

## COURSE OUTLINE

### HISTORY OF MODERN GREEK ART: TOPICS ON THEORY AND TEACHING METHODOLOGY

#### 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>	HISTORY OF MODERN GREEK ART: TOPICS ON THEORY AND TEACHING METHODOLOGY		
<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	5	
<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>	BACKGROUND SKILL DEVELOPMENT		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<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>																		
In particular, after completing the courses, students are expected to be able to: <ul style="list-style-type: none"> <li>• Know and distinguish the main movements of modern Greek art.</li> <li>• Interpret the birth and evolution of artistic movements in historical terms (ideology, politics, mentalities, religion, philosophy, culture).</li> <li>• Develop visual literacy skills.</li> <li>• Understand deeply and correctly handle the scientific terminology in their descriptive, analytical, and interpretive discourse.</li> <li>• Discover the survivals of modern Greek art in contemporary Greek society, as well as their uses in the public sphere.</li> <li>• Recognize the significance and know the ways to utilize the history of modern Greek art in school historical education.</li> </ul>																		
<b>General Skills</b> <i>Name the desirable general skills upon successful completion of the module</i>																		
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<ul style="list-style-type: none"> <li>• Search, analysis, and synthesis of data and information,</li> <li>• Autonomous work</li> <li>• Using the necessary technologies</li> </ul>																		

- Independent work
- Teamwork
- Work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues
- Practice of critical and self-critical thinking
- Promoting free, creative and inductive reasoning

### 3. COURSE CONTENT

1. Concepts and definition of modern Greek art. Historical context and periodization.
2. Relationship between post-Byzantine and European art. Forms of representational depiction.
3. The Greek landscape and the revolution of 1821: through the eyes of foreign painters.
4. The first Greek historical painters and philhellenic art.
5. Greek painters of the Munich School I.
6. Greek painters of the Munich School II.
7. Greek Orientalist painters.
8. Seascapes and landscapes.
9. Greek modernism and the search for Greek identity: historical and ideological context.
10. Parthenis, Maleas, Egonopoulos, Theofilos, Kontoglou.
11. The History of Art in the History lesson (teaching methodology for approaching the artistic image).
12. The History of Art in the History lesson (examples of good practices).
13. The History of Art in the History lesson (grouping students and creating worksheets). Overview and reflection.

### 1. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;"><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Active learning (hands-on learning) - Experiential learning</li> <li>• Collaborative learning</li> </ul>													
<p style="text-align: center;"><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <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> <i>The ways and methods of teaching are described in detail. 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;"><i>Activity</i></th> <th style="text-align: left;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Essay</td> <td>21</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>60</td> </tr> <tr> <td>Written examination</td> <td>30</td> </tr> <tr> <td><b>Total</b></td> <td><b>150</b></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Essay	21	Study and analysis of bibliography	60	Written examination	30	<b>Total</b>	<b>150</b>
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<p><b>STUDENT EVALUATION</b> <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</i></p>														
<p>Formative</p> <p>Mid-term written examination: 15%</p> <p>Essay (compulsory): 15%</p> <p>Final oral examination: 70%</p>														

## 2. SUGGESTED BIBLIOGRAPHY

Λυδάκης, Σ., *Ιστορία της Νεοελληνικής Ζωγραφικής*, Μέλισσα, Αθήνα 1985.  
Λαμπράκη-Πλάκα, Μ., *Εθνική Πινακοθήκη – Μουσείο Αλέξανδρου Σούτσου. Τέσσερις αιώνες ελληνικής ζωγραφικής*, Αθήνα 2000. Δρούλια, Λ., «Τα σύμβολα του νέου ελληνικού κράτους», *Τα Ιστορικά*, τόμ. 12, τεύχ. 23 (1995), 335-350.  
Ματθιόπουλος, Ευ. (επιμ.), *Λεξικό Ελλήνων καλλιτεχνών. Ζωγράφοι-γλύπτες-χαράκτες, 16<sup>ος</sup>-20<sup>ος</sup> αιώνας*, Μέλισσα, Αθήνα 1997.  
Μυκονιάτης, Η., «Οι ανδριάντες του Ρήγα και του Γρηγορίου Ε' στα προπύλαια του Πανεπιστημίου της Αθήνας και το πρώτο κοινό τους», *Ελληνικά*, τομ. 35 (1984), 355-370.  
Παληκίδης, Α., *Τέχνη και ιστορική συνείδηση στην Ελλάδα του 19ου αιώνα. Εικόνα, ιστορία, εκπαίδευση*, Gutenberg, Αθήνα 2021.

**E-class notes and selected bibliography posted on e-class**

## ANNEX OF THE COURSE OUTLINE

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

<b>Teacher (full name):</b>	A. PALIKIDIS
<b>Contact details:</b>	<a href="mailto:apalidik@he.duth.gr">apalidik@he.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Mid-term written examination: 20% Essay (compulsory): 30% Final written examination: 50%
<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.