COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES & SOCIAL SCIENCES
ACADEMIC UNIT	PHILOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	PHL A704 **SEMESTER** 7th
COURSE TITLE	LATE ANTIQUE AND EARLY BYZANTINE LITERATURE

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
Lectures	3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	There are no prerequisite courses**.** It is taken for granted, though, that students should have at least a basic knowledge of ancient Greek grammar and syntax
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/LIT1894

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to 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*

- *Guidelines for writing Learning Outcomes*

At the end of this course the student should be able to

1. Realise the artificiality of the particular period as a distinct heuristic category while tracing the reasons for its emergence back to the context of early post-modern anxieties
2. Identify the main generic features of late antique literature in poetry (epic, elegy, epigram, kontakion) or prose (history, chronography, commentary, declamation, lives, letter-writing, question-and-answer, dialogue) taking into account their historical environment both diachronically (evolution of receibed forms – new creations) and synchronically (trligious, philosophical, administrative context)
3. Acknowledge the significance of the dialogue form for the presentation of philosophical, theological, and political theses

4. Be aware of the ideological use of essentialist dichotomies such as philosophy/religion, rupture/transition, decline/revival, belief/reason, while at the same time escaping the pitfalls of reading the period in the anachronistic terms of an obsolete fundamentalist Enlightenment

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Production of new research ideas	*Others…*
	....

1. Search, analyze and synthesize data and information, using the necessary technologies.
2. Independent work.
3. Group work.
4. Criticism.
5. Promoting free and creative thinking.

(3) SYLLABUS

1. *Prolegomena*

   Late Antiquity/Early Byzantium: Innocent alyernatives or *damnatio memoriae*?
   Culture wars and the quest for a uniform identity for the Roman state
   Third Sophistic: Illusion or reality?
   The guardians of the communal cultural consciousness (grammarians, orators, scholars) and the charismatic holy men (philosophers, bishops, saints)
   Chronolgy and periodisation: proposed dates for the chronological limits of the period: from 176 or 212 or 267 or 330 to 485, 529, 641, 692.

2. *Neoplatonism and Christianity*

   Neoplatonic religion and Christian philosophy or Plato in the Wonderland
   The classmates Plotinus and Origenes – Porphyry's codofocation and Iamblichus' theurgy
   The Late Platonic pagan philosopher as a competitor of the Christian ascetic/monk for the best guide to wisdom and salvation

3. *The School of Gaza*

   Gaza as a blooming centre of literary and philosophical studies both pagan and Christian (5th-6th c. AD)
   The Gazaean authors (Aeneas, Zacharias, Procopius, Choricius) an their work

4. *The* Theophrastus *by Aeneas of Gaza*

   Close reading and interpretation of Aeneas' philosophical
   dialogue in which the Christian Euxitheus engages the
   Neoplatonist Theophrastus in the refutation of two neoplatonic
   doctrines incompatible with Orthodox thought, namely (a) the

pre-existence (*προβιοτή*) of the soul and (b) the eternity of the
Universe (*τὸ ἀίδιον τοῦ κόσμου*)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of Powerpoint, internet tools and the e-class platform

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Activity	Semester workload
	Courses	13
	Course total	*125*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written final examination in Greek comprising (a) essay questions and (b) dictation and translation of the original ancient Greek text

(5) ATTACHED BIBLIOGRAPHY

1. P. Brown *The World of Late Antiquity.* London 1971 (Thames & Hudson)
2. Paul Veyne *L' empire gréco-romain*. Paris 2005 (Seuil)
3. Paul Veyne *Quand notre monde est devenue chrétien 312-394*. Paris 2007 (Albin Michel)
4. Θ. Πελεγρίνης *Νεοπλατωνσιμός*. Αθήνα 2012 (Παπασωτηρίου)
5. Χ. Αθ. Τερέζης *Σπουδή στον Ύστερο Νεοπλατωνισμό*. Αθήνα 2013 (Ηρόδοτος)
6. A. Smith (ed.) *The Philosopher and Society in Late Antiquity*. Swansea 2005 (The Classical Press of Wales)
7. E. J. Watts *City and School in Late Antique Athens and Alexandria*. Berkeley 2006 (UCP)
8. P. Rousseau (ed.) *A Companion to Late Antiquity*. Oxford 2009 (Wiley-Blackwell)
9. I. Tanaseanu-Döbler *Theurgy in Late Antiquity*. Göttingen 2013 (Vandenhoeck & Ruprecht)

10. A. Cameron *Dialoguing in Late Antiquity*. Cambridge, Mass. 2014 (HUP)
11. M. W. Champion *Explaining the Cosmos: Creation and Cultural Interaction in Late-Antique Gaza*. Oxford 2014 (OUP)
12. R. C. Fowler (ed.) *Plato and the Third Sophistic*. Göttingen 2014 (De Gruyter)
13. H. Marx-Wolf *Spiritual Taxonomies and Ritual Authority: Platonists, Priests, and Gnostics in the Third Century C.E.* Philadelphia 2016 (University of Pennsylvania Press)