

COURSE OUTLINE

(1) GENERAL

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| SCHOOL | SCHOOL OF PHILOSOPHY | | |
| ACADEMIC UNIT | PHILOLOGY | | |
| LEVEL OF STUDIES | GRADUATE | | |
| COURSE CODE | MBZΦ025 | SEMESTER | All |
| COURSE TITLE | Ekphraseis, Image and Word in Byzantine Literature | | |
| INDEPENDENT TEACHING ACTIVITIES <i>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</i> | | WEEKLY TEACHING HOURS | CREDITS |
| Lectures and presentations | | 3 | 15 |
| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i> | | | |
| COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i> | Special field, development of proficiency | | |
| PREREQUISITE COURSES: | NONE | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | GREEK (in English for Erasmus students) | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | YES | | |
| COURSE WEBSITE (URL) | https://elearn.uoc.gr https://sso.uoc.gr/login | | |

(2) LEARNING OUTCOMES

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| <p>Learning outcomes</p> <p><i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to 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 Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> |
| <p>Rhetorical descriptions (<i>ekphraseis</i>) and the wider relation between image and word in Byzantine literature, is an interesting and breeding area of study that on the one hand allows students to get familiar with traditional research approaches (such as theory and examples of texts related to “<i>ekphraseis</i>”); on the other hand as a research field, it can further develop contact with produced relevant bibliography of the most recent years.</p> <p>Main goals of the current seminar will be:</p> <ul style="list-style-type: none"> - to enable students participating in it to study in detail and spot theoretical views in rhetorical texts of Late Antiquity on the relation between image and word. - to encourage practicing the appliance of rhetorical theory on specific works and passages. - also to investigate whether the relation between image and word can be expanded in a |

wider framework than the one of “*ekphrasis*”, as a rhetorical description.

- to be able to approach the dynamics on the perception of the image within the context of developing ideas and aesthetics in Byzantium, from Late Antiquity and the early period, to the post-iconoclastic era, as well as the so-called humanism after the 10th century.

With the successful completion of the seminar each student will widen his/her knowledge on literature, history and culture Byzantium, and will further proceed after making a few more steps in understanding the relations between literature and aesthetics, as they are articulated in the specific historical context of each period.

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
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
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Others...
.....

- Search, analyzing, composition of data and information, by using all the required technological support
- Independent work
- Production of new research ideas
- Practice on criticism and self-criticism
- Promotion of free, creative and inferential way of thinking

(3) SYLLABUS

Main structural parts of the seminar will be:

1. Theoretical texts from Late Antiquity that discuss the relation between word and image and define the genre of rhetorical descriptions (*ekphraseis*). Theory of *Progymnasmata* on *Ekphraseis*. *Ekphraseis* in verse and prose.
2. The many *ekphraseis* in Byzantine literature: analysis of particular examples.
3. The concept and description of beauty, imaging and sensual representation through the word. The case of portraits: from the theological (incorporeal) portrait of the Fathers, to the erotic diction of a corporeal description in the Middle Period.
4. The concept of the sensual and mental world, and the limits between the two.
5. Symbolisms of byzantine church building and the *ekphraseis* of christian temples and their architectural details. “Hierotopy”, as a recent term, a collection of techniques and a target, which by combining word and image enlivens the Christian space.
6. The theory of image after Iconoclasm and the new relation between image and the word. Theology of the Icon.
7. Poetry and the evolution of the relation between word and image. The role of epigram.
8. *Ekphraseis* for works of art. Examples of texts.
9. Naturalistic subjects in *ekphraseis*: descriptions of gardens, trees, hunting scenes.
10. *Ekphraseis* on cities, and the revival of this genre in the Palaeologan period.

(4) TEACHING and LEARNING METHODS - EVALUATION

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|---|---|--------------------------|
| DELIVERY <i>Face-to-face, Distance learning, etc.</i> | In class | |
| USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i> | <ul style="list-style-type: none"> Teaching material (files, slides, presentations, editions, studies, monographs and articles), plus contact via the <i>elearn</i> platform Contact via email | |
| TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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.</i> <i>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</i> | Activity | Semester workload |
| | Lectures | 39 |
| | Independent study and exam preparation | 200 |
| | Final written examination | 136 |
| | Course total | 375 |
| STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i> | <p>Students will be rated through their participation-presence during the seminar, each week of the semester. They will contribute in the presentation of the general subject by presenting to their fellow-students a specific part of the examined material, reporting thus for the progress of their own work. Apart from the three hours week meetings, additional tutorials will support the specific treatment of each subject, while at the same time they will give the chance for clarifying specific questions for each student. After the end of the 13 weeks of the semester, students can send their final written piece of work until the end of the second week of the exams period.</p> | |

(5) ATTACHED BIBLIOGRAPHY

- *Εικόν και λόγος: έξι βυζαντινές περιγραφές έργων τέχνης* (εισαγ. δοκ. Ευτέρπη Μήτση, Π. Αγαπητός, ανθολ. μτφ. και σχολ. Π. Αγαπητός, Μ. Hinderberger), Αθήνα 2006
- E. Braounou-Pietsch, *Beseelte Bilder. Epigramme des Manuel Philes auf bildliche Darstellungen*, Wien 2010
- A. Eastmond – Liz James, *Icon and Word. The power of images in Byzantium*, Burlington

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- L. James-R. Webb, "To understand ultimate things and enter secret places": ekphrasis and art in Byzantium, *Art History* 14 (1991), 1-17
- M. Krieger, *Ekphrasis: The Illusion of the Natural Sign*, Βαλτιμόρη 1992.
- Ruth Macrides-P. Magdalino, The Architecture of Ekphrasis: Construction and Content of Paul the Silentiary's Ekphrasis of Hagia Sophia, *BMGS* 12 (1988), 47-82
- H. Maguire, *Art and Eloquence in Byzantium*, Princeton 1981
- H. Maguire, *Image and Imagination: The Byzantine Epigram as Evidence for Viewer Response*, Toronto 1996
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- P. Odorico-Charis Messis (επιμ.), *Villes de toute beauté: L'ekphrasis des cités dans les littératures byzantine et byzantino-slaves. Actes du colloque internationale, Prague, 25-26 novembre 2011*, (Dossiers Byzantins 12), Paris 2012
- A.-M. Talbot, Epigrams in Context: Metrical Inscriptions on Art and Architecture of the Palaiologan Era, *DOP* 53 (1999), 75-90
- R. Webb, The aesthetics of sacred space: narrative, metaphor, and motion in ekphraseis of church buildings, *DOP* 53 (1999), 59-74
- R. Webb, Ekphrasis ancient and modern: the invention of a genre, *Word and Image* 15 (1999), 7-18