

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	NEFF 202	SEMESTER	ALL
COURSE TITLE	REPRESENTATIONS OF THE HOLOCAUST IN LITERATURE		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background, specialised general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Teaching language: Greek Exam language: Greek or English (for Erasmus students)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in Greek)		
COURSE WEBSITE (URL)	https://classweb.cc.uoc.gr/classes.asp		

(2) LEARNING OUTCOMES

<p>Learning outcomes <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>Consult Appendix A</p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>The course aims to familiarize students with prose representing aspects of the Holocaust. More specifically, after the completion of the course, students should be able to:</p> <ul style="list-style-type: none"> - Know the most representative Modern Greek short stories and novels dealing with the Holocaust - Analyze the topics of the Holocaust in prose - Analyze some of the narrative techniques used by the authors in order to represent the Holocaust - Be familiar with discussions on the possibility of literature to describe the horrors of the Holocaust - Use the relevant bibliography. <p>General Competences</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?

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
 Working independently
 Respect for difference and multiculturalism
 Production of free, creative and inductive thinking
 Criticism and self-criticism

(3) SYLLABUS

- The Holocaust in the writings of Primo Levi and Elie Wiesel
- Greek literature about the Holocaust: D. Hatzis, G. Ioannou, G. Kitsopoulos, N. Kokkalidou-Nahmia, G. Lambrinos, K. Tsizek, V. Vassilikos, L. Zografou, etc.
- Topics of the Holocaust in Modern Greek prose
- Narrative representations of the Holocaust

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Class notes, announcements & communication via e-learn • Communication via e-mail 	
TEACHING METHODS <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> <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>	Activity	Semester workload
	Lectures	39
	Independent study and exam preparation	83
	Final written examination	3
	Course total	125
	STUDENT PERFORMANCE EVALUATION	Three-hour written exam in Greek or English (for Erasmus

<p><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>students).</p> <p>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"> - fullness and accuracy - the extent of understanding the subject and the quality of critical thinking - erudition and fluency (structure, use of language).
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(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>- Φραγκίσκη Αμπατζοπούλου, <i>Ο Άλλος εν διωγμώ. Η εικόνα του Εβραίου στη λογοτεχνία και στον κινηματογράφο. Ζητήματα ιστορίας και μυθοπλασίας</i>, Νέα έκδοση αναθεωρημένη, Πατάκης, Αθήνα 2020</p> <p>- Οντέτ Βαρόν-Βασάρ, <i>Η ανάδυση μιας δύσκολης μνήμης. Κείμενα για τη γενοκτονία των Εβραίων</i>, Εστία, Αθήνα 2012</p> <p>- Σταύρος Ζουμπουλάκης, <i>Για το Ολοκαύτωμα. Ομιλία στην Εθνική Βιβλιοθήκη της Ελλάδος (27 Ιανουαρίου 2018)</i>, Πόλις, Αθήνα 2018</p> <p>- Ρένα Μόλχο, <i>Το Ολοκαύτωμα των Ελλήνων Εβραίων. Μελέτες ιστορίας και μνήμης</i>, Πατάκης, Αθήνα 2015</p> <p>- Βάνα Νικολαΐδου-Κυριανίδου (επιμ.), <i>Οι πολλαπλές εκφάνσεις του αντι-εβραϊσμού</i>, Πανεπιστημιακές Εκδόσεις Κρήτης, Ηράκλειο 2022</p> <p>- Πιέρ-Αντρέ Ταγκυέφ, <i>Τι είναι αντισημιτισμός;</i> μτφρ. Αναστασία Ηλιαδέλη, Ανδρέας Πανταζόπουλος, Εστία, Αθήνα 2011</p> <p>- Saul Friedländer, <i>Σκέψεις για τον ναζισμό. Συνομιλίες με τον Stéphane Bou</i>, μτφρ. Γιώργος Καράμπελας, Πόλις, Αθήνα 2019</p> <p>- <i>Νέα Εστία</i>, τχ. 1842, αφιέρωμα «Ο Άλλος εν λόγω: Εβραίοι στη σύγχρονη ελληνική λογοτεχνία», Μάρτιος 2011</p> <p>- Victoria Aarons, Phyllis Lassner (επιμ.), <i>The Palgrave Handbook of Holocaust Literature and Culture</i>, Palgrave Macmillan, Νέα Υόρκη 2020</p> <p>- Harold Bloom (επιμ.), <i>Literature of the Holocaust</i>, Chelsea House Publishers, Φιλαδέλφεια 2004</p> <p>- Robert Eaglestone και Barry Langford (επιμ.), <i>Teaching Holocaust Literature and Film</i>, Palgrave Macmillan, Νέα Υόρκη 2008</p>
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– Alan Rosen (επιμ.), *Literature of the Holocaust*, Cambridge University Press, Κέμπριτζ 2013