

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Humanities and Social Sciences		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE (BA)		
<b>COURSE CODE</b>	PHL_B605	<b>SEMESTER</b>	Eighth (8 <sup>th</sup> )
<b>COURSE TITLE</b>	Greek Post-War Fiction		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures -Classroom discussions –Oral presentations		3 (x13 weeks)	1,6
Study of class materials and preparation of independent or team projects		3 (x13 weeks)	1,6
Pre-examination review of the entire matter covered in term. Final written examination.		3,6 (x13 weeks)	1,8
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		<b>TOTAL: 9,6 (x13 weeks)</b>	5,0
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Scientific area of Modern Greek Studies		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes. Advanced knowledge of modern Greek is required.		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p><i>At the end of this course the student should be able to:</i></p> <ol style="list-style-type: none"> <li>1. Present the main events in European and Greek social and political history that set</li> </ol>

the context for the development of Greek prose fiction in the years between the end of the Second World War to the fall of the Junta.

2. Present the changes of prose-fiction writing in Greece in this period.
3. Discuss the different narrative forms developed in the writing of novels and short stories
4. Introduce the principal Greek post-war fiction writers.
5. Methodically and analytically discuss problems of textual interpretation and narrative construction.
6. Present the political and social conditions that made possible the emergence of female subjects both as writers and literary heroines.
7. Construct convincing arguments to support his/her ideas.
8. Conduct autonomous research into available bibliographic sources and databases.
9. Organize individual, or group presentations of literary topics, using, when appropriate, power-point.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

*This course aims to help students:*

- Learn how to read critically and interpret texts.
- Develop free and creative thinking abilities needed for continuing professional development.
- Learn to search, analyze and synthesize data, using, when appropriate, digital resources.
- Learn to work independently and in collaboration with others.
- Learn to interact with others in the discussion of historical, ideological and literary issues.
- In decision making.

### **(3) SYLLABUS**

*Course contents:*

1. Introduction to historical context in Europe and Greece from Second WW to the fall of Junta.
2. Literary developments in Greek prose-fiction writing – Generic variety of prose-fiction in this era.
3. Study of genres (testimony, bildungsroman, antinovel, short-story cycle) and narrative techniques.

4. Study of the problematic developed by post-war writers on the issue of human response to historical and social change.
5. Critical assessment of women's literary production and of their focus on female subjectivity.
6. Critical understanding, narrative analysis and systematic interpretation of representative texts by Sotiris Patatzis, Elli Alexiou, Stratis Tsirkas, Thanassis Valtinos, Giorgos Ioannou, Alexandros Kotzias & Pavlos Matesis.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face teaching	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>• Power-point presentations of textual and audio-visual materials.</li> <li>• Support of and enhancement of the learning process through the electronic platform e-class.</li> <li>• Flexible electronic communication with students throughout the academic term.</li> </ul>	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	Lectures	20h
	Discussions of literary texts in class and presentations of projects	19h
	Self-study & Group-study of course literature and bibliography	47h
	Pre-examination review of the entire matter covered in term. Final written exam.	39h
	<p><b>Total Course Workload</b></p>	<p><b>125h (5 ECTS)</b></p>
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Final written exam which includes short-answer questions and questions that judge analytical development and critical thinking and require an essay-style response (90%).</p> <p>II. Participation in class discussion (10%).</p> <p>III. Power-point presentations of projects in class (optional; bonus 10-20%).</p> <p>Assessment criteria are accessible in the course's «Syllabus» in e-class.</p>	

#### (5) ATTACHED BIBLIOGRAPHY

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*Recommended bibliography:*

- Αλέξανδρος Αργυρίου, «Εισαγωγή» στον Α' τόμο της σειράς *Η μεταπολεμική πεζογραφία. Από τον πόλεμο του '40 ως τη δικτατορία του '67*, Σοκόλης, Αθήνα 1988.
- Αλέξανδρος Κοτζιάς, *Μεταπολεμικοί πεζογράφοι*, Κέδρος, Αθήνα 1982.
- Ελισάβετ Κοτζιά, *Ιδέες και αισθητική: μεσοπολεμικοί και μεταπολεμικοί πεζογράφοι (1930-1974)*, Πόλις, Αθήνα 2006.
- Παν. Μουλλάς, *Για τη μεταπολεμική μας πεζογραφία. Κριτικές καταθέσεις*, Στιγμή, Αθήνα 1989.
- Δημήτρης Ραυτόπουλος, *Οι ιδέες και τα έργα*, Δίφρος, Αθήνα 1965.
- Απόστολος Σαχίνης, *Μεσοπολεμικοί και μεταπολεμικοί πεζογράφοι*, Κωνσταντινίδης, Θεσσαλονίκη 1979
- Τζιόβας, Δημήτρης, *Η πολιτισμική ποιητική της ελληνικής πεζογραφίας*, ΠΕΚ, Ηράκλειο 2017 (κεφάλαια για τον Χατζή και το Βασιλικό).
- -----, *Το παλίμψηστο της ελληνικής αφήγησης. Από την αφηγηματολογία στη διαλογικότητα*, Οδυσσέας, Αθήνα 1993.
- Μαίρη Μικέ – Λένα Γκανά, «Εσωτερικός μονόλογος (Αναδρομική περιδιάβαση και σύγχρονη προβληματική μιας αφηγηματικής τεχνικής)», *Φιλολόγος* 48 (Καλοκαίρι 1987) 136-160.
- *Ιστορική πραγματικότητα και νεοελληνική πεζογραφία (1945-1995)*, Εταιρεία Σπουδών Νεοελληνικού Πολιτισμού και Γενικής Παιδείας (Ιδρυτής: Σχολή Μωραΐτη), Αθήνα 1997.
- Νάτια Χαραλαμπίδου, «Αφηγηματική τεχνική και ιδεολογία: οι λογοτεχνικές προσδοκίες της Αριστεράς (1945-1955) και η περίπτωση του Δημ. Χατζή», *Σπείρα*, τχ. 2 (Φθιν. 1991) 113-145.
- Φραγκίσκη Αμπατζοπούλου, *Ο άλλος εν διωγμό. Η εικόνα του Εβραίου στη λογοτεχνία. Ζητήματα ιστορίας και μυθοπλασίας*, Θεμέλιο, Αθήνα 1998.
- Γιάννης Παπαθεοδώρου, «Διανόηση και κομματική στράτευση. Ο Μάνος Σιμωνίδης στις *Ακυβέρνητες πολιτείες* του Στρατή Τσίρκα», *Νέα Εστία*, αφιέρωμα *Λογοτεχνία και αριστερά 1940-1980*, τχ. 1743 (Μάρτιος 2002) 367-386.
- Ντάνιελ Μπλο, *Χρονικές δομές στις Ακυβέρνητες πολιτείες*, μτφρ. Σεραφείμ Βελέντζας, Κέδρος, Αθήνα 1980.
- Χρύσα Προκοπάκη, *Οι Ακυβέρνητες πολιτείες και η κριτική (1960-1966)*, Κέδρος, Αθήνα 1980.
- -----, *Στα ίχνη του Στρατή Τσίρκα. Σχεδιάγραμμα χρονολογίου*, Κέδρος, Αθήνα 1985.
- -----, «Η αφηγηματική πορεία του Θανάση Βαλτινού. Ο Λόγος και η Ιστορία», στον τόμο Τίνα Κροντήρη – Κατερίνα Κίτση-Μυτάκου (επιμ.), *Η λογοτεχνία και οι προϋποθέσεις της. Τιμητικό αφιέρωμα στην Τζίνα Πολίτη*, University Studio Press, Θεσσαλονίκη 1999, 227-249
- *Για τον Βαλτινό. Κριτικά κείμενα*, εισαγωγή, επιλογή κειμένων Θεοδόσης Πυλαρινός, εκδόσεις Αιγαίον, Λευκωσία 2002.
- Μαρία Νικολοπούλου, «Η μαρτυρία στο έργο του Θανάση Βαλτινού», *Πόρφυρας* 103 (Απρίλιος-Ιούνιος 2002), 95-103.
- Πατερίδου, Γεωργία, «Γιώργος Ιωάννου. Ζητήματα επαρχιακής λογοτεχνίας», στο *Νεοελληνική λογοτεχνία και κριτική από το Διαφωτισμό ως σήμερα* [Μνήμη Παν. Μουλλά], Σοκόλης, Αθήνα 2014, 543-552.
- Αφιέρωμα στον Βασίλη Βασιλικό, Περιοδικό *Διαβάζω* 517 (2011).

- Αφιέρωμα στον Αντρέα Φραγκιά, *Περιοδικό Διαβάζω*, 426 (2002).
- Έρη Σταυροπούλου, *Προτάσεις ανάγνωσης για την πεζογραφία μιας εποχής. Μ. Αλεξανδρόπουλος, Σπ. Πλασκοβίτης, Α. Φραγκιάς, Μ. Χάκκας, Δ. Χατζής, Σοκόλης*, Αθήνα 2001.
- Μαίρη Μικέ, *Δοκιμασίες. Όψεις του οικογενειακού πλέγματος στο νεοελληνικό μυθιστόρημα 1922-1974*, Gutenberg, Αθήνα 2019.