

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

Department Contact: Victoria Pagan

Contact Name: _____

Phone 352-273-3696 Email vepagan@ufl.edu

College Contact: CLAS

College Name: _____

College Contact Name: David Pharies

Phone 352-392-2264 Email pharies@ufl.edu

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

Instructor Information

Instructor: Dr. Konstantinos Kapparis
Office: 135 Dauer
Phone: 352-273-3693
e-mail: kapparis@ufl.edu
Website: <http://users.clas.ufl.edu/kapparis/byzantium/byzantium.html>
Office Hours: W 5-7 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 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.

General Education Student Learning Outcomes:

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

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

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

Course Student Learning Outcomes:

By the end of the semester, it is expected that students will:

- Compare 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
- Question modern assumptions and enrich their learning on the history and development of two major monotheistic religions of our time, Christianity and Islam
- Relate the experience of Byzantine authors with modern cultural values and standards,
- Evaluate contemporary perceptions of empire, politics, religion, morality and intellectual development as this compares and contrasts with the historical paradigms of the Medieval world
- Have opportunity 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.
- Consider the extent to which Christianization, when compared with Graeco-Roman paganism has generated the values which still govern public life in contemporary America
- Obtain a developed understanding of the geopolitical forces which still govern the divide between East and West
- Understand and be able to implement correctly the use of terminology related to Christian practice through the study of theologians, hymnographers and Church historians.

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

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 30% of your final grade (= 60% total).
- 10 online quizzes, intended to make sure that students have read the required primary sources. Each quiz is worth 4% of the final grade (40% total).
Throughout the semester 12 quizzes will be offered, 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.

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.

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 for 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. There are many ways to write a good paper, and you should feel free to do it your way, if you are confident that it works well. 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.** Peason 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** (www.writing.ufl.edu).

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/>).

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

GRADING RUBRIC

GRADE	A	B	C	D	E
Content	<ul style="list-style-type: none"> • A full identification of questions, concepts, and principles from course materials that bear on the main idea of the paper. • A full description of questions, concepts, and principles from course materials that bear on the main idea of the paper. • A full explanation of questions, concepts, and principles from course materials that bear on the main idea of the paper. 	<ul style="list-style-type: none"> • An identification of most questions, concepts, and principles from course materials that bear on the main idea of the paper. • A nearly full description of questions, concepts, and principles from course materials that bear on the main idea of the paper. • A nearly full explanation of questions, concepts, and principles from course materials that bear on the main idea of the paper. 	<ul style="list-style-type: none"> • An adequate description of questions, concepts, and principles from course materials that bear on the main idea of the paper. • An adequate explanation of questions, concepts, and principles from course materials that bear on the main idea of the paper. • An adequate explanation of questions, concepts, and principles from course materials that bear on the main idea of the paper. 	<ul style="list-style-type: none"> • An incomplete identification of questions, concepts, and principles from course materials that bear on the main idea of the paper. • An incomplete description of questions, concepts, and principles from course materials that bear on the main idea of the paper. • An incomplete explanation of questions, concepts, and principles from course materials that bear on the main idea of the paper. 	<ul style="list-style-type: none"> • A failure to identify questions, concepts, and principles from course materials that bear on the main idea of the paper. • A failure to describe questions, concepts, and principles from course materials that bear on the main idea of the paper. • A failure to explain questions, concepts, and principles from course materials that bear on the main idea of the paper.
Critical Thinking	<ul style="list-style-type: none"> • A very persuasive interpretation of course materials in support of the main idea of the paper. • A comprehensive analysis of issues and ideas in course materials from a multitude of perspectives to support the main idea of the paper. 	<ul style="list-style-type: none"> • A persuasive interpretation of course materials in support of the main idea of the paper. • A detailed analysis of issues and ideas in course materials from a multitude of perspectives to support the main idea of the paper. 	<ul style="list-style-type: none"> • An adequate interpretation of course materials in support of the main idea of the paper. • A sufficient analysis of the issues and ideas in course materials to support the main idea of the paper. 	<ul style="list-style-type: none"> • An incomplete interpretation of course materials in support of the main idea of the paper. • An incomplete analysis of the issues and ideas in course materials to support the main idea of the paper. 	<ul style="list-style-type: none"> • An incomplete and insufficient interpretation of course materials in support of the main idea of the paper. • An incomplete and insufficient analysis of the issues and ideas in course materials to support the main idea of the paper.
Communication	<ul style="list-style-type: none"> • The argument advances in a manner that is easy for the reader to understand. • All sentences are complete and easy to understand. • Grammatical, spelling, and typographical errors are almost completely absent. • Formatting is almost completely according to instructions. • Nearly all sources are properly cited. 	<ul style="list-style-type: none"> • The argument advances in a manner that is for the most part easy for the reader to understand. • Nearly all sentences are complete and easy to understand. • Grammatical, spelling, and typographical errors are infrequent and fairly minor. • Formatting is mostly according to instructions. • Most sources are cited properly. 	<ul style="list-style-type: none"> • Some sections are only adequately developed. The argument is only adequately understandable. • Some sentences are incomplete or fragmented. • Grammatical, spelling, and typographical errors are fairly common but generally minor. • Formatting is basically according to instructions. • Some sources are not cited properly. 	<ul style="list-style-type: none"> • Some sections of the paper are missing or incomplete. The argument is difficult to understand. • Many sentences are incomplete or fragmented. • Grammatical, spelling, and typographical errors are fairly frequent and significant. • Formatting is only partially according to instructions. • Many sources are not cited properly. 	<ul style="list-style-type: none"> • A significant portion of the paper is missing or incomplete. The argument is very difficult to understand. • Most sentences are incomplete or fragmented. • Grammatical, spelling, and typographical errors are very frequent and significant. • Formatting is not according to instructions. • Most sources are not cited properly.