

## COURSE OUTLINE

### MODERN GREEK PROSE (1930-PRESENT)

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	6 <sup>TH</sup>
<b>COURSE TITLE</b>	MODERN GREEK PROSE (1930-PRESENT)		
<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>
		3	4
<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>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 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 the course, participants will be able to: <ul style="list-style-type: none"> <li>• Understand, describe, and interpret key terms and concepts related to the study of contemporary Greek prose from 1930 to the present.</li> <li>• Know the historical, social, political, and cultural context of the time.</li> <li>• Comprehend the maturation process of prose writing during the transition from realism to modernism and postmodernism, as well as forms of experimentation in the 21st century.</li> <li>• Familiarize themselves with the themes and narrative techniques of important representatives of this period.</li> <li>• Examine various genres of prose as fields that reflect the concerns of modern Greek society.</li> <li>• Compose academic papers.</li> <li>• Design and implement a course outline for teaching pre-war and post-war prose, systematically organizing its individual sections.</li> </ul>	
<b>General Skills</b> <i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information, ICT Use</i>	<i>Project design and management</i>
<i>Adaptation to new situations</i>	<i>Equity and Inclusion</i>
<i>Decision making</i>	<i>Respect for the natural environment</i>
<i>Autonomous work</i>	<i>Sustainability</i>
<i>Teamwork</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Working in an international environment</i>	<i>Critical thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Production of new research ideas</i>	
<ul style="list-style-type: none"> <li>• Search, analysis and synthesis of data and information, ICT Use</li> <li>• Autonomous work</li> </ul>	

- Teamwork
- Equity and Inclusion
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Promoting free, creative and inductive reasoning

### 3. COURSE CONTENT

1	Introduction	The content, objectives, learning outcomes, and requirements of the course.
2	Literary Heritage	Modern Greek prose up to 1930.
3	Issues of Definitions and General Information	Modernism, postmodernism, (historical) metafiction, meta-history. - From «the narration of an adventure» to «the adventure of a narration». From the traditional structures to the fragmentation and the dissolution of forms.
4	The three trends of Prose from the "Generation of '30"	First trend: Prose as testimony. The Aeolian School (Stratis Doukas, Stratis Myrivili, etc.).
5	Prose from the Generation of '30. Second trend.	Second Trend: Urban Realism (Giorgos Theotokas, Angelos Terzakis, etc.).
6	Prose from the Generation of '30: Third Trend	Third trend: The Modernists (N.G. Pentzikis, G. Skarimpas, etc.).
7	The Occupation Period. Trends of escape and introspection	The lyrical prose of the «Generation of 1940's». Alkis Angeloglou, Asteris Kovvatzis.
8	Post-War Prose	War testimonies. The Resistance. War experiences (Giannis Beratis, Sotiris Patatzis, Dimitris Hatzis, Rodis Roufos, etc.).
9	Post-War Prose	The Civil War (Renos Apostolidis, Alexandros Kotzias, Emmanouil Kasdaglis, Thanasis Valtinos, etc.).
10	Post-War Prose	Womens' prose: Margarita Lymberaki, Mimika Kranaki, etc. "Man and History" (according to G. Dimitrakakis): Stratis Tsirkas, Dimitris Hatzis, Andreas Frangias, etc. «The Angry Youth of Greek Prose» (according to Aggela Kastrinaki): Marios Hakkas, Antonis Samarakis, Vasilis Vasilikos, etc. «The Low Voices» (according to Aggela Kastrinaki): Giorgos Ioannou, Kostas Tachtisis
11	Post-War Prose	«Distance from Realism» (according to An. Natsina): modernism, subjective perception of reality, expressionism, the influence of Kafka, radical forms, postmodernism, and the linguistic construction of reality (E.H. Gonatas, Nikos Kachtitsis, Giorgos Chimonas, Aris Alexandrou, etc.) - Prose during the years of the military Junta (1967-1974).
12	Literature of the Metapolitefsi	The distancing from politics and history, the themes of everyday life. The three trends of prose after 1974 (according to Dimitris Tziovas): 1. Plot placement outside of Greece. 2. The trend «for cultural allegories, exploring themes of identity, origin, gender, communication, or transcending borders rather than political or historical disputes». 3. The metafictional trend.
13	Recap	Recap and resolving questions. Student feedback.

### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Active learning (hands-on learning) - Experiential learning</li> </ul>
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<i>Face to face, Distance learning, etc.</i>	<ul style="list-style-type: none"> <li>• Collaborative learning</li> </ul>												
<p style="text-align: center;"><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b></p> <p style="text-align: center;"><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> <li>• PPT presentations</li> <li>• Teaching material, announcements and communication through the eClass platform</li> <li>• Student study of supplementary material related to course content</li> <li>• Communication with students via email</li> </ul>												
<p style="text-align: center;"><b>TEACHING ORGANIZATION</b></p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><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></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="text-align: left;"><b>Activity</b></th> <th style="text-align: left;"><b>Workload/semester</b></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Essay</td> <td>43</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>28</td> </tr> <tr> <td>Written examination</td> <td>10</td> </tr> <tr> <td><b>Total</b></td> <td><b>120</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Workload/semester</b>	Lectures	39	Essay	43	Study and analysis of bibliography	28	Written examination	10	<b>Total</b>	<b>120</b>
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<b>Total</b>	<b>120</b>												
<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>Formative</p> <p>Mid-term written examination: 15%</p> <p>Essay (compulsory): 30%</p> <p>Final written examination: 55%</p>												

## 5. SUGGESTED BIBLIOGRAPHY

- Roderick Beaton, *Εισαγωγή στη νεότερη ελληνική λογοτεχνία. Ποίηση και πεζογραφία 1821-1992*, Μτφρ. Ευαγγελία Ζουργού - Μαριάννα Σπανάκη, Νεφέλη, Αθήνα 1996.
- Αλέξανδρος Αργυρίου, *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στα χρόνια του μεσοπολέμου (1918-1940)*, τ. Α-Β', Αθήνα, Καστανιώτης 2001. Τόμ. Γ': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στους δύστηνους καιρούς (1941-1944)*, Αθήνα, Καστανιώτης 2003. Τόμος Δ': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στα χρόνια του ετεροκαθορισμένου Εμφυλίου Πολέμου (1945-1949)*, Αθήνα, Καστανιώτης 2004: Τόμος Ε': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στα χρόνια της επισφαλούς δημοκρατίας (1950-1956)*, Αθήνα, Καστανιώτης 2005. Τόμος ΣΤ': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στα χρόνια της αυτοσχέδιας ανάπτυξης (1957-1963)*, Αθήνα, Καστανιώτης 2005. Τόμος Ζ': *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της όταν η δημοκρατία δοκιμάζεται, υπονομεύεται και καταλύεται (1964-1974) και μέχρι τις ημέρες μας*, Καστανιώτης, Αθήνα, 2007.
- *Η μεσοπολεμική πεζογραφία. Από τον Πρώτο ως τον Δεύτερο Παγκόσμιο Πόλεμο (1914-1939)*, τ. Α'-Ι', Εκδόσεις Σοκόλη, Αθήνα 1993 (στον Α' τόμο: Παναγιώτης Μουλλάς, «Εισαγωγή», σελ. 17-170. «Μαρτυρίες για την πεζογραφία του Μεσοπολέμου», σελ. 171-407 ). Η σειρά περιέχει εισαγωγικά σημειώματα διαφόρων επιμελητών και ανθολόγηση από το έργο μεσοπολεμικών συγγραφέων.
- *Η μεταπολεμική πεζογραφία. Από τον πόλεμο του '40 ως τη δικτατορία του '67*, τ. Α'-Η', Αθήνα, Εκδόσεις Σοκόλη 1988-1992 (στον Α' τόμο: Αλέξανδρος Αργυρίου, «Εισαγωγή», σελ. 17-449. «Βιβλιογραφία μεταπολεμικής πεζογραφίας», σελ. 451-458). Η σειρά περιέχει εισαγωγικά σημειώματα διαφόρων επιμελητών και ανθολόγηση από το έργο μεταπολεμικών συγγραφέων.
- *Για μια ιστορία της ελληνικής λογοτεχνίας του εικοστού αιώνα. Προτάσεις ανασυγκρότησης, θέματα και ρεύματα*, Πρακτικά Συνεδρίου στη μνήμη του Αλέξανδρου Αργυρίου, Ρέθυμνο 20-22 Μαΐου 2011 (Τμήμα Φιλολογίας Πανεπιστημίου Κρήτης – Μουσείο Μπενάκη), Επιμ. Αγγέλα Καστρινάκη,

Αλέξης Πολίτης, Δημήτρης Τζιόβας, Πανεπιστημιακές Εκδόσεις Κρήτης, Μουσείο Μπενάκη, Ηράκλειο 2012.

- Αναστασία Νάτσινα, Αγγέλα Καστρινάκη, Γιάννης Δημητρακάκης, Κέλλη Δασκαλά, *Η πεζογραφία στη μακρά δεκαετία του 1960*, Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα, 2015. <https://kalliros.gr>.
- Βαγγέλης Χατζηβασιλείου, *Η κίνηση του εκκρεμούς. Άτομο και κοινωνία στη νεότερη ελληνική πεζογραφία: 1974-2017*, Πόλις, Αθήνα 2018.
- Ελισάβετ Κοτζιά, *Ιδέες και αισθητική. Μεσοπολεμικοί και μεταπολεμικοί πεζογράφοι 1930-1974*, Πόλις, Αθήνα 2006.
- Ελισάβετ Κοτζιά, *Ελληνική πεζογραφία 1974-2010. Το μέτρο και τα σταθμά*, Πόλις, Αθήνα 2020.
- Δημήτρης Τζιόβας, *Η πολιτισμική ποιητική της ελληνικής πεζογραφίας. Από την ερμηνεία στην ηθική*, Πανεπιστημιακές Εκδόσεις Κρήτης, Ηράκλειο, 2017.

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	K. DANOPOULOS
<b>Contact details:</b>	<a href="mailto:kdanopou@helit.duth.gr">kdanopou@helit.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Mid-term written examination: 15% Essay (compulsory): 30% Final written examination: 55%
<b>Implementation Instructions: (3)</b>	The written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam.  The assignment must be submitted through eClass by a specified deadline.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.