

Current Information:

I. A.) DEPARTMENT NAME: Classics

B.) COURSE NUMBER, and TITLE: GMT 4110: Literature and Culture of Byzantium

C.) CREDIT HOURS: 3 D.) PREREQUISITES: None

E.) CURRENT CLASSIFICATION

1. General Education Code: B C D H M N P S None

2. Writing Requirement: E2 E4 E6 None

3. Math Requirement: M None

Requests:

II. GENERAL EDUCATION

A.) Requested Classification: B C D H M N P S

B.) Effective Date: Fall Spring Summer 2015 (year)

Or

1-time Approval Fall Spring Summer _____ (year)

III. WRITING REQUIREMENT **MATH REQUIREMENT**

A.) Requested Classification E2 E4 E6

B.) Effective Date: Fall Spring Summer 2015 (year)

Or

1-time Approval Fall Spring Summer _____ (year)

C.) Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

_____ Grade x _____ Corrections x _____ Drafts _____ Other

2.) Will a published rubric be used? **YES** (attached in Syllabus)

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

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UNIVERSITY OF FLORIDA
Department of Classics
GMT 4110: The Literature and Culture of Byzantium

Instructor Information

Instructor: Dr. Konstantinos Kapparis
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Office Hours: Tuesdays 3-5 pm

Course Information

Course Time: TO BE ARRANGED
Course Location: TO BE ARRANGED

Course Description: The Byzantine Empire has been one of the longest-lived political structures in human history. For over a millennium Byzantium remained a light of civilization and culture in a world of conflict, disease, instability and stunted intellectual development. The Byzantines continued the heritage of Ancient Greece and Rome, increased it with many brilliant achievements of their own, and influenced dramatically the history, culture and formation of ethnic identities in nations on three continents. The Literature of Byzantium is a vast collection of very diverse materials: from lofty theological texts to obscene tales, and from original works of the highest standards to endlessly tedious rhetorical exhibitions. Byzantine literature has it all and promises never to stop surprising its readers with unexpected discoveries. In this class we will read representative samples of the major genres, acquire an overall view of Medieval Greek literature and culture, and explore the influences of Byzantium on the Modern Greek cultural identity. The course touches upon a great diversity of fields and disciplines, and since there is no language requirement it is suitable for students with an interest in Christian Literature and Church History, Medieval and Modern European History, and Greek Literature and Culture through the centuries. Moreover, the study of this amazing and mystic world promises to be a delight.

General Education Objectives for the Humanities Designation Area: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

These general education objectives will be accomplished through:

- Comparisons with the past and in other societies practices that serve as reference points to allow the modern student to re-evaluate his/her own perceptions and views
- Questioning of modern assumptions and enrich their learning on the history and development of two major monotheistic religions of our time, Christianity and

Islam

- Connections between the experience of Byzantine authors with modern cultural values and standards,
- Evaluation of contemporary perceptions of empire, politics, religion, morality and intellectual development as this compares and contrasts with the historical paradigms of the Medieval world
- Opportunities to discuss highly controversial social issues of the present and correlate their perception and experience of such issues to those of the societies who have transmitted these values to us.
- Consideration of the extent to which Christianization, when compared with Graeco-Roman paganism has generated the values which still govern public life in contemporary America
- A more evolved understanding of the geopolitical forces which still govern the divide between East and West
- Understanding and correct implementation of the use of terminology related to Christian practice through the study of theologians, hymnographers and Church historians.

General Education Student Learning Outcomes:

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.

Students will acquire significant understanding of terminology and concepts especially in Christian theology, worship, art and intellectual history, a thorough grounding in the geopolitical forces that shaped the medieval world in around the Eastern Mediterranean, West Asia and North Africa, and valuable insights into the cultural forces which have shaped modern civilizations in these regions. Content will be assessed through the two essays, multiple choice quizzes and two in-class exams in multiple choice format.

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.

Students will exchange ideas and communicate knowledge and reasoning in weekly class discussions on the required texts, and in the two essays. Communication will be assessed through the essays, and class participation.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Students will have the opportunity to critically assess and discuss topics which outline how the legacy of Byzantium is still influencing the present. Critical thinking will be assessed through the two essays and class participation.

Writing Requirement Information:

- The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- Course grades now have two components: To receive writing credit, a student must receive a grade of “**C**” or higher and a satisfactory completion of the writing component of the course.
- Students will be provided with feedback on the written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization.

- Students need to choose TWO essays out of the three suggested below, and write 3000 words for each, or approximately 8 pages in Times New Roman, size 12, double-spaced (= a total of 6000 words for both essays). **For a satisfactory completion of the writing requirement these word counts must be meticulously observed.**
- The first essay is due by **Week 6**. Feedback for this essay will be provided by Week 8 (before the midterm).
- The second essay is due by **Week 12**. Feedback for this essay will be provided by Week 14.
- Writing requirement credit can only be obtained once for a course. If a student meets the writing requirement credit in a course, repeating the course will not result in additional writing requirement credit.

Essay Topics and Instructions:

CHOOSE TWO OUT OF THE FOLLOWING TOPICS AND WRITE AN ESSAY OF 3000 WORDS ON EACH OF YOUR CHOSEN TOPICS (Total must be 6000 words).

1. Religion was important to the Byzantines, and Christianity was at the center of every aspect of public and private life. From your readings and our discussions on Byzantium would you consider this aspect to be a source of strength or weakness for the empire?
2. Discuss the legacy of Byzantium and its impact upon the modern world with specific references to concepts of nationhood in the Eastern Mediterranean and Eastern Europe, and also other aspects of life, such as art, food, music and culture.
3. Edward Gibbon in *The History of the Decline and Fall of the Roman Empire* suggested that the Byzantine Empire amounted to a prolonged stage of decline. Would you agree with this assessment? Explain your views with specific examples from the arts, literature, politics and other aspects of public and private life.

Notes:

1. All three topics are designed to be stimulating and engaging, and there is no expected right or wrong answer. All well-argued points are acceptable, and the objective is not so much to get to the “right” answer, but rather to develop a methodology of arguing a case, and to improve on writing skills. So, there is no need to be pedantic with your arguments. Be imaginative and creative.
2. You **MUST** stick to these topics. This is very important because the skill to focus on a specific aspect of the topic is crucial for good writing. For example, if one asks you to comment on the Spartan military, and you write about the Spartan economy, you simply have not answered the question that you were asked. This is why answers not directly related to the topic will not be considered.
3. You can use any materials you like, and if you wish to draw parallels between Byzantine institutions and parallels in other cultures and periods, this is most welcome, provided that appropriate caution is exercised.
4. You can access online academic journals either from a computer on campus, or

- from home using VPN.
5. A brief set of further instructions on how to complete your research and write your paper is published online. These are simply meant to be common-sense and easy to follow guidelines, NOT obligatory requirements. Here is the URL with my suggestions:
<http://web.clas.ufl.edu/users/kapparis/esinstructions.htm>

Recommended Writing Resources: Students should consult the following book:
Strunk, William and White, E.B. *The Elements of Style*. 4th edition. Pearson Education Limited 2014. This is a very modestly priced, concise and useful book.

It is also highly recommended to take advantage of the rich resources offered by the **University Writing Studio**. The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online (<http://writing.ufl.edu/writing-studio/>) or in 302 Tigert Hall for one-on-one consultations and workshops.

Writing Assessment Rubric:

	Satisfactory (Y)	Unsatisfactory (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and	Documents rely on word usage that is inappropriate for the context, genre, or

	discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

List of required and optional texts

i. **Course Textbook**

Karl Krumbacher *The History of Byzantine Literature: from Justinian to the end of the Eastern Roman Empire (527-1453)* (2nd ed. Munich: Beck, 1897), Introductory sections translated by David Jenkins and David Bachrach, Copyright: University of Notre Dame 2001. Online link: <http://www.byzantine.nd.edu/krumbacher.htm>

ii. **Required Readings (online)**

St. Basil of Caesaria: The Creation of the World: Extracts from the *Hexameron*
 St. John Chrysostom: Three Homilies on the Power of Demons
 Procopius of Caesaria: *Anecdota*

Chapters:

- 8. Character and Appearance of Justinian
- 9. How Theodora, Most Depraved of All Courtesans, Won His Love
- 10. How Justinian Created a New Law Permitting Him to Marry a Courtesan
- 12. Proving That Justinian and Theodora Were Actually Fiends in Human Form
- 13. Perceptive Affability and Piety of a Tyrant
- 29 Other Incidents Revealing Him as a Liar and a Hypocrite

Michael Psellos, *Chronographia*: The Character and Reign of Basil II

Anna Komnene, *Alexiad*: Extracts from the Crusades; Powerful women in the Byzantine court.

Emperor Constantine VII, Porphyrogenetos, *Ceremonies of the Byzantine Court*: The

Coronation Ceremony

John Malalas: Chronographia: Extracts on the successors of Alexander the Great, and popular fiction

The Lives and Martyrdom of Women Saints

Romanos Melodos The Canticle (Kontakion) of Christmas

Derek Krueger, "Romanos the Melodist and the Christian self in early Byzantium" (Online article, January 2011).

Acathist Hymn (Pseudepigraphon)

The Ritual of Holy Friday (Online Article by the Rev. Alkiviadis Calivas)

The Great Canon of Andrew of Crete (Text in the website of the Greek Orthodox Archdiocese of Australia)

John Damascene: Easter Sunday Canon (Christian Classics Ethereal Library)

Cosmas Melodist: Christmas Day Canon (Christian Classics Ethereal Library)

Kassiane: The hymn of the repenting prostitute

"Women Hymnographers" (Online article by Diane Touliatos-Miliotis)

Byzantine Music Samples (Excellent collection in the website of the Church of Greece)

(NOTE: Students are expected to read each week's assignment in advance. All readings are available online, free of charge. Visit the course website for the relevant link to each week's readings).

iii. **Recommended Reading:**

George Ostrogorsky: *History of the Byzantine State*, (Translated by Joan Hussey), Fifth Paperback Edition: Rutgers University Press 1997.

Grading:

- Two In-class Examinations, each worth 15% of your final grade (= 30% total).
- 10 online quizzes, intended to make sure that students have read the required primary sources. Each quiz is worth 2% of the final grade (20% total).
- Two Essays (2x3000 words = 6000 words total) = 40% total (2x 20%).
- Throughout the semester 12 quizzes will be offered on the required texts, one every week (no quiz is scheduled for weeks 1, 9, 14, and 16). This means that a student can miss two quizzes without penalty. Students who complete 11 or 12 quizzes, will be rewarded for excellent attendance with extra credit. Students are required to read the assigned texts BEFORE each week's lecture, in order to be able to answer the questions of the online quiz.
- Class participation: 10%

N.B. During the course of this semester, we may sometimes make use of slides, images and video clips that will not be available to students outside of class. While all required course readings and power points will be posted online, the content of lectures will not be posted online, and this is why good attendance is important for success in this course.

CLASSROOM POLICIES:

• **Attendance & makeup policy:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

• **Late Policy:** A class roll will be passed around at the beginning of class. If a student is late, he or she will have to sign the roll after class. Such lateness distracts other students and the instructor and will affect the student's final participation grade. Students will lose 1% from their final grade each time they arrive late.

• **Cell phone and texting policy:** Students must turn cell phones to vibrate before coming to class. Each time a student's cell phone rings or each time that a student texts during class, 1% will be deducted from that student's final grade for each instance.

• **Grade Disputes:** Should a student wish to dispute any grade received in this class (other than simple addition errors), the dispute must be in writing and be submitted to the instructor within a week of receiving the grade. The dispute should set out very clearly, the grade that the student believes the assignment should have received as well as why he or she believes that he or she should have received such a grade.

Grading Scale and policies:

A = 90 or above

A- = 87-89

B+ = 84-86

B = 80-83

B- = 77-79

C+ = 74-76

C = 70-73

C- = 67-69

D+ = 64-66

D = 60-63

D- = 57-59

E = 56 or below

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> - hgrades

<http://www.isis.ufl.edu/minusgrades.html>

Academic Honesty: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code

(<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>)

specifies a number of behaviors that are in violation of this code and the possible

sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>). For emergencies call University Police Department: 392-1111 or 911.

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Weekly topics and assignments:

i. Introduction

W1-2. Overview of the Byzantine Empire
Overview of the Literature and culture of Byzantium

ii. Early Christian Literature: Philosophy and Byzantine Oratory

W. 3: St. Basil of Caesarea: Bridging the gap between the Ancient World and Byzantine Christianity

Reading: St. Basil of Caesaria: The Creation of the World: Extracts from the *Hexameron*

W4. St. John Chrysostom: On Saints and Demons

Reading: St. John Chrysostom
Three Homilies on the Power of Demons

iii. Byzantine Historiography

W5: The era of Justinian and the ambivalent relationship of the Byzantines with Sexuality

Reading: Procopius of Caesaria: *Anecdota*

Chapters:

8. Character and Appearance of Justinian
9. How Theodora, Most Depraved of All Courtesans, Won His Love
10. How Justinian Created a New Law Permitting Him to Marry a Courtesan
12. Proving That Justinian and Theodora Were Actually Fiends in Human Form
13. Perceptive Affability and Piety of a Tyrant
- 29 Other Incidents Revealing Him as a Liar and a Hypocrite

W6. Michael Psellos: the Macedonian era and the portrait of Byzantium's most glorious emperor, Basil II.

Reading: Michael Psellos, *Chronographia*: The Character and Reign of Basil II

W7. Anna Comnena: *Alexiad*. The Crusades from an eastern perspective; powerful women in the Byzantine court of the Comneni

Reading: Extracts from the *Alexiad*

W8. Emperor Constantine VII, Porphyrogenetos: *Ceremonies of the Byzantine Court*

Reading: The Coronation Ceremony

W9: REVIEW AND MIDTERM TEST

iv. Popular Literature and Fiction

W10: John Malalas and the Chronicle.

Reading: Malalas, *Chronicle*. Extracts on the successors of Alexander the Great.

W11: Hagiography: The Lives and Martyrdom of Women Saints

Reading: Lives of Women Saints (online)

v. Poetry, Hymnography and Liturgical Music:

W12: Romanos Melodos: The Canticle (Kontakion) and Early Religious Poetry

Reading: Romanos Melodos, The Canticle (Kontakion) of Christmas
Derek Krueger, "Romanos the Melodist and the Christian self in early Byzantium"
(Online article, January 2011).
Acathist Hymn (Pseudepigraphon)

W13: The Canon as the Apex of Religious Poetry and Music

Reading: The Ritual of Holy Friday (Online Article by the Rev. Alkiviadis Calivas)
The Great Canon of Andrew of Crete (Text in the website of the Greek Orthodox Archdiocese of Australia)
John Damascene: Easter Sunday Canon (Christian Classics Ethereal Library)
Cosmas Melodist: Christmas Day Canon (Christian Classics Ethereal Library)

W14: Women Hymnographers in the Byzantine Era

Reading: Kassiane: The hymn of the repenting prostitute
"Women Hymnographers" (Online article by Diane Touliatos-Miliotis)
Byzantine Music Samples (Excellent collection in the website of the Church of Greece)

vi. Art and Architecture

W15: Icons, Churches, and the material heritage of Byzantium

W16 FINAL TEST