

## LIT8 Text and the City: Constantinople, the ‘Queen of Cities’ in literature (7 ECTS)

### COURSE OUTLINE

#### 1. GENERAL

<b>SCHOOL</b>	School of Classics and Humanities		
<b>DEPARTMENT</b>	Department of Greek Philology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	LIT8	<b>SEMESTER</b>	8 <sup>th</sup>
<b>COURSE TITLE</b>	TEXT AND THE CITY: CONSTANTINOPLE, THE ‘QUEEN OF CITIES’ IN LITERATURE		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
Lectures and Reading classes		3	7
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	English		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>			
<b>COURSE URL:</b>			

#### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b> <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>												
Upon successful completion of this course, students will: <ul style="list-style-type: none"> <li>• be able to place Constantinople in its historical context (geographically, politically, economically, culturally).</li> <li>• will have an overview of Byzantine literary genres and they will be able to identify their general characteristics.</li> <li>• have examined social and gender issues in Byzantium.</li> <li>• be able to identify and appreciate the different literary genres as sources of historical and archaeological information and evaluate conflicting accounts between texts.</li> <li>• have familiarized themselves with methods of researching, analyzing, and composing historical information through various sources.</li> <li>• enhance further their ability to read, understand and analyze primary textual sources in Greek.</li> </ul>												
<b>General Skills</b> <i>Name the desirable general skills upon successful completion of the module</i>												
<table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information,</i></td> <td><i>Project design and management</i></td> </tr> <tr> <td><i>ICT Use</i></td> <td><i>Equity and Inclusion</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Sustainability</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td></td> </tr> </table>	<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>	<i>ICT Use</i>	<i>Equity and Inclusion</i>	<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>	<i>Decision making</i>	<i>Sustainability</i>	<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Teamwork</i>	
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<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>											
<i>Teamwork</i>												

<i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Critical thinking</i> <i>Promoting free, creative and inductive reasoning</i>
Search, analysis and synthesis of data and information, ICT Use Teamwork Production of new research ideas Equity and Inclusion Sensitivity to gender issues Critical thinking Promoting free, creative and inductive thinking.	

### 3. COURSE CONTENT

A glance in the following topics will be covered in the lectures. Together of a general overview of each, one or more texts will be used as case studies. The texts selected are meant to include both the formal sources, such as historiography, official accounts, and Court Taktika, but also more informal literature, such as letters, chronicles, accounts of saints' lives and miracles, satirical poetry, sermons, etc, which will span the period from the early 4<sup>th</sup> century to the 15<sup>th</sup>.

- Introduction: cities and countryside in late antiquity and the birth of Constantinople.
- Ceremonies and feasts: the Encaenia of Constantinople and the funeral of Constantine the Great.
- The archaeology of Constantinople: landscape, infrastructure, buildings, and resources.
- Economy and trade: shopping in the City, imports, exports, industrial espionage, and the Silk Road.
- The culture and art of Byzantium.
- Triumphs and riots: the crowds of the Capital.
- Religion: monasteries and urban saints, a source of fear and comedy.
- Education: schools, teachers and (not so) diligent students.
- Everyday life: arguing with the neighbours and going to the Hippodrome.
- Women in the capital.
- Life in the court: it's all Byzantine.
- What's the weather like? Natural disasters.
- The end (or is it?): the siege and fall of the "City of cities". And the day after.

### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face and distance learning.	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in teaching and communication. Encouragement for use advanced digital tools in their project.	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i>  <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures	26
	Reading classes	13
	Research and home studying	50
	Team project	75
	Weekly assignments	11
	Total:	175 hours

<p style="text-align: center;"><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Mid-term test: 30%</p> <p>Classwork and participation: 30%</p> <p>Team project and presentation: 40%</p>
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## 5. SUGGESTED BIBLIOGRAPHY

Bassett, S. (Ed.). *The Cambridge Companion to Constantinople* (Cambridge Companions to the Ancient World). Cambridge: Cambridge University Press. (2022). doi:10.1017/9781108632614

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Crow, James. "The Infrastructure of a Great City: Earth, Walls and Water in Late Antiquity Constantinople," in Lavan, Luke; Zanini, Enrico; Sarantis, Alexander, *Technology in Transition: A.D. 300–650*, BRILL: 2008, 251–285.

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