

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	NEFF 234	SEMESTER	ALL
COURSE TITLE	THE POETRY OF THE GENERATION OF THE THIRTIES (1930's)		
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 Greek poets of the generation of the 1930's. More specifically, after the completion of the course, students should be able to:</p> <ul style="list-style-type: none"> - Understand and use the methodological concept of "generation" in Modern Greek poetry - Have a knowledge of the poets with respect to the generation of the 1930's - Analyze the thematics, the style and the versification of their most representative poems - Relate their poems to the historical and social context of their time - Recognize the influences these poets received from the European modernist poetry - Review the critical reception of their poetry - Use the relevant bibliography.
<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p>

<i>Supplement and appear below), at which of the following does the course aim?</i>	
<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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>
Search for, analysis and synthesis of data and information, with the use of the necessary technology	
Working independently	
Criticism and self-criticism	
Production of free, creative and inductive thinking	

(3) SYLLABUS

<ul style="list-style-type: none"> – The generation of the thirties (1930’s). Social and historical context – Topics – Style and versification – The poetry of the generation of the thirties and European modernism – The critical reception – Analysis of representative poems (by G. Seferis, O. Elytis, G. Ritsos, A. Embirikos, N. Engonopoulos, T. K. Papatsonis, N. Calas, N. Vrettakos, etc.)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face	
<i>Face-to-face, Distance learning, etc.</i>		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> • Class notes, announcements & communication via e-learn • Communication via e-mail 	
<i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS	Activity	Semester workload
<i>The manner and methods of teaching are described in detail.</i>	Lectures	39
<i>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>	Independent study and exam preparation	83
	Final written examination	3
	Course total	125
<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>		
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>- Suggested bibliography:</p> <p>Beaton Roderick, <i>An Introduction to Modern Greek Literature</i>, Clarendon Press, 1999</p> <p>Καγιαλής Τάκης, <i>Η επιθυμία για το Μοντέρνο: Δεσμεύσεις και αξιώσεις της λογοτεχνικής διανόησης στην Ελλάδα του 1930</i>, Βιβλιόραμα, Αθήνα 2007</p> <p>Πολίτης Λίνος, <i>Ιστορία της νεοελληνικής λογοτεχνίας</i>, Μ.Ι.Ε.Τ., Αθήνα 1978</p> <p>Τζιόβας Δημήτρης, <i>Ο μύθος της γενιάς του τριάντα. Νεοτερικότητα, ελληνικότητα και πολιτισμική ιδεολογία</i>, Πόλις, Αθήνα 2011</p> <p>Vitti Mario, <i>Η γενιά του τριάντα. Ιδεολογία και μορφή</i>, Ερμής, Αθήνα 2^η1995</p>
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