



UNIVERSIDAD DE CORDOBA

INSTITUTO DE ESTUDIOS DE POSGRADO
**MÁSTER UNIVERSITARIO EN
 PLURALISMO RELIGIOSO: JUDÍOS,
 GRIEGOS Y ÁRABES DESDE LA
 TARDOANTIGÜEDAD A LA
 2024/25 YEAR
 DE ATENAS A OCCIDENTE: LA
 TRANSFERENCIA DE LOS
 CONOCIMIENTOS HELENOS A LA
 EUROPA RENACENTISTA (V)**



Course details

Course name: DE ATENAS A OCCIDENTE: LA TRANSFERENCIA DE LOS CONOCIMIENTOS HELENOS A LA EUROPA RENACENTISTA (V)

Code: 631103

Degree/Master: MÁSTER UNIVERSITARIO EN PLURALISMO RELIGIOSO: JUDÍOS, **Year:** 1
 GRIEGOS Y ÁRABES DESDE LA TARDOANTIGÜEDAD A LA

ECTS Credits: 4.0

Classroom hours: 0

Face-to-face classroom percentage: 0.0%

Study hours: 100

Online platform: <https://moodle.uco.es/>

Coordinating teacher

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Brief description of the contents

The goal of the Course From Athens to the West is to make a comprehensive diachronic journey of the Greco-Roman religious ideas and their transmission from Late Antiquity to the European Renaissance. In this sense, the course begins with the main aspects of Greco-Roman culture, such as religion, Greek philosophy and its tradition, and the practical fields of knowledge - to wit, medicine, astronomy, physics and natural sciences. The second part, "Beyond the Greek spirit" calls attention to the roots of Christianity and its development among the diverse communities until the definitive separation in Western and Eastern Christianities. In this context, the new intellectual hybridizations come to the fore in the third part of the seminar by analysing how the classical culture and the theocentric religions are blended from Late Antiquity to the Middle Ages. The fourth section, finally, focuses on the main aspects of the cultural and religious transference from the byzantine horizon to the Western shores: places of contact, travellers, translations and translators, and the main centres of culture and religion.

Prerequisites

Prerequisites established in the study plan

None

Recommendations

None

Study programme

1. Theory contents

Greek Thoughts and Beliefs. The New Paradigms of Knowledge

- Origin and development of the Greek religion in contact with other cultures
- Greek philosophy and its tradition
- Practical knowledge: medicine, astronomy, physics and natural sciences
- Secret societies

Beyond the Greek Spirit. The Diversity of Early Christianity

- Origin: the roots of Christianity
- The new perspective on Early Christianity
- The pluriformity of Early Christianity
- Towards an explanation of Early Christian pluriformity

Late Antiquity. The New Ways of Intellectual Hybridization

- From the Classical world to the Middle Ages
- From the Classical culture to Theocentric culture
- Knowledge of the Late Antiquity

From East to West. The Byzantine Horizon in the Western Medieval & Renaissance Ages

- The ways of Greek knowledge transfer, Places of contact, Travellers and translations
- The Greek traces in Spain and in Cordova
- The reception of secret religious knowledge

2. Practical contents

- Commentary of texts and reading the bibliography
- Watching videos on the subject matter
- Attendance to conferences and symposia (opcional)

Bibliography

Section 1

Bernabé, A., *La voz de Orfeo. Religión y Poesía* (UCOPress: Córdoba, 2019).

Bremmer, J., *Greek Religion* (CUP: Cambridge, 1994).

Burkert, W., *Greek Religion* (HUP: Cambridge, Mass. 1985).

Cancik, H., Schneider, H. & Landfester, M. (eds.), *Brill's New Pauly* (Brill: Leiden, 2006) [<https://referenceworks.brillonline.com/browse/brill-s-new-pauly>]

Cuomo, S., *Technology and Culture in Greek and Roman Antiquity* (CUP: Cambridge, 2007).

Hanegraaff, W.J., *Esotericism and the Academy. Rejected Knowledge in Western Culture* (CUP: Cambridge, UK, 2012).

Lloyd, G., *Early Greek Science* (Chatto & Windus: London, 1970).

Lloyd, G., *Greek Science after Aristotle* (Chatto & Windus: London, 1973).

Pomeroy, S.B., et al., *Ancient Greece: A Political, Social, and Cultural History* (OUP: New York, 1999).

Section 2

Luttikhuisen, G.P., *The diversity of earliest Christianity* (Parthenon: The Netherlands, 2012).

Piñero, A. (ed.), *Orígenes del cristianismo, Antecedentes y primeros pasos* (Herder: Barcelona, 2018).

Popovic, M., Roig Lanzillotta, L. & Wilde, C. (eds.), *Sharing and Hiding Religious Knowledge in Early Judaism, Christianity, and Islam* (De Gruyter: 2018).

Roig Lanzillotta, F., "Cristianismos diversos en los dos primeros siglos : de los Hechos apócrifos de los Apóstoles a los escritos de Nag Hammadi", in P. Ciner, J.C. Alby & J.B. García Bazán (eds.), *El conocimiento oculto: Homenaje a Francisco García Bazán* (Trotta: Buenos Aires, 2020) pp. 173-191.

Sanneh, L. & McClymond M.J. (eds.), *The Wiley Blackwell Companion to World Christianity* (Wiley Blackwell: Oxford, 2016).

Section 3

Lössl, J. & Baker-Brian, N.-J., *A Companion to Religion in Late Antiquity* (Wiley Blackwell: 2018).

Roig Lanzillotta, F. & Muñoz Gallarte, I., *Plutarch in the Religious and Philosophical Discourse of Late Antiquity* (Brill: Leiden-Boston, 2012).

Valantasis, R., *Religions of Late Antiquity in Practice* (PUP: Princeton, 2000).

Section 4

Bravo García, A. "La España visigoda y el mundo bizantino: aspectos culturales y teológicos", en M. Cortés Arrese, *Toledo y Bizancio* (Cuenca, 2002) 123-167.

Carmmelli, G., *I dotti bizantini e le origini dell' Umanesimo*, 3 vols. (Vallechi: Firenze, 1941-1954).

Domínguez, J.F., *Diccionario biográfico y bibliográfico del humanismo español (ss. XV-XVII)* (Ediciones Clásicas: Madrid, 2012).

Fernández Muñoz, R., *El libro griego del s. XVI de las bibliotecas históricas de Córdoba* (Tesis doctoral UCO: Córdoba, 2020).

Methodology

Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	30
<i>Information processing activities</i>	50
<i>Information search activities</i>	20
Total hours	100

Results of the training and learning process

Knowledge, competencies and skills

- CB6 Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación
- CB9 Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades
- CT1 Saber analizar, sintetizar y razonar críticamente sobre los orígenes de la cultura europea y su actualidad
- CT2 Conocer y analizar las características históricas del fenómeno religioso, su situación actual, perspectivas e interrelación con la realidad social de cada época
- CE1 Conocer la realidades lingüísticas, culturales, históricas, filosóficas, artísticas y religiosas de las culturas mediterráneas
- CE3 Conocer la realidad cultural y lingüística del entorno mediterráneo

Assessment methods and instruments

Tools	Percentage
Group or individual globalizing projects	20%
Means of practical execution	40%
Students assignments	40%

Period of validity for partial qualifications:

The semester

Clarifications:

The evaluation consists on three criteria: 1) "means of practical execution" are QARQs (critical summaries of selected readings), "students assignments" consists of a written final paper (students will have to demonstrate their knowledge about the topic and their skills regarding the commentary of the related texts), and "group or individual globalizing projects" correspond to intervention in the debates around certain key topics of the course.

Regarding the written paper, grading will take into account plagiarism and the use of AI when substituting the personal effort of the student, in which case it would entail the automatic failing of the paper. AI use must be declared and clearly explained, the paper must be the author's own, and not present others' ideas, data, words or other material without adequate citation and transparent referencing.

Sustainable development goals

Good health and well-being

Quality education

Gender equality

The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).
