

COURSE OUTLINE

LITERATURE AND HISTORICAL REALITY

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	6 TH
COURSE TITLE	LITERATURE AND HISTORICAL REALITY		
TEACHING ACTIVITIES <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>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon successful completion of the course, participants will be able to:

- Understand the theoretical framework of the interconnection between Literature and History.
- Analyse the historical context of modern Greek literature (19th-21st century).
- Approach the historical contexts of modern Greek literary texts in relation to the issue of representation.
- Distinguish the fundamental difference between lived or experienced and non-experienced historical reality in the interpretation of modern Greek literary texts.
- Develop interdisciplinary research skills.
- Compose a scientific paper.

General Skills

Name the desirable general skills upon successful completion of the module

<i>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</i>
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- Search, analysis and synthesis of data and information,
- ICT Use
- Autonomous work
- 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. Literature and History: Theoretical Approaches. The dichotomy «invention» vs. «truth». Narrativity and historicity as common dimensions of literary and historiographical discourse.
2. Literature as a. a reflection of lived or experienced reality and b. a representation of non-experienced historical reality. Socio-semiotic approaches to the historical contexts of literature.
3. Literary Narration as Microhistory/History from Below.
4. Fiction and the Axis of Time: A Narratological Approach.
5. The Greek Historical Novel of the 19th Century and the Greek War of Independence.
6. 19th Century Historical Fiction and the Eastern Question.
7. The Depiction of Historical Reality in the Short Stories of the 1880's Generation.
8. The Encounter of Cavafy's Poetry with History.
9. The Asia Minor Disaster as Lived Historical Reality I: Poetry of the Generation of '30's.
10. The Asia Minor Disaster as Lived Historical Reality II: Prose of the Generation of '30's.
11. The Tragic Decade of the 1940's (Occupation, Resistance, Civil War) I: Postwar Poetry.
12. The Tragic Decade of the 1940's II: Postwar Prose.
13. The Postmodern Historical Novel and Postmemory. Recap and resolving questions.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	<ul style="list-style-type: none"> • Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning 	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in teaching and communication with students <ul style="list-style-type: none"> • PPT presentations • Teaching material, announcements and communication through the eClass platform • Student study of supplementary material related to course content • Communication with students via email 	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & 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>	Activity	Workload/semester
	Lectures	39
	Essay	70
	Study and analysis of bibliography	38
	Written examination	3
	Total	150
STUDENT EVALUATION <i>Description of the evaluation process</i> <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> <i>Please indicate all relevant information about the course assessment and how students are informed</i>	Formative Essay (compulsory): 30% Final written examination: 70%	

5. SUGGESTED BIBLIOGRAPHY

- Αθανασοπούλου Αφ., *Ιστορία και λογοτεχνία σε διάλογο. Ή περί μυθικής και ιστορικής μεθόδου. Μια ανίχνευση στη νεοελληνική ποίηση του 19ου και 20ού αι*, Επίκεντρο, Θεσσαλονίκη 2016.
- Ακριτίδου Μ., *Όψεις του παρελθόντος του νέου ελληνισμού στο σύγχρονο νεοελληνικό μυθιστόρημα. Αφηγηματική τροπικότητα και ιστορική ποιητική*, Edition Romiosini/CeMoG - Freie Universität Berlin, Berlin 2019.
- Αποστολίδου Β., *Λογοτεχνία και Ιστορία στη Μεταπολεμική Αριστερά. Η παρέμβαση του Δημήτρη Χατζή 1947-1981*, Πόλις, Αθήνα 2003.
- Δάλλας Γ., *Καβάφης και Ιστορία. Αισθητικές λειτουργίες*, Ερμής, Αθήνα 1986.
- *Ιστορική Πραγματικότητα και Νεοελληνική Πεζογραφία (1945-1995)*, Επιστημονικό Συμπόσιο, Εταιρεία Σπουδών Νεοελληνικού Πολιτισμού και Γενικής Παιδείας (Ιδρυτής: Σχολή Μωραΐτη), Αθήνα 1997.
- Jablonka I., *Η ιστορία είναι μια σύγχρονη λογοτεχνία. Μανιφέστο για τις κοινωνικές επιστήμες*, μτφρ. Ρ. Μπενβενίστε, Πόλις, Αθήνα 2017.
- Καστρινάκη Α., *Η λογοτεχνία στη δεκαετία 1940-1950*, Κάλλιπος - Ανοικτές Ακαδημαϊκές Εκδόσεις, Αθήνα 2015. Βλ. <http://hdl.handle.net/11419/167>
- Καφετζάκη Τ., *Προσφυγιά και Λογοτεχνία. Εικόνες του Μικρασιάτη πρόσφυγα στη μεσοπολεμική πεζογραφία*, Πορεία, Αθήνα 2003.
- Ντενίση Σ., *Το ελληνικό μυθιστόρημα και ο sir Walter Scott (1830-1880)*, Καστανιώτης, Αθήνα 1994.
- Ricœur P., *Η αφηγηματική λειτουργία*, μτφρ. Β. Αθανασόπουλος, Καρδαμίτσας, Αθήνα 1990.
- Τζούμα Α., *Η διπλή ανάγνωση του κειμένου. Για μια κοινωνιοσημειωτική της αφήγησης, Επικαιρότητα*, Αθήνα 1991.
- White H., *Λογοτεχνική θεωρία και ιστορική συγγραφή*, μτφρ. Γ. Πινακούλας, Επέκεινα, Τρίκαλα 2015

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	K. DANOPOULOS – ATH. KOUGOULOS
Contact details:	kdanopou@helit.duth.gr akougkou@he.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Mid-term written examination: 15% Essay (compulsory): 30% Final written examination: 55%
Implementation Instructions: (3)	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.