

## COURSE OUTLINE

### MODERN GREEK POETRY (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>	8 <sup>TH</sup>
<b>COURSE TITLE</b>	MODERN GREEK POETRY (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

##### 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 and explain the basic terms and concepts related to the study of Modern Greek poetry from the 1930s until the present.
- describe the historical, social, political and cultural context of modern Greek poetry during this period
- realize the oscillation of modern Greek poetry between the private and the public, introspection and extroversion
- explain the process of transition from traditional to modernist poetry
- approach poetry free from the common prejudices concerning obscurity and “difficulty”
- analyse texts by key representatives of modern Greek poetry
- compose a written essay
- conceive, design and carry out a teaching unit on modernist poetry

##### General Skills

*Name the desirable general skills upon successful completion of the module*

<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>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	

- Search, analysis and synthesis of data and information,

- Adaption to new situations
- ICT Use
- Decision making
- Project design and management
- 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	Introduction I	Presentation of the content, the objectives, and the learning outcomes of the course, and of the prerequisites for successful completion.
2	Introduction II	Modern Greek poetry until 1930
3	Question of terminology & general information	Modernism-Avant-Garde. The transition from traditional to modernist poetry. Modernist poetry. A historical outline (from the 1930s onwards)
4	"The Generation of the 1930s" I	George Seferis: introduction-work-readings
5	"The Generation of the 1930s" II	Odysseas Elytis: introduction-work-readings
6	"The Generation of the 1930s" III	Greek surrealism: representatives-characteristic features-readings
7	The first post-war generation I	Post-war political poetry: representatives-ideology-readings
8	The first post-war generation II	The impact of Seferis and surrealism: representatives, readings
9	The second post-war generation	Basic trends-representatives-readings
10	Poetry after 1974 I	The "Generation of the 1970s": representatives-trends-readings
11	Poetry after 1974 II	Poetry in the 1980s and 1990s: representatives-trends-readings
12	Greek poetry today	Representatives-trends-readings Poetry on the internet
13	Summary-conclusions	Discussion & questions

### 4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;"><b>TEACHING METHOD</b></p> <p style="text-align: center;"><i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>• Face to face</li> <li>• Lectures – interactive teaching</li> <li>• Active learning</li> <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 style="text-align: center;"><i>The ways and methods of teaching are described in detail.</i></p> <p style="text-align: center;"><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis,</i></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #d9ead3;">Activity</th> <th style="background-color: #d9ead3;">Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">40</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Study and analysis of bibliography	40
Activity	Workload/semester						
Lectures	39						
Study and analysis of bibliography	40						

<i>Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i>	Essay	39
	Final exam	2
	Total	120
<i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>		
<p align="center"><b>STUDENT EVALUATION</b></p> <i>Description of the evaluation process</i>	Formative	
<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>	Essay (compulsory): 30% Written examination: 70%	
<i>Please indicate all relevant information about the course assessment and how students are informed</i>	Language of examination: Greek [for Erasmus students: in a different language, depending on the decision of the Department]	

## 5. SUGGESTED BIBLIOGRAPHY

<ol style="list-style-type: none"> <li>1. Beaton, Roderick (1996), <i>Εισαγωγή στη νεότερη ελληνική λογοτεχνία</i>, μτφ.: Ε. Ζουργού-Μ. Σπανάκη, Αθήνα: Νεφέλη.</li> <li>2. Γαραντούδης, Ευριπίδης (2007) <i>Από τον Μοντερνισμό στη σύγχρονη ποίηση</i>, Αθήνα: Καστανιώτης.</li> <li>3. Γαραντούδης, Ευριπίδης (1998) <i>Ανθολογία Νεότερης Ελληνικής Ποίησης (1980-1997)</i>, Αθήνα: Νεφέλη.</li> <li>4. Ευαγγέλου, Ανέστης &amp; Αράγης, Γ. (2017) <i>Δεύτερη Μεταπολεμική Γενιά (1950-2012)</i>, Αθήνα: Gutenberg.</li> <li>5. Μέντη, Δώρα &amp; Γαραντούδης, Ευριπίδης (2016) <i>Και με τον ήχον των για μια στιγμή επιστρέφουν ... Η ελληνική ποίηση τον εικοστό αιώνα</i> (επίτομη ανθολογία), Αθήνα: Gutenberg.</li> <li>6. Μέντη, Δώρα (1995) <i>Μεταπολεμική πολιτική ποίηση</i>, Αθήνα: Κέδρος.</li> </ol>
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## ANNEX OF THE COURSE OUTLINE

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

<b>Teacher (full name):</b>	S.VOULGARI
<b>Contact details:</b>	<a href="mailto:voulgari@helit.duth.gr">voulgari@helit.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Essay (compulsory): 30% Final written examination: 70%
<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.