

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	OF PHILOSOPHY		
<b>DEPARTMENT</b>	OF PHILOLOGY		
<b>LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>NEFF 220</b>	<b>CYCLE OF STUDY</b>	All
<b>COURSE TITLE</b>	LITERARY GENERATION OF THE '30s		
<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>	Teaching language: Greek Exam language: Greek or English (for Erasmus students)		
<b>AVAILABLE TO ERASMUS STUDENTS</b>	YES		
<b>WEBSITE (URL)</b>	<a href="https://classweb.cc.uoc.gr/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a>		

### 2. LEARNING OUTCOMES

<b>LEARNING OUTCOMES</b>
<p>The overall aim of the course is to make students able to distinguish the literary, ideological and aesthetic features of the generation of the '30s.</p> <p>Specifically, upon completion of the course the student will be able to :</p> <ul style="list-style-type: none"> <li>- Describe the basic characteristics of poetry and prose of the '30s</li> <li>- Distinguish the points where the generation of the '30s differs from the previous literary tradition</li> <li>- Combine literary texts and correlate them with literary history and ideological context of their time</li> <li>- Develop research questions in relation to the varying trends of literary generation of the '30s and their role in the emergence of new literary forms (narrative techniques, free verse, etc)</li> </ul>
<b>BROAD KNOWLEDGE/COMPETENCIES</b>
<p><i>General Competences</i></p> <p><i>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></p> <p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p style="text-align: right;"><i>Project planning and management</i> <i>Respect for difference and multiculturalism</i></p>

<i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i>
<ul style="list-style-type: none"> <li>➤ Retrieve, analyze and synthesize data and information, with the use of necessary technologies</li> <li>➤ Work autonomously</li> </ul>	

### 3. COURSE DESCRIPTION

<ol style="list-style-type: none"> <li>1. The Interwar and the generation of the '30s .</li> <li>2. The diversification of the '30s generation from previous literary tradition. The <i>Elefthero Pnevma</i> (Free Spirit) by G. Theotokas</li> <li>3. "Greekness" and its multiple versions. The movement of ideas in the Interwar period (Marxism, bourgeois writers and the new cultural model)</li> <li>4. Modernism and the poetry: The <i>Strofi</i> (the Turn) by G. Seferis, the reception of surrealism (A. Empirikos, N. Engonopoulos, O. Elytis)</li> <li>5. Searches of the '30s generation: the novel and the individual literary groups (Aeolian School, Thessaloniki School, the rejection of realism and the reception of modernism in prose)</li> <li>6. The years around the dictatorship of Metaxas: prose and history</li> <li>7. The years of Occupation: poetry and prose</li> </ol>
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### 4. TEACHING AND LEARNING METHODS-EVALUATION

<b>MODE OF DELIVERY</b>	Face to face / in the classroom	
<b>OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT</b>	<ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Links in database with research material</li> <li>• Teaching material, announcements and communication through the class web platform</li> <li>• Students contact electronically (e-mails)</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 training and contact time (25 working hours per credit unit)</b>	<b>125</b>
	<b>STUDENT ASSESSMENT</b>	Three-hour written exam in Greek or English (for Erasmus students) Type of evaluation: short answers questions, matching questions about the representatives and the texts of the 1930s, the phases of evolution of literature during the interwar period (ideological and aesthetic trends); analysis of

	<p>selected literary texts</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>
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## 5. SUGGESTED BIBLIOGRAPHY

- Αργυρίου Αλέξανδρος, *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στα χρόνια του Μεσοπολέμου 1918-1940*, τ. Α' - Β', Αθήνα: Καστανιώτης 2001
- Αργυρίου Αλέξανδρος, *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στους δύστηνους καιρούς 1941-1944*, Αθήνα: Καστανιώτης 2003
- Αργυρίου Αλέξανδρος, *Ιστορία της ελληνικής λογοτεχνίας και η πρόσληψή της στα χρόνια του ετεροκαθορισμένου εμφυλίου πολέμου 1945-1949*, Αθήνα: Καστανιώτης 2004
- Beaton Roderick, *Εισαγωγή στη νεότερη ελληνική λογοτεχνία* (μτφρ.: Μαριάννα Σπανάκη – Ευαγγελία Ζουργού), Αθήνα: Νεφέλη 1996
- Δημάδης Κωνσταντίνος, *Δικτατορία, πόλεμος και πεζογραφία 1936-1944*, Αθήνα: Γνώση 1991
- Καγιαλής Τάκης, *Η επιθυμία για το Μοντέρνο: Δεσμεύσεις και αξιώσεις της λογοτεχνικής διάνοησης στην Ελλάδα του 1930*, Αθήνα: Βιβλιόραμα 2007
- Καστρινάκη Αγγέλα, *Η λογοτεχνία στην ταραγμένη δεκαετία 1940-1950*, Αθήνα: Πόλις 2005
- Καστρινάκη Αγγέλα, Πολίτης Αλέξης, Τζιόβας Δημήτρης (επιμ.), *Για μια ιστορία της ελληνικής λογοτεχνίας του εικοστού αιώνα: Προτάσεις ανασυγκρότησης, θέματα και ρεύματα*, Ηράκλειο : Π.Ε.Κ. 2012
- Πολίτης Λίνος, *Ιστορία της νεοελληνικής λογοτεχνίας*, Αθήνα: Μ.Ι.Ε.Τ. 1978
- Τζιόβας Δημήτρης, *Ο μύθος της γενιάς του τριάντα. Νεοτερικότητα, ελληνικότητα και πολιτισμική ιδεολογία*, Αθήνα: Πόλις 2011
- Vitti Mario, *Ιστορία της νεοελληνικής λογοτεχνίας*, Αθήνα: Οδυσσεάς<sup>2</sup> 2003
- Vitti Mario, *Η γενιά του τριάντα*, Αθήνα: Ερμής<sup>2</sup> 1995 (1977)