

COURSE OUTLINE
MODERN GREEK POETRY AND PROSE: 18TH CENTURY – 1930

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	7 TH
COURSE TITLE	MODERN GREEK POETRY AND PROSE: 18 TH CENTURY – 1930		
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	4
<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 <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • Understand the historical period under examination • Present the main historical phases in the evolution of Modern Greek literature (18th century-1930) • Recognize the aesthetic currents, trends, and literary schools of the examined period, distinguishing their key characteristics and main representatives. • Identify the dominant literary genres and modes. • Analyse literary texts in relation to their historical, aesthetic and cultural contexts, as well as through comparative perspectives • Propose and design a scholarly project. • Utilize digital teaching materials, resources and online tools for implementing research projects and writing assignments. 	
General Skills <i>Name the desirable general skills upon successful completion of the module</i>	
<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>
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technology, ICT Use • Autonomous work • Teamwork 	

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

3. COURSE CONTENT

1	Introduction	<ul style="list-style-type: none"> • Familiarization with the students and presentation of the course objectives, expected learning outcomes, and requirements • Overview: The Enlightenment in its historical evolution from its early phase at the end of the 17th century to its development in the 19th century, in Europe and within the Modern Greek context.
2	The Age of Enlightenment as a Spiritual and Aesthetic Movement	<ul style="list-style-type: none"> • The cultural framework • The uniqueness arising from the integration into the Eastern Ottoman environment. • The Differences with the European production.
3	The Enlightenment from the Early Phase to 1780	<ul style="list-style-type: none"> • Examination of exemplary Modern Greek texts from the early and middle phases, in relation to the historical context of the time and the characteristics of each genre.
4	Late Enlightenment (from 1780 to the Creation of the Greek State)	<ul style="list-style-type: none"> • Examination of exemplary Modern Greek texts from the mature phase, in relation to the historical framework of the era and the characteristics of each genre.
5	Modern Greek Literature (1830-1880): Poetry in the Ionian Islands	<ul style="list-style-type: none"> • The socio-historical and intellectual context. • The influence of Classico-romanticism. • Poetry in the Ionian Islands: Solomos and the Ionian School. • Andreas Kalvos and other Ionian poets.
6	The "Old Athenian School" (stages, representatives, trends)	<ul style="list-style-type: none"> • The evolution of poetry in the Athenian center and the influence of Classico-romanticism.
7	Modern Greek Literature (1830-1880): Prose of the Old Athenian School	<ul style="list-style-type: none"> • The evolution of prose and the emergence of Romanticism. • Its relationship with the previous tradition, genres, representatives, and texts.
8	Palamas and the Poets of the Generation of 1880's	<ul style="list-style-type: none"> • The new socio-historical and intellectual framework. • The language issue and the language of literature. • New aesthetic currents: Parnassianism, Aestheticism, Symbolism. • Kostis Palamas and his circle
9	The Prose of the Generation of 1880's	<ul style="list-style-type: none"> • "Ethography" and other prose trends • The emergence of realism and naturalism. • Representative authors (e.g., Vizyinos, Papadiamantis, Karkavitsas, Theotokis, etc.).
10	Constantine Cavafy	<ul style="list-style-type: none"> • The phases of evolution of his poetry, thematic axes, and the uniqueness of his style. • Cavafy and history. Cavafian irony.
11	Poetry and Prose in the Early Decades of the 20th Century	<ul style="list-style-type: none"> • The socio-historical context, the movement of ideas, philosophical influences, and aesthetic currents. • Sikelianos, Varnalis, Kazantzakis, etc.
12	Karyotakis and his Generation	<ul style="list-style-type: none"> • The poetry of K. G. Karyotakis (themes, language, morphology). The resonance of his work – "Karyotakism"

		<ul style="list-style-type: none"> Other poets of the so-called "Generation of 1920's" (e.g., Agras, Lapahtiotis, Malakasis, Filyras, etc.).
13	Recap	<ul style="list-style-type: none"> Recap and resolution of questions. Student feedback

4. LEARNING & TEACHING METHODS - EVALUATION

<p align="center">TEACHING METHOD</p> <p align="center"><i>Face to face, Distance learning, etc.</i></p>	<p>Face to face</p> <ul style="list-style-type: none"> Lectures Active learning (hands-on learning) - Experiential learning Collaborative learning 											
<p align="center">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)</p> <p 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"> 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 Utilization of electronic libraries, online resources, and digitized sources. 											
<p align="center">TEACHING ORGANIZATION</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 & 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"> <thead> <tr> <th>Activity</th> <th>Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td align="center">39</td> </tr> <tr> <td>Essay (optional)</td> <td align="center">36</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td align="center">45</td> </tr> <tr> <td>Total</td> <td align="center">120</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Essay (optional)	36	Study and analysis of bibliography	45	Total	120	
Activity	Workload/semester											
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Total	120											
<p align="center">STUDENT EVALUATION</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>Essay (optional): 25%</p> <p>Final written examination: 75%</p> <p>The final written examination will include:</p> <ol style="list-style-type: none"> Closed-ended and short-answer questions Critical commentary on a literary text. <p>For the evaluation of responses, the following criteria will be considered: completeness and relevance of the answers, level of understanding of the subject, demonstration of critical thinking, structure of the answers, and use of language.</p>											

5. SUGGESTED BIBLIOGRAPHY

<ul style="list-style-type: none"> Αναστασία Αθήνη και Ιωάννης Ξούριας, <i>Νεοελληνική γραμματεία 1670-1830 [Προπτυχιακό εγχειρίδιο]</i>, Άνοιχτές Ακαδημαϊκές Εκδόσεις, 2015, https://repository.kallipos.gr/handle/11419/3325?locale=el. Roderick Beaton, <i>Εισαγωγή στη νεότερη ελληνική λογοτεχνία. Ποίηση και πεζογραφία 1821-1992</i>, μτφρ. Ευαγγελία Ζουργού - Μαριάννα Σπανάκη, εκδ. Νεφέλη, Αθήνα 1996. Εύη Βογιατζάκη, <i>Τα αισθητικά ρεύματα στην ευρωπαϊκή και τη νεοελληνική λογοτεχνία του 19ου και του 20ού αιώνα. Από τον Νεοκλασικισμό έως και τον Μοντερνισμό</i>, εκδ.
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Gutenberg, Αθήνα, 2016.

- Κ. Θ. Δημαράς, *Νεοελληνικός Διαφωτισμός*, εκδ. Ερμής, Αθήνα, 2009.
- Κ. Θ. Δημαράς, *Ιστορία της νεοελληνικής λογοτεχνίας*, εκδ. Γνώση, Αθήνα, 2000.
- *Η παλαιότερη πεζογραφία μας. Από τις αρχές ως τον Α΄ Παγκόσμιο Πόλεμο*, τ. Α΄-ΙΑ, Αθήνα, εκδ. Σοκόλη 1996-1999.
- *Η μεσοπολεμική πεζογραφία. Από τον Πρώτο ως τον Δεύτερο Παγκόσμιο Πόλεμο (1914-1939)*, τ. Α΄-Ι΄, Αθήνα, εκδ. Σοκόλη 1993
- Πασχάλης Κιτρομηλίδης, *Νεοελληνικός Διαφωτισμός*, εκδ. Μ.Ι.Ε.Τ., Αθήνα 2000)
- Λίνος Πολίτης, *Ιστορία της Νεοελληνικής Λογοτεχνίας*, εκδ. Μ.Ι.Ε.Τ., Αθήνα, 2014.
- Συλλογικό, *Ευρωπαϊκά Γράμματα – Ιστορία της Ευρωπαϊκής Λογοτεχνίας*, εκδ. Σοκόλη, Αθήνα 1999.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	N. MAVRELOS
Contact details:	nmavrelo@helit.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Essay (optional): 25% Final written examination: 75%
Implementation Instructions: (3)	The written exam 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 optional assignment will 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.