

## COURSE OUTLINE

### 1. GENERAL

|                                                                                           |                                                                                             |                                |                     |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------|---------------------|
| <b>SCHOOL</b>                                                                             | SCHOOL OF PHILOSOPHY                                                                        |                                |                     |
| <b>DEPARTMENT</b>                                                                         | DEPARTMENT OF PHILOLOGY                                                                     |                                |                     |
| <b>LEVEL</b>                                                                              | UNDERGRADUATE                                                                               |                                |                     |
| <b>COURSE CODE</b>                                                                        | NEFF 124                                                                                    | <b>CYCLE OF STUDY</b>          | ALL                 |
| <b>COURSE TITLE</b>                                                                       | EARLY CRETAN LITERATURE                                                                     |                                |                     |
| <b>AUTONOMOUS EDUCATIONAL ACTIVITIES</b>                                                  |                                                                                             | <b>TEACHING HOURS PER WEEK</b> | <b>CREDITS/ECTS</b> |
| LECTURES                                                                                  |                                                                                             | 3                              | 5                   |
| <b>COURSE TYPE</b>                                                                        |                                                                                             | Scientific discipline          |                     |
| <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i> |                                                                                             |                                |                     |
| <b>PREREQUISITIES</b>                                                                     | None                                                                                        |                                |                     |
| <b>TEACHING AND EXAM LANGUAGE</b>                                                         | Greek                                                                                       |                                |                     |
| <b>AVAILABLE TO ERASMUS STUDENTS</b>                                                      | Yes (in Greek)                                                                              |                                |                     |
| <b>WEBSITE (URL)</b>                                                                      | <a href="https://classweb.cc.uoc.gr/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a> |                                |                     |

### 2. LEARNING OUTCOMES

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                      |                                 |                            |                                             |                 |                                     |                       |                                                                                          |           |                              |                                         |                                                     |                                             |       |                                  |           |
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| <b>LEARNING OUTCOMES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                      |                                 |                            |                                             |                 |                                     |                       |                                                                                          |           |                              |                                         |                                                     |                                             |       |                                  |           |
| <ul style="list-style-type: none"> <li>Familiarization of students with the language and literature of the 14th and 15th centuries.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                      |                                 |                            |                                             |                 |                                     |                       |                                                                                          |           |                              |                                         |                                                     |                                             |       |                                  |           |
| <b>BROAD KNOWLEDGE/COMPETENCIES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                      |                                 |                            |                                             |                 |                                     |                       |                                                                                          |           |                              |                                         |                                                     |                                             |       |                                  |           |
| <p><i>General Competences</i></p> <p>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?</p> <table border="0"> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td> <td>Project planning and management</td> </tr> <tr> <td>Adapting to new situations</td> <td>Respect for difference and multiculturalism</td> </tr> <tr> <td>Decision-making</td> <td>Respect for the natural environment</td> </tr> <tr> <td>Working independently</td> <td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td> </tr> <tr> <td>Team work</td> <td>Criticism and self-criticism</td> </tr> <tr> <td>Working in an international environment</td> <td>Production of free, creative and inductive thinking</td> </tr> <tr> <td>Working in an interdisciplinary environment</td> <td>.....</td> </tr> <tr> <td>Production of new research ideas</td> <td>Others...</td> </tr> </table> | Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management | Adapting to new situations | Respect for difference and multiculturalism | Decision-making | Respect for the natural environment | Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues | Team work | Criticism and self-criticism | Working in an international environment | Production of free, creative and inductive thinking | Working in an interdisciplinary environment | ..... | Production of new research ideas | Others... |
| Search for, analysis and synthesis of data and information, with the use of the necessary technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Project planning and management                                                                      |                                 |                            |                                             |                 |                                     |                       |                                                                                          |           |                              |                                         |                                                     |                                             |       |                                  |           |
| Adapting to new situations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Respect for difference and multiculturalism                                                          |                                 |                            |                                             |                 |                                     |                       |                                                                                          |           |                              |                                         |                                                     |                                             |       |                                  |           |
| Decision-making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Respect for the natural environment                                                                  |                                 |                            |                                             |                 |                                     |                       |                                                                                          |           |                              |                                         |                                                     |                                             |       |                                  |           |
| Working independently                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Showing social, professional and ethical responsibility and sensitivity to gender issues             |                                 |                            |                                             |                 |                                     |                       |                                                                                          |           |                              |                                         |                                                     |                                             |       |                                  |           |
| Team work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Criticism and self-criticism                                                                         |                                 |                            |                                             |                 |                                     |                       |                                                                                          |           |                              |                                         |                                                     |                                             |       |                                  |           |
| Working in an international environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Production of free, creative and inductive thinking                                                  |                                 |                            |                                             |                 |                                     |                       |                                                                                          |           |                              |                                         |                                                     |                                             |       |                                  |           |
| Working in an interdisciplinary environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | .....                                                                                                |                                 |                            |                                             |                 |                                     |                       |                                                                                          |           |                              |                                         |                                                     |                                             |       |                                  |           |
| Production of new research ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Others...                                                                                            |                                 |                            |                                             |                 |                                     |                       |                                                                                          |           |                              |                                         |                                                     |                                             |       |                                  |           |
| <p>Search for, analysis and synthesis of data and information with the use of the necessary technology</p> <p>Working independently</p> <p>Production of free, creative and inductive thinking</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                      |                                 |                            |                                             |                 |                                     |                       |                                                                                          |           |                              |                                         |                                                     |                                             |       |                                  |           |

### 3. COURSE DESCRIPTION

Crete under the Byzantine and Venetian rule

The literary production in Crete from the mid-14th to the end of the 15th century

The main characteristics of the Cretan literary production

The poetical works and their world: poets, scribes and public

The formation of the first printed corpus of the Modern Greek literature

The reception of the early Cretan literature

Analysis of the works of Stefanos Sachlikis, Leonardos Dellaportas, Pikatoros, Bergadis, Marinos Falieros, Neilos Bertos, Andreas Sklentzas and Georgios Choumnos, etc.

### 4. TEACHING AND LEARNING METHODS-EVALUATION

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>MODE OF DELIVERY</b>                                       | In Class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |
| <b>OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT</b> | <ul style="list-style-type: none"> <li>• Class notes, announcements &amp; communication via ClassWeb</li> <li>• Communication via e-mail</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |
| <b>COURSE STRUCTURE</b>                                       | <b>ACTIVITY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>WORKLOAD</b> |
|                                                               | Lectures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 39              |
|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |
|                                                               | Independent study and exam preparation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 83              |
|                                                               | Final written examination                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3               |
|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |
|                                                               | <b>Total</b><br><i>(25 working hours per credit)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 125             |
| <b>STUDENT ASSESSMENT</b>                                     | <p>Three-hour written exam in Greek or English (for Erasmus students).<br/>Short-answer questions and short essays on the course content that test the students' knowledge and ability to analyze texts in relation to the major ideas developed during the course.</p> <p>For the assessment of the answers the following will be considered:</p> <ul style="list-style-type: none"> <li>- fullness and accuracy</li> <li>- the extent of understanding the subject and the quality of critical thinking</li> <li>- erudition and fluency (structure, use of language).</li> </ul> |                 |

### 5. SUGGESTED BIBLIOGRAPHY

*Λογοτεχνία και κοινωνία στην Κρήτη της Αναγέννησης*, επιμέλεια David Holton, Ηράκλειο 2002

BRIAN RICHARDSON, *Τυπογραφία, συγγραφείς και αναγνώστες στην Ιταλία της Αναγέννησης*,

Μετάφραση: Ειρήνη Παπαδάκη, Αθήνα 2014