	39	Tutorial	26	Study & analysis of literature	185	Total Course	250
Activity	Semester Workload											
Lectures	39											
Tutorial	26											
Study & analysis of literature	185											
Total Course	250											
STUDENT ASSESSMENT 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.	Languages of student assessment Greek Method (Formative or Summative) Formative <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Methods of student assessment</td> <td style="width: 30%; text-align: right;">Percentage</td> </tr> </table>		Methods of student assessment	Percentage								
Methods of student assessment	Percentage											

5. RECOMMENDED READING

1. General Bibliography (additional bibliography is provided in the individual modules)

R. Aigrain, *L'Hagiographie*, Paris, 1953.

P. Brown, "The rise and function of the holy man in late antiquity", *Journal of Roman Studies* 61, 1971, 80–101.

H. Delehay, *L'ancienne hagiographie byzantine: les sources, les premiers modèles, la formation des genres*, [Sh 73], Brussels 1991.

———, *Les légendes hagiographiques*, Brussels 1905.

St. Efthymiadis (ed.), *The Ashgate Research Companion to Byzantine hagiography*, vol. I: *Periods and Places*, Farnham 2011 and 2014.

F. Halkin, *Bibliotheca hagiographica graeca*. 3rd ed. Brussels: Société des Bollandistes, 1957. 3 vols. (*Subsidia hagiographica*, no. 8a).

A. Kazhdan – A.-M. Talbot, 'Hagiography', *Oxford Dictionary of Byzantium* (1991) 897–899.

A. Laiou-Thomadakis, "Saints and Society in the Late Byzantine Empire," in A. Laiou-Thomadakis (ed.), *Charanis Studies: Essays in Honour of Peter Charanis*, New Brunswick, NJ, 1980, 84–114.

R. Macrides, "Saints and sainthood in the Early Palaiologan Period," in S. Hackel (ed.), *The Byzantine Saint*, London, 1981, 67–87.

- P. Magdalino, "The Byzantine Holy Man in the Twelfth Century" in S. Hackel (ed.), *The Byzantine Saint*, London, 1981, 51–66.
- C. Mango, "Saints", in *The Byzantines*, ed. G. Cavallo (Chicago, 1997) 255–280
- I. Ševčenko, *Observations on the Study of Byzantine Hagiography in the Last Half-Century: Two Looks Back and One Look Forward*, Toronto: Canadian Institute of Balkan Studies, 1995.
- Th. Detorakis, *Introduction to the Study of Hagiographic Texts*, Rethymno 1992.
- K. Mentzou-Meimari, *Byzantine Hagiographic Biography*, Athens 2002.
- P. V. Paschos, *Saints, the Friends of God. An Introduction to the Hagiography of the Orthodox Church*, Athens 1997. D. Tsamis, *Hagiography of the Orthodox Church*, Thessaloniki 1999.

Eudoxus

-Not available

MEF603
PALEOGRAPHY I
RAIMONDO
TOCCI
ASSOCIATE PROFESSOR OF BYZANTINE PHILOLOGY

COURSE SYLLABUS

1. GENERAL

LECTURER'S NAME: Raimondo TOCCI

SCHOOL	School of Classics and Humanities		
DEPARTMENT	Greek Literature		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	MEF603	SEMESTER	Winter
COURSE TITLE	Palaeography I		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDIT UNITS
Lectures		3	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development Skills</i>	Skills Development		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAM LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE COURSE (URL)	https://eclass.duth.gr		

2. LEARNING OUTCOMES

Learning Outcomes

The learning outcomes of the course are described: 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 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 general aim of the course is to familiarise students with the subject matter, the objectives and fundamental principles of Greek Palaeography, and, with regard to

career prospects, with the potential to apply the principles and methods of handwriting analysis at a graphologist's level.

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

- Explain the subject matter, objectives and basic principles of Greek palaeography
- Understand the differences between various scripts
- Apply the methods of palaeography to the reading of manuscripts from the Byzantine and Post-Byzantine periods
- Identify identical scripts and recognise different scripts in any text

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 criticism and self-criticism

Promotion of free, creative and inductive thinking Working in an

Analysis and synthesis of data and information Generating

new research ideas

Critical and self-critical thinking

Teamwork

Independent work

Decision-making

3. COURSE CONTENT

The course is dedicated to Greek palaeography, i.e. the study of the development of Greek writing.

Lectures 1–3:

Capital letter script

- Biblical capital letters
- Upright acutis
- Inclined acutis
- Alexandrian uncial
- Liturgical round script

Lessons 4–6:

Minuscule script: 9th–10th centuries

- Stupidic minuscule
- Angular hook script (Eckige Hakenschrift, Anastasius type)
- Keulenschrift à la Arethas
- Curly minuscule (minuscule bouletée)

Lessons 7–9:

Minuscule script: 11th–12th centuries

- Pearl script (Perlschrift)

- Lower Italian scripts

Lessons 10–11:

Minuscule script: 13th–14th centuries

- Functional scripts
- Archaic scripts
- Fettaugenschrift
- Beta-Gamma script

Lessons 12–13:

Minuscule script: 14th–16th centuries

- Metochite-style script
- Monastery of Odigon script
- Autographs
- Greek scribes in the West (Andreas Darmarios, etc.)
- Monastic manuscripts (Odigon type, Matthew of Myra, etc.) Visit to a library to study manuscripts.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p>DELIVERY METHOD <i>Face-to-face, Distance training, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i></p>	<ul style="list-style-type: none"> • Use of databases (TLG, Pinakes, etc.) • Presentations – teaching using specialised software (PPT, etc.) • Teaching materials, announcements & communication via the eclass platform • Communication via email 	
<p>ORGANISATION OF TEACHING <i>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.</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>Activity</p>	<p>Semester Workload</p>
	Lectures	39
	Study and analysis of literature	50
	Independent study and preparation for exams	84
	Independent reading of manuscripts	75
	Final oral exam	2
	<p>Total Course</p>	<p>250</p>

	(25 hours of workload per credit)	
STUDENT ASSESSMENT <i>Description of the assessment procedure</i>	<p>Language of assessment: Greek (for ERASMUS students: English)</p> <p>Assessment method: Summative Final oral examination:</p> <ol style="list-style-type: none"> 1. Transcription of a taught text/manuscript 2. Short-answer questions relating to both the theoretical and practical aspects of the course 	
<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 stated, and whether and where they are accessible by students.</i></p>		

5. RECOMMENDED READING

-Recommended Reading:

- H. Hunger, *Writing and Reading in Byzantium. Byzantine Book Culture*, Munich 1989 (Greek trans. G. Vassilaros, *The World of the Byzantine Book. Writing and Reading in Byzantium*, Athens 1995).
- E. Mioni, *Introduction to Greek Palaeography*, Padua 1973 (Greek trans. N. M. Panagiotakis, *Introduction to Greek Palaeography*, Athens 1977).
- L. Perria, *The Scripts of Greek Manuscripts*. Greek translation. Thessaloniki 2019.
- A. Sigalas, *History of Greek Writing* [Byzantine Texts and Studies 12], Thessaloniki (1934), ² 1974.

**NEF701 RESEARCH
METHODOLOGY**

**KONSTANTINOS DANOPOULOS ASSOCIATE
PROFESSOR OF MODERN GREEK PHILOLOGY**

COURSE SYLLABUS

• **GENERAL**

SCHOOL	of Classics and Humanities		
DEPARTMENT	Greek Philology		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	NEF 701	SEMESTER	Winter
COURSE TITLE	Research Methodology		
LECTURER	Konstantinos Danopoulos		
INDEPENDENT LEARNING ACTIVITIES			
<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, please state the weekly teaching hours and the total number of credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
Exercises with oral presentations		1	6
Total marks			10
<i>Add rows if necessary. The lesson plan and the teaching methods used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development Skills</i>	Scientific Area		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAM LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE COURSE (URL)	https://eclass.duth.gr		

• **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

1. *Description of the Level of Learning Outcomes for each study programme in accordance with the Qualifications Framework of the European Higher Education Area*

2. *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning*

and Annex B

3. *Summary Guide to Writing Learning Outcomes*

Knowledge, understanding and familiarity with methods of searching printed and electronic sources, as well as digitised databases, to find bibliography and scientific information.

Familiarity with the role of the press (daily newspapers and periodicals) and research

searches related to it.

Familiarisation with palaeography and modern Greek manuscripts.

Analysis and interpretation of texts on theory and comparative literature with the aim of achieving a better and more multifaceted approach to literary texts. Use of theoretical and comparative tools and their application to Greek and foreign literary texts.

The ultimate aim is for postgraduate students to acquire the expertise, tools and bibliographic knowledge required to subsequently delve deeper into ideology (political philosophy, aesthetics, philosophy of ideas) and the literary texts associated with it, not only in Greece but also in Europe. At the same time, they must explore the relationship between the authors and the older tradition. Students will be able to understand and explain the objectives, principles and methods of the fields of literary analysis and interpretation, as well as the necessity of combining them.

General Competences

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

Independent work

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 gender sensitivity

Criticism and self-criticism

Promotion of free, creative and inductive thinking Working in an

Searching for, analysing and synthesising data. Initial

exercises in transcribing from manuscripts.

Searching manuscript catalogues and authors' archives, in public libraries, etc.

The use of digital libraries and familiarisation with new technologies.

Use of foreign-language bibliography and how to study it (exercise in reading and presenting a foreign-language article with a view to comprehension).

Compilation of bibliographies and indexes.

• COURSE CONTENT

1. Introduction to research methodology.

2. Analysis, processing, comparison, documentation, synthesis and interpretation of data.

3. Publications of Modern Greek literature.

4. 'Traditional' libraries.

5. 'Electronic libraries' and their management.

6. Bibliographies and their types. Reference books and electronic databases.

7. Literary archives and their management.
8. Introduction to palaeography.
9. The role of the press in the study of literature. Newspapers and literary journals of the 19th and 20th centuries.
10. Introduction to literary theory.
11. Literary criticism.
12. Comparative literature.
13. Writing a dissertation. The ethics of scientific research.

• **TEACHING AND LEARNING METHODS - ASSESSMENT**

<p>DELIVERY METHOD <i>Face-to-face, Distance training, etc.</i></p>	<p>A. Face-to-face teaching (65% of the course). B. Distance learning (using the Microsoft Teams platform, 35% of the course).</p>													
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, and Communication with students</i></p>	<p>Use of eclass and online technology, PowerPoint presentations, communication via email, face-to-face communication in the office or via the Microsoft Teams platform.</p>													
<p>ORGANISATION OF TEACHING <i>The teaching methods and approaches are described in detail. Lectures, Seminars, Laboratory Work, Fieldwork, Literature Review & Analysis, Tutorials, Work Placement, Clinical Practice, Art Workshop, 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, as well as the hours of unsupervised study, so that the total workload for the semester corresponds to the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="679 1214 1002 1272">Activity</th> <th data-bbox="1015 1214 1356 1272">Workload Semester</th> </tr> </thead> <tbody> <tr> <td data-bbox="679 1272 1002 1370">Lectures, seminars by the lecturer</td> <td data-bbox="1015 1272 1356 1370">13 weeks</td> </tr> <tr> <td data-bbox="679 1370 1002 1738">Laboratory exercises for postgraduate students (writing short articles, book reviews, summaries of academic works or literary texts etc.)</td> <td data-bbox="1015 1370 1356 1738">Weeks 2–8</td> </tr> <tr> <td data-bbox="679 1738 1002 1796">Bibliographic research</td> <td data-bbox="1015 1738 1356 1796">Week 9</td> </tr> <tr> <td data-bbox="679 1796 1002 1895">Visits to libraries</td> <td data-bbox="1015 1796 1356 1895">10th week</td> </tr> <tr> <td data-bbox="679 1895 1002 2020">Writing essays and oral presentations</td> <td data-bbox="1015 1895 1356 2020">Weeks 11–12</td> </tr> </tbody> </table>	Activity	Workload Semester	Lectures, seminars by the lecturer	13 weeks	Laboratory exercises for postgraduate students (writing short articles, book reviews, summaries of academic works or literary texts etc.)	Weeks 2–8	Bibliographic research	Week 9	Visits to libraries	10 th week	Writing essays and oral presentations	Weeks 11–12	
Activity	Workload Semester													
Lectures, seminars by the lecturer	13 weeks													
Laboratory exercises for postgraduate students (writing short articles, book reviews, summaries of academic works or literary texts etc.)	Weeks 2–8													
Bibliographic research	Week 9													
Visits to libraries	10 th week													
Writing essays and oral presentations	Weeks 11–12													

	Oral examination	13th week
<p style="text-align: center;">STUDENT ASSESSMENT</p> <p><i>Description of the assessment process</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 whether and where they are accessible by students.</i></p>	<p>A. Attendance and participation in the course.</p> <p>B. Research on a specific topic each time.</p> <p>C. Short assignments or oral examinations per subject.</p>	

• **RECOMMENDED BIBLIOGRAPHY**

Indicative Bibliography (for the purposes of the course)

- K. Th. Dimaras, *Miscellanea IV. Discourses on Method*, Volume One (1931–63), Volume Two (1964–89). Selected Texts by Filippou Iliou, ed. Popi Polemi, Athens, Benaki Museum and M.I.E.T. 2013.
- Arlette Farge, *The Taste of the Archive*, trans. Rika Benveniste, Athens, Nefeli Publications 2004.
- Judith Ellis (ed.), *The Preservation of Archives*, trans. Zoi Oikonomou, Athens, Hellenic Archival Society, Typotheto – Giorgos Dardanos 2000.
- Andreas F. Bayas, *Archival Science: Basic Concepts and Principles. The Organisation of Archives for Administration and Research*, Athens, Kritiki Publications, 1998.
- Kyriakos Delopoulos, *Bibliography System. Theory and Practice*, Books on the Book – Gutenberg² 1987.
- C.L. Karaoglou, 'Bibliographies of Writers. Theoretical and Methodological Issues', *Molyvdokondylopelekitis* 5 (1995/1996) 73–118.
- Kostis Danopoulos, *Bibliography of Thanasis Valtinos (1958–2004). With a supplement up to 2013 for independent publications*, Athens, Estia Bookshop 2013.
- C.L. Karaoglou, 'The literary editor between the author and the reader. Servant of two masters?', *Kondylophoros*, 12 (2013) 165–189.
- Athanasios Papadopoulos-Kerameus, *The Mavrogordatos Library: namely a general descriptive catalogue of Greek manuscripts found in libraries throughout the East, compiled and edited by order of the Greek Philological Society of Constantinople / by A. Papadopoulos of Kerameus*, Greek Philological Society of Constantinople, Constantinople 1884. Available free of charge at the Anemi Digital Library.
- Émile Legrand, *Bibliographie hellénique: or, A Rational Description of Works Published in Greek by Greeks in the Eighteenth Century / by Émile Legrand. Posthumous work completed and published by M^{gr} Louis Petit and H. Pernot*, Paris 1918–1928. Available free of charge at the Anemi Digital Library.
- Ioannis Sakkelionos, *Catalogue of the Manuscripts of the National Library of Greece / edited by Ioannis Sakkelionos, curator, and Alcibiades I. Sakkelionos, acting deputy curator*, Published by the National Printing and Lithographic Office, Athens 1892.

Konstantinos Sathas, *Modern Greek Literature: Biographies of Greeks who excelled in the arts of writing, from the fall of the Byzantine Empire to the Greek War of Independence (1453–1821)*, Published by the Printing House of the Sons of Andreas Koromilas, Athens 1868. Available free of charge at the *Anemi Digital Library*.

Digital libraries such as: <https://anemi.lib.uoc.gr/?lang=el>
<https://www.openarchives.gr/> <https://parliament.openabekt.gr/> <https://www.nlg.gr/>
<http://www.ekt.gr/> and foreign <https://www.bl.uk/manuscripts/>
<https://gallica.bnf.fr/accueil/?mode=desktop> <https://www.digitale-sammlungen.de/>

Dimitris Angelatos, *The ABCs of Modern Greek Studies: A Guide to the Introductory Course in Modern Greek Literature*, Athens, Gutenberg Publications, 2011.

Elisabeth Arseniou, *A Practical Introduction to the Study of Modern Greek Literature*, Athens, Metaixmio 2012.

Eratosthenes Kapsomenos, *Poetics*, Athens, Patakis Publications 2005.

Dimitris Tziovas, *The Palimpsest of Narrative*, Athens, Odysseas ² 2002. Lizzie

Tsirimokou, *Internal Speed*, Athens, Agra 2000.

Robert Browning, *Medieval and Modern Greek*, London, Hutchinson 1969. See also the Greek translation by M. Konomi, ed. H. Charalambakis, entitled *The Greek Language, Medieval and Modern*, Athens, Papadimas Publications ² 1995.

Umberto Eco, *How to Write a Thesis*, Athens, Nisos 1994.

Kostas Zafeiropoulos, *How to Write an Academic Paper; Academic Research and Writing*, Athens, Kritiki 2005.

Gerard Genette, *Introduction to the Original Text*, trans. M. Pateraki-Garefi. Athens, Estia Bookshop 2001.

Gerard Genette, *Palimpsests. Second-Degree Literature*, trans. V. Patsogiannis, ed. M. Stefanopoulou, L. Tsirimokou. Athens, MIET 2018.

http://www.greek-language.gr/greekLang/studies/history/thema_19/index.html

N.P. Andriotis, *History of the Greek Language (four studies)*. Thessaloniki, Institute of Modern Greek Studies [Manolis Triantafyllidis Foundation] 1992.

Giorgos Babiniotis, *A Concise History of the Greek Language*, Athens, Centre for Lexicography 1985.

Theory and Practice of Late Byzantine, Renaissance and Post-Byzantine Vernacular Literature, Proceedings of the International Conference Neograeca Medii Aevi IV, Hamburg 28–31 January 1999 (Symposiopoulon), Ed. Hans Eideneier, Ulrich Moennig, Notis Toufexis, Heraklion, University of Crete Press 2001.

Alexis Kalokairinos, *Linguistics and Poetics*, Athens, Nisos 2011.

Codifiers, Collectors, Adaptors and Editors. Manuscripts and Editions of Late Byzantine and Early Modern Greek Literature. Proceedings of a conference held at the Danish Institute in Athens, 23–26 May 2002, in honour of Hans Eideneier and Arnold van Gemert, ed. D. Holton, T. Lentari, U. Moennig, P. Vejleskov. Heraklion, University of Crete Press 2005.

Periklis Latinopoulos, *First Steps in Research. A Practical Guide for Young Researchers*, Athens, Kritiki 2010.

Alexis Politis, *Footnotes and References*, Heraklion, University of Crete Press 2008.

Alexis Politis, *Handbook for Modern Greek Scholars. Bibliographies, dictionaries, handbooks, catalogues, indexes, chronologies, etc.* (in collaboration with Triantafyllos Sklavenitis and Maria Mathioudaki), 2nd expanded edition, Heraklion, University of Crete Press

of Crete 2011.

COURSE SYLLABUS

1. GENERAL

SCHOOL	of Humanities		
DEPARTMENT	Humanities		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	NEF 702	SEMESTER	Winter
COURSE TITLE	Literature and Writing (early to late 18th century): Research, publishing and theoretical issues in the writing of the early Enlightenment (1664–1750).		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDIT POINTS
		3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in 4.			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development Skills</i>	Scientific Area		
PREREQUISITE COURSES:	YNEF 242 or equivalent from another department of literature on the Enlightenment		
LANGUAGE OF INSTRUCTION and EXAMINATION LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE COURSE (URL)	https://eclass.duth.gr/courses/KOM04572/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</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"> • <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> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i> • <i>Summary Guide to Writing Learning Outcomes</i>
<p>Knowledge/understanding and familiarity with the original works of the Early Enlightenment (1664–1750)</p> <p>Analysis and interpretation of theoretical, historical, critical and comparative texts, with the aim of providing a better and more multifaceted approach to broader literary texts and, more specifically, to the literary works of the Enlightenment, based on illustrative examples. The ultimate aim is to gain a deeper understanding of genres not only during the Early Enlightenment but also in relation to the earlier tradition.</p> <p>Implementation/application of infrastructure and technologies, including searching digital libraries, manuscript catalogues, bibliographic studies and websites.</p>
<p>General Competencies</p> <p><i>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?</i></p> <p><i>Data search, analysis and synthesis, and</i> <i>Project planning and management</i></p>

<i>information, using the necessary the natural environment</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Teamwork</i> <i>international environment</i> <i>Working in an interdisciplinary environment</i> <i>Generating new research ideas</i>	<i>Respect for diversity and multiculturalism</i> <i>Respect for</i> <i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Exercising criticism and self-criticism</i> <i>Promoting free, creative and inductive thinking</i> <i>Working in an</i>
---	--

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

Searching for and locating manuscripts in catalogues.

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

Introduction to the period following the Fall of Constantinople up to the early phase of the Enlightenment (interdisciplinary approach based on history).

Adaptation to the distinctive language of the era, particularly for scholars (archaic, Middle Common Phanariot and the vernacular of manuscripts, letters or ‘Ephimerides’ [=diaries]). Teaching of basic palaeographic knowledge (with exercises) so that students may also adapt to this aspect of our discipline.

3. COURSE CONTENT

Course outline:
<p>1. Introduction to basic concepts and tools. Historical context up to the 17th century and, in particular, the first half of the 18th century in Europe and the Greek world.</p> <p>Methodological approaches: narrative theories, genre theories, theory of ideas.</p> <p>2. Earlier Greek and European texts (reference). Texts and genres from 1664 to 1750.</p> <p>3. The ideology of the Enlightenment in the Ottoman Empire and the literary background of the authors.</p> <p>4. Indicative examples to be examined:</p> <p>a. Medical philosophers and their writings as examples of early modern thought.</p> <p>b. Alexandros Mavrokordatos (life and work). An examination of his writings and the ‘newspapers’ of his rival, Karyophyllis</p> <p>c. Nikolaos Mavrokordatos (life and work). An analysis of his writings. d.</p> <p>Neophytos, *The Ahouri*</p> <p>e. Pamberis, ‘Abridged Enumeration’.</p>

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY METHOD <i>Face-to-face, Distance training, etc.</i>	Distance learning due to the pandemic, involving email correspondence via the e-class platform and the use of e-class to provide updates and make available course notes and the syllabus, or to provide useful links where they can find material for the current course, as well as for future Modern Greek courses. At the same time, screen sharing will be used so that students can directly observe how the lecturer works online and with their files.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, and Communication with students</i>	Internet research, familiarisation with digital resources, digitised manuscripts and old publications. Communication in the office and via email.	
ORGANISATION OF TEACHING <i>The teaching methods and approaches are described in detail.</i> <i>Lectures, Seminars, Laboratory Work,</i>	Activity	Semester Workload
	Week 1: The course and the	3-hour lecture and independent study

<p><i>Field work, Literature review & analysis, Tutorial, Practical placement, Clinical placement, 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 listed, as well as the hours of unsupervised study, so that the total workload for the semester corresponds to ECTS standards</i></p>	<p>Requirements. <u>Introduction to basic concepts and tools – Historical context up to the 17th century and, in particular, the first half of the 18th century in Europe and in our region.</u></p>	<p>Bibliography and selected texts (material posted on e-class) 20 hours</p>
	<p>Week 2: <u>The ideology of the Early Enlightenment in the Ottoman Empire and the literary background of the authors – Earlier Greek and European texts</u> (reference). Texts and genres from 1664 to 1750.</p>	<p>3-hour lecture and home study of general textbooks on the period (20 hours)</p>
	<p>Weeks 3–4: <u>Alexandros Mavrokordatos (life and work). Analysis of his texts and the ‘newspapers’ of his rival Karyophyllis (the lecture for Week³ will be delivered by Mr D. Tzelepis)</u></p>	<p>Lectures totalling 6 hours and commencement of home study of the texts to be examined and the bibliography. 25 hours The lectures given by Mr D. Tzelepis as part of of the</p>
	<p>Week 5–6: <u>Nikolaos Mavrokordatos (life and work). An examination of his writings and those of his opponent, M. Skendou.</u></p>	<p>Lectures totalling 6 hours and commencement of home study of the novel F.P. and the bibliography. 25 hours</p>
	<p>Weeks 7–8: <u>Medical philosophers (Rodokanakis, Timonis, Pylarinous and Skendos) and scientific training.</u></p>	<p>Lectures totalling 6 hours and commencement of independent study of the works and the bibliography. 20 hours</p>
	<p><u>Weeks 9-10: Other authors and works. Presentation of short assignments</u></p>	<p>3-hour lecture and 3-hour presentation of assignments. Home study of the works and the bibliography. Preparation assignments. 30 hours</p>
	<p><u>Weeks 11–12: Presentation of major assignments</u></p>	<p>6-hour presentations of assignments with comments and discussion. Home study of the assignments and the bibliography. Preparation Assignments. 30 hours</p>
	<p>Week 13: <u>Revision</u>, questions and organisation of assignments.</p>	<p>Revision and discussion of problems for the final major written assignment 3 hours and assignment preparation 40 hours</p>
	<p>Lectures Home study and assignment preparation</p> <p>Total course workload:</p>	<p>39 hours 211 hours</p> <p>250 hours/10 ECTS 25 hours/teaching unit</p>
<p>STUDENT ASSESSMENT</p> <p><i>Description of the assessment process</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 whether and where they are accessible by students.</i></p>	<p><i>Assessment consists of two assignments (one short assignment of 3–4 pages and one long assignment of 12–15 pages, using Times New Roman 12, 1.5 line spacing, and footnotes in Times New Roman 10 with single line spacing).</i></p> <p><i>Attendance and participation in the course and discussions (5%) are taken into account, as well as the oral presentations of the two assignments (20%).</i></p> <p><i>Students' attendance at the lectures of the Laboratory of Modern Greek and Comparative Literature is also required</i></p>	

5. RECOMMENDED READING

-Recommended Reading:

A. Articles by the lecturer (compulsory):

- 'Nikolaos Mavrokordatos, *Philotheos Parerga*: The Mythological Encyclopaedia between East and West' in the volume *The Greek World between the Age of Enlightenment and the Twentieth Century. Proceedings of the 3rd European Congress of Modern Greek Studies (EENSS), Bucharest, 2–4 June 2006*, Vol. I, ed. K. Dimadis, Hellenika Grammata, Athens, 99–113.
- "Parergon", "Paignion" and "Encyclopaedia of Short Stories": The 'narcissism' of modern Greek creative prose as a vehicle of early modernity (1716–1866)', in the Proceedings of the 5th Congress of the European Society for Modern Greek Studies: *Continuities, Discontinuities, Ruptures in the Greek World (1204–2014) (Thessaloniki, 2–5 October 2014)*, vol. 2, European Society for Modern Greek Studies, Athens 2014, 581–597.
- 'Narration as description of reality in the writings of Alexander Mavrokordatos. From the Past (Preface to *Ioudaika*) to the Present (letters during the siege of Belgrade)', in the volume Mariana-Dorina Măgărin (ed.), *Studia in Honorem Professoris Jacques Boucharad 73*, Etnous, Braşov (Romania) 2013, 30–51.
- 'Michael Skendos – Nikolaos Mavrokordatos: the rivals and the circulation of texts, scholars and ideas in the early 18th century', *KATHEDRA* 3 (No. 1-2) 2018, 237–249
- 'The "narcissistic narrative" of early modernity and the periodisation of Greek creative prose', *Proceedings of the 8th Conference of Postgraduate Students and PhD Candidates of the Department of Philology, National and Kapodistrian University of Athens, Volume A: Byzantine Philology, Modern Greek Philology*, published by the National and Kapodistrian University of Athens, Athens 2017, 123–140.
- Urban life and landscape depictions as an aspect of Early Modern identity: the turn to "reality" in Enlightenment fiction, in the volume: Mavrelou N. - Symeonidou P. (eds.), *Identities, Language & Literature: Proceedings of the International Conference marking the 20th anniversary of the Department of Greek Philology at the Democritus University of Thrace, Volume II*, Democritus University of Thrace – Saita Publications, Komotini 2017, 398–412.
- "'Philokaloï peripatetes" and "empsyche eikon": The city and healed nature in N. Mavrokordatos and Montesquieu', in the volume: *Poetics of the Landscape. Conference Proceedings*, Vol. I, ed. E. Garantoudis-B. Patsiou-U. Polykandrioti, National Research Foundation, Athens 2019, 143–162.
- 'Latinitas Graecorum: Latin language used by Greeks and Greek identity in 17th–18th century texts'. Forthcoming in the volume: Vaiopoulos V. - Deligiannis I. - Pappas V. (eds.), *Post-Byzantine Latinitas. Latin in post-Byzantine Scholarship (1453–1821)*, Brepols Publishers (2020).
- 'Konstantinos Rodokanakis. From Musa Metrica to Musa Rythmica: a 1721 treatise on metre concerning the transition from prosodic verse to tonal verse with rhyming', *'Readings' supplement, Kyriakatiki Avgi*, 18 December 2016. Available on the website: http://avgι-anagnoseis.blogspot.com/2016/12/blog-post_70.html
- 'The enigmatic element and the "detective" plot in a precursor form: *Philotheou Parerga* (1716) by N. Mavrokordatos', in the volume: *Representations and Partings. Festschrift in memory of Martha Pylia*, Democritus University of Thrace, School of Classical and Humanistic Studies, Department of Language, Literature and Culture of the Black Sea Countries, Komotini 2015, 229–241.

B. Monographs and journal articles:

Israel, Jonathan: *Enlightenment contested. Philosophy, Modernity and the Emancipation of man 1670-1752*. Oxford: Oxford University Press 2006.

FUMAROLI Marc 2001, *La Querelle des Anciens et des Modernes*, Gallimard [Paris].

BOUCHARD, Jacques 1974, 'The Correspondence between Nicolas Mavrokordatos and Jean Le Clerc and William Wake',

O Eranistis 11 (1974), Athens, 67–92.

_____ 1975, 'The fictitious letters of Nicolas Mavrokordatos in the style of Phalaris: an apology for absolutism', *Revue des Études Sud-Est Européennes* XIII/2 (1975), 197–207.

_____ 1994, 'Nikolaos Mavrokordatos the moralist', in the volume *Issues in the History of Modern Greek Literature [Thessaloniki, 10–12 May 1990]: a tribute to K. Th. Dimaras / Aristotle University of Thessaloniki, Faculty of Philosophy, Department of Philology, Section of Medieval and Modern Greek Studies*, Paratiritis, Thessaloniki, 115–122.

_____ 1999, 'Criticism of the East and the West in Nikolaos Mavrokordatos' *Philotheou Parerga*', in the volume *The Greek World between East and West 1453–1981*, Vol. A, Hellenic Letters, Athens, 47–53.

_____ 2001, 'Nicolas Mavrokordatos, censeur de la République des Lettres', *Sygrisi / Comparaison* 12 (October 2001), 29–33.

_____ 2009, 'Défense et illustration de la Frühaufklärung néo-hellénique', in the volume *Actes du XXe Colloque international des néo-hellénistes des universités francophones, Université Charles de Gaulle - Lille 3, 24–26 May 2007*, Éditions Gavrielidès – Presses Universitaires du Septentrion, Athens - Lille, 258–267.

_____ 2013, 'An Encyclopaedia in the Mavrokordatos Library (1720)', in the volume **Istoria: Utopie, amintire și proiect de viitor**, *Historical Studies Dedicated to Professor Andrei Pippidi on his 65th Birthday*, 'Alexandru Ioan Cuza' University Press, Iași, 117–126.

LIVANIOS Dimitrios (2001), 'Pride, Prudence and Fear of God: The Loyalties of Alexander and Nicholas Mavrokordatos (1664–1730)', *Dialogos: Hellenic Studies Review* 7, 1–22.

ATHENS Stesi - Giannis XOURIAS 2015, *Modern Greek Literature 1670–1830*, Association of Greek Academic Libraries, Athens.
APOSTOLOPOULOS Dimitris G. 1980, *The Emergence of the School of Natural Law in 'Turkish-ruled' Greek Society. The Need for a New Ideology*, Athens.

_____ 1983, *The Emergence of the School of Natural Law in 'Turkish-ruled' Greek Society. The First Shift*, Athens.

_____ 1995, *The Ideological Orientations of the Patriarchate of Constantinople*, Goulandris-Horn Foundation, Athens.

_____ 1999, 'On the Will of Roxandra Mavrokordatos (†1684). Legal and Phanariot Matters', *Eranistis* 22 (1999), 23–43.

_____ 2003, *On the Phanariots: Interpretative Essays and Short Analyses*, I.N.E./E.I.E., Athens.

_____ 1974, 'On the Prehistory of the Modern Greek Enlightenment. Elements of Physiology in the 17th Century in Constantinople', *O Eranistis* 11 (1974), 296–310.

KARATHANASIS, Athanasios E. 1982, *Greek Scholars in Wallachia (1670–1714). A Contribution to the Study of the Greek Intellectual Movement in the Danubian Principalities during the Pre-Phanariot Period*, Chersonese of Aimos Research Foundation, Thessaloniki.

KONDYLIS Panagiotis 3 2000, *The Modern Greek Enlightenment. Philosophical Ideas*, Themelio, Athens.

CAMARIANO Nestor 1970, *Alexandre Mavrocordato, the Grand Dragoman. His Diplomatic Activity (1673–1709)*, Institute for Balkan Studies, Thessaloniki.

Tzelepis, Dimitris, *The Roman Works of Alexander Mavrocordatos: Critical Edition*, Unpublished PhD Thesis, T.E.F./D.P.Th. 2020. In particular, Chapter 1 ('The Life and Work of Alexandros Mavrokordatos of Aporeites (1641–1709)').

JANOS, Damien 2005–2006, 'Panaiotis Nicousios and Alexander Mavrocordatos: The rise of the Phanariots and the office of Grand Dragoman in the Ottoman administration in the second half of the seventeenth century', **Archivum Ottomanicum** 23 (2005–2006), 177–196.

C. Sources:

Mavrocordatos Nikolaos, *Philotheou Parerga*, intro./ed./trans./comments by J. Bouchard, translation of the introduction from French and **adaptation of the text into Modern Greek** by Dion. Hatzopoulos, Municipality of Filothei-Psychiko and Parish of the Holy Church of St George of Neo Psychiko, Athens 2017.

Mavrokordatos Nikolaos, 'On letters of study and books of reading', in: Nikiforos Kallistos Xanthopoulos, *Interpretation of the Octoechos*, Panagios Taphos Press, Jerusalem 1862, pp. 9–16.

[MAVROKORDATOS Nikolaos], *Philotheou Parerga*, Now printed for the first time, by Franz Anton Schrambl, in Vienna, Austria, 1800.

MAVROKORDATOS Alexandros 1804, *Epistolary compiled from various sources and printed during the patriarchate of His All-Holy and Most Divine Ecumenical Patriarch, Lord Kallinikos...*, At the Printing House of the Patriarchate of Constantinople.

_____ 1879, *Letters R' of Alexander Mavrokordatos, one of the confidants*. Published under the supervision of Th. Livadas, at the Austro-Hungarian Lloyd Press, Trieste.

_____ 2010, *The Respiratory Organ of Blood Circulation, or On the Movement and Function of the Lungs: A Philosophical-Medical Treatise*, ed. D. Karamperopoulos, trans. S. Papapolychroniu, A. Stamoulis, Athens.

Procopius Demetrius 1722, 'Demetrii Procopii, Macedonis Moschopolita, A Concise Catalogue of Greek Scholars of the Past Century and of Some Who Are Now in Their Prime', in: Fabricii Io. Alberti, *Bibliothecae Graecae librum undecimum* [=vol. 11], ed. Theodori Christofori Felgner, Hamburg 1722, 769–808.

Mavrokordatos Nikolaos, *On Duties/Liber de Officiis*, Leipzig 1722.

ZERLENTIS Periklis 1890–1891, 'Ioannis Karyophyllos' Newspapers', *Bulletin of the Historical and Ethnological Society* 3 (1890–1891), 293–315.

MAVROKORDATOS Alexander 1716, *Sacred History: That is, the Jewish History; written in summary by the Most Pious, Most Illustrious, and Most Wise, Lord Alexander Mavrokordatos, the Great Logothetes of the Great Church of Christ, and a member of the Privy Council of the Mighty Ottoman Empire. And at the expense of the Most Pious, and Most High Sovereign, and Ruler of all Wallachia, Lord, Lord, John Nicholas Voivode, his Most Wise Son. Recently printed, at the Venerable Monastery of All Saints, under the archiepiscopal care of the Most Reverend and God-blessed Metropolitan Anthimos of Iberia, to be distributed free of charge to the devout for the salvation of their souls. Edited and corrected by the Most Learned Mr John Postelnikos*, in Bucharest.

_____ 1805, *Works of the most illustrious and celebrated Alexander Mavrokordatos of Aporrhites. Now published in print for the first time, at the behest of His Highness and Most Pious Lord and Ruler of all Moldavia and Wallachia, Lord Alexander Constantine Mourouzi Voivode*. Printed at the Greek Printing House of Georgios Vendotis, in Vienna, Austria.

_____ 1909, 'Histories of Alexander Mavrokordatos 1682–1687', in E. Hurmuzaki, *Documente private privind istoria românilor*, vol. XIII, ed. A. Papadopoulos-Kerameus, Bucharest, 1–43.

MAVROKORDATOS Nikolaos 1885, 'From the works of Nikolaos Voivode Mavrokordatos [untitled poem]' and 'Dialogue against the accusation of the axe, granted by God to the exarch of the bees in the Kingdom', ed. A. Papadopoulos-Kerameus and I. Sakellios respectively, *Bulletin of the Historical and Ethnological Society*, vol. 2 (1885), 450–451 and 451–458.

_____ 1909, 'A Handbook in which I set forth my views and observations on customs and government' in the volume E. Hurmuzaki, *Private Documents on the History of the Romanians*, vol. XIII, ed. A. Papadopoulos-Kerameus, Bucharest, 463–504.

_____ 1909, 'A Handbook in Which I Share My Knowledge and Concerns Regarding Customs and the State' in the volume E. Hurmuzaki, *Documente private privind istoria românilor*, vol. XIII, ed. A. Papadopoulos-Kerameus, Bucharest, 463–504.

Komninos Ypsilantis A., *Athanasios Komninos Ypsilantis' Ecclesiastical and Political Writings in Twelve Volumes: That is, those following the Fall (1453–1789) / (From the unpublished manuscript of the Holy Monastery of Sinai)*, Published by Archimandrite Germanos Afthonides of Sinai, Printed by I. A. Vrettos, Constantinople 1870.

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF HUMANITIES		
DEPARTMENT	MA IN HUMANITIES		
LEVEL OF STUDIES	Level 7: Postgraduate Diplomas of Specialisation		
COURSE CODE	NEF 703	SEMESTER	First semester
COURSE TITLE	Literature and Secretarial Studies (19th–21st centuries)		
INDEPENDENT TEACHING ACTIVITIES where credit points are awarded for distinct parts of the course, e.g. lectures, laboratory sessions, 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 credit points		WEEKLY TEACHING HOURS	CREDIT UNITS
		3	10.0
COURSE TYPE Foundation, General Knowledge, Scientific Area, Skills Development	Scientific Area (Specialised Background)		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION AND EXAMS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.duth.gr/courses/SAE103/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</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"> • Description of the Level of Learning Outcomes for each cycle of study in accordance with the European Higher Education Area qualifications framework • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B • A Brief Guide to Writing Learning Outcomes <p>As part of this seminar course, we will attempt to re-examine the political/social poetry of the post-war period through the lens of the complex relationship between poetry and action, literature and ideology, resignation and participation, melancholy and hope, in relation, on the one hand, to the earlier debate on the 'poetry of defeat' (1960s) and, on the other hand, with the recent revival of the concept of 'Leftist melancholy' (Traverso 2016). The</p>

hypothesis that 'Left-wing melancholy', as a multifaceted and ambiguous concept reflecting the history of the Left at a European level, the oscillation of left-wing culture between mourning and hope, past and future, memory and vision, may offer a more useful interpretative tool for the study of the poetry of the so-called 'defeated' generation (Anagnostakis, Patrikios, Katsaros, Alexandrou, Leivaditis) within the context of Greece's traumatic post-war period.

Upon completion of the course, students will:

- Be familiar with the facts and issues surrounding the debate on 'left-wing melancholy' and the 'poetry of defeat'
- Be familiar with the key features of post-war political poetry in Greece and its connections with the history of the Greek Left
- They are able to assess the significance of the historical context and political ferment in shaping and developing political poetry
- They understand and will be able to explain the poetry of the first and second post-war generations within their social context
- They are familiar with the poetic and critical work of specific poets
- They are able to apply the theory of 'left-wing melancholy' to specific texts, identifying convergences, divergences and nuances
- They are able to conduct independent research, search for bibliography and write an academic paper on a specific topic.

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
 Promotion of free, creative and inductive

Genera

ting new research ideas

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

3. COURSE CONTENT

1. Poetics and ideology of post-war political poetry
2. The debate surrounding the 'poetry of defeat'
3. On the history of the post-war Left
4. 'Left-wing melancholy'
5. Manolis Anagnostakis: poetry/action

6. Manousos Fassis and left-wing melancholy
7. Titos Patrikios
8. Michalis Katsaros
9. Aris Alexandrou
10. Tassos Leivaditis
11. Byron Leontaris: poetry and criticism
12. Poetry of the 1960s and 1970s
13. Summary and conclusions

4. TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD Face-to-face, Distance learning, etc.	Face-to-face																	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES Use of ICT in Teaching, Laboratory Training, Communication with students	The Use of ICT in Teaching Use of ICT in Communication with Students																	
ORGANISATION OF TEACHING The teaching methods and approaches are described in detail. Lectures, Seminars, Laboratory Work, 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%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Activity</th> <th style="width: 40%;">Semester Workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">9</td> </tr> <tr> <td>Seminars</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Interactive teaching</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Study & analysis of literature</td> <td style="text-align: center;">109</td> </tr> <tr> <td>Writing of assignment(s)</td> <td style="text-align: center;">100</td> </tr> <tr> <td>Exams</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">250</td> </tr> </tbody> </table>		Activity	Semester Workload	Lectures	9	Seminars	15	Interactive teaching	15	Study & analysis of literature	109	Writing of assignment(s)	100	Exams	2	Total Course	250
Activity	Semester Workload																	
Lectures	9																	
Seminars	15																	
Interactive teaching	15																	
Study & analysis of literature	109																	
Writing of assignment(s)	100																	
Exams	2																	
Total Course	250																	
STUDENT ASSESSMENT 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.	Languages of student assessment Greek Method (Formative or Summative) Formative <table style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Methods of student assessment</th> <th style="text-align: right;">Weight</th> </tr> </thead> <tbody> <tr> <td>Written Assignment</td> <td style="text-align: right;">60</td> </tr> <tr> <td>Other</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Oral Examination</td> <td style="text-align: right;">20</td> </tr> </tbody> </table>		Methods of student assessment	Weight	Written Assignment	60	Other	20	Oral Examination	20								
Methods of student assessment	Weight																	
Written Assignment	60																	
Other	20																	
Oral Examination	20																	

5. RECOMMENDED READING

- Vangelis Athanasopoulos, *The Poetic Landscape of 19th- and 20th-Century Greece*, Vol. 3, Kastaniotis, Athens 2007. Frangiski Abatzopoulou, 'The Poems of Miltos Sachtooris: Some Dangerous Pieces', *The Word*, nos. 4–5, 1981, pp. 272–277.
- Andriomenos, Giorgos (2020) *From Mobilisation to Doubt. Arguments and Counterarguments in the Art Review*, Athens: I. Sideris Publications.
- Aragis, Giorgos, 'Introduction', in the volume: Anestis Evangelou, *The Second Post-War Generation (1950–1970)*, Anthology, foreword: Anestis Evangelou, introduction: Giorgos Arages, Paratiritis, Thessaloniki 1994, pp. 24–57.
- Argyriou, Alexandros, 'A Plan for a Comparative Study of Modern Greek Poetry', *Diavazo*, no. 22, July 1979, pp. 28–52.
- 'The Relevance and Usefulness of Categorisations', in: *Greek Poetry. Anthology – Literary Studies, Volume V*, edited by Alexandros Argyriou and Sokolis, Athens 2000, p. 620.
- 'Introduction', in the volume: *Greek Poetry. Anthology – Literary Studies, Volume V*, edited by Alexandros Argyriou, Sokolis, Athens 2000, pp. 7–29.
- 'The Spirit of Our First Post-War Poetic Generation', in the volume: *Greek Poetry. Anthology – Literary Studies, Volume V*, edited by Alexandros Argyriou, Sokolis, Athens 2000, p. 621.
- 'Political and Aesthetic Contexts', in the volume: *Greek Poetry. Anthology – Literary Studies, Volume V*, edited by Alexandros Argyriou, Sokolis, Athens 2000, pp. 622–623.
- 'Three Poets and a Cycle', in the volume: *Greek Poetry. Anthology – Literary Studies, Volume V*, edited by Alexandros Argyriou, Sokolis, Athens 2000, p. 623.
- Manolis Anagnostakis. *The Explicit and Implicit in his Poetry*, Gavriilidis, Athens 2004. Evripidis Garantoudis, 'Once Again on Literary Generations', *Entyktirio*, no. 9, December 1989, pp. 118–122.
- 'Afterword', in the volume: *Anthology of Modern Greek Poetry, 1980–1997. Moments of Nostalgia*, Nefeli, Athens 1998, pp. 194–202.
- 'Introduction', in the volume: *20th-Century Greek Poetry. A Contemporary Anthology*, edited and compiled by Euripides Garantoudis, Metaixmio, Athens 2006, pp. xi–xvii.
- Dimitris Giakoumakis, Vangelis Kassos, Ilias Kefalas, Vangelis Hatzivassiliou, 'The Generation of Echoes (A Survey of the Poets of the Second Post-War Generation)', *Nea Tomes*, no. 1, Spring 1985, pp. 3–8.
- Yannis Dallas, *Manolis Anagnostakis: Poetry and Ideology*, Kedros, Athens 2007.
- *The Poet Milto Sachouris*, Kedros, Athens 1997.
- Ziras, Alexis, 'On Literary Generations...', *Letters and Arts*, April 1983, No. 16, p. 3.
- 'Boundaries and Definitions in the Poetry of the First Post-War Generation', in the volume: *Greek Poetry. Anthology – Literary Studies, Volume V*, edited by: Alexandros Argyriou, Sokolis, Athens 2000, pp. 627–629.
- *Modern Greek Poetry 1965–1980*, Grafi, Athens 1979.
- Sonia Ilinskaya, *The Fate of a Generation: A Contribution to the Study of Post-War Political Poetry in Greece*, trans. Alexandros Mitsos, Kedros, Athens 1986.
- Takis Kagiális, 'Poetry, Ideology and Literary Criticism in the Art Review', in the volume: *Art Review: A Critical Twelve Years*, Society for the Study of Modern Greek Culture and General Education, Athens 1997, pp. 47–67
- Karalis Vrasidas, 'The Paradise of Metonymy', *Diavazo*, no. 356, October 1995, pp. 109–111.
- Karvelis, Takis, 'The Poetry of "Multiplicative Sensitivity" and "Lyrical Abstraction"', *Diavazo*, no. 48, December 1981, pp. 83–86.
- Antonis Kartsakis, *Post-war Criticism and Poetry: Issues of Aesthetics and Ideology*, Estia, Athens 2009.
- Vangelis Kassos, 'An Unacknowledged Community of Poets (The Second Post-War Generation)', in the volume *Proceedings of the Sixth Poetry Symposium, Modern Greek Post-War Poetry (1945–1985)*, edited by: Sokratis A. Skartsis, Gnosi, Athens 1987, pp. 309–322.
- *Asphyxia of the Gaze. Contemporary Greek Poetry and Ideology*, Nea Synora, Athens 1989
- Kastrinaki, Angela, *Literature in the Turbulent Decade 1940–1950*, Polis, Athens 2003.
- Kechagioglou, Giorgos, 'Thematography of the First Post-War Poetic Generation', in the volume: *Greek Poetry. Anthology – Literary Studies, Volume V*, edited by: Alexandros Argyriou, Sokolis, Athens 2000, pp. 630–633.
- Mimika Kranaki, 'Phenomenology of the "Generation"', *Anglo-Hellenic Review*, vol. 6, series B, Winter 1953–54, pp. 278–283. Leontaris, Byron, 'The Disorder of Post-War Greek Poetry', *Notes*, no. 24, November 1984, pp. 34–43.
- *The Poetry of Defeat*, Eratos, Athens 1983.
- Maronitis D.N., *Poetics and Political Ethics. The First Post-War Generation*. Alexandrou-Anagnostakis-Patrikios, Kedros, Athens

1984.

Menti, Dora, *Post-war Political Poetry. Ideology and Poetics*, Kedros, Athens 1995.

Meraklis M.G., 'Language and Form of the First Post-War Poetic Generation', in the volume: *Greek Poetry. Anthology – Literary Studies, Volume V*, edited by: Alexandros Argyriou, Sokolis, Athens 2000, pp. 641–643.

— *Contemporary Greek Literature. 1945–1980*, Patakis, Athens 1986.

— 'Minas Dimakis: On the border between life and death', *The Word*, issue 105, 9–10/1991, pp.

608–611. Christoforos Milionis, *Hypotheses*, Kastaniotis, Athens 1983.

Andreas Belezinis, 'Language and Form in the First Post-War Generation of Poets', in the volume: *Greek Poetry. Anthology – Literary Studies, Volume V*, edited by Alexandros Argyriou, Sokolis, Athens 2000, pp. 633–640.

Papageorgiou, Kostas G., 'The Functional Dimension of Militant Poetry', *Diavazo*, no. 40, March 1981, pp. 63–65.

Papageorgiou, Kostas G., 'Introduction. The Literary Decade of the 1960s', in the volume: *Greek Poetry. Anthology – Literary Studies, Volume V*, edited by: Kostas G. Papageorgiou, Sokolis, Athens 2002, pp. 11–104.

Papathodorou, Yannis, 'Art and Action: Organisational Problems in the Literary Sector of the EDA (1962–1966)', *Archaiofaxio*, no. 1, June 1999, pp. 46–49.

— 'Literature and Ideology', *To Dentro*, nos. 117–118, April–June 2002, pp. 26–31.

G.P. Savvidis, 'The Stigma of the First Post-War Generation of Poets', in the volume: *Greek Poetry. Anthology – Literary Studies, Volume V*, edited by: Alexandros Argyriou, Sokolis, Athens 2000, pp. 624–627.

Tziouvas, D. 'The Poetics of Guilt and the Material Force of Words', in: *From Lyricism to Modernism*, Nefeli, Athens, 2005. Fais, Michel, 'The Long Monologue of Michalis Katsaros', *Diavazo*, no. 370, 1/1997, pp. 104–119.

Fostieris Antonis and Niarchos Thanasis, 'In the Second Person: A Conversation between Michalis Katsaros, Antonis Fostieris and Thanasis Niarchos', *The Word*, no. 13, 3–4/1982, pp. 225–230.

Vangelis Hatzivassiliou, 'Defeat: A Bitter Wake-up Call for Poetry', *Diavazo*, no. 94, 1984, pp. 69–70.

— 'Three Positions and a Rejection of Political Poetry', *Diavazo*, no. 99, 1984, pp. 58–60.

Eudoxos

-Enzo Traverso, *Left-Wing Melancholy*, 21st Century Publications, 2017. The

discussion on the 'Poetry of Defeat':

Leontaris, Byron, 'The Poetry of Defeat', *Art Review*, nos. 106–7, October–November 1963, pp. 520–524. Vournas,

Tassos, 'The "Poetry of Defeat" and the Defeat of Criticism', *Art Review* no. 109, January 1964, 6–12. Leontaris, Byron,

'A Few More Words on the Poetry of Defeat', *Art Review* no. 110, February 1964, 218–220.

Lykardopoulos Gerasimos, 'The Poetry of Defeat, Contemporary Resistance Poetry', *Art Review* no. 113, May 1964, 459–460.

Tassos Livaditis, 'The Poetry of Defeat: A Topic for Exploration', *Art Review*, no. 141, September 1966, 132–136.