

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	NEFF 510	SEMESTER	5 th SEMESTER OR HIGHER
COURSE TITLE	THE FIRST POST-WORLD WAR II GENERATION OF GREEK POETS		
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 by the instructor and oral presentations by the students		3	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge, skills development		
PREREQUISITE COURSES:	Introduction to "Modern Greek Literature" (NEFF 100) and two courses on Modern Greek Literature		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in Greek)		
COURSE WEBSITE (URL)	https://classweb.cc.uoc.gr/classes.asp		

(1) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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"> <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 general aim of the seminar is to enable students to understand the poetic production of the first post-war generation as well as to be able to write a scientific essay upon one of the poet/poetess of this generation. More specifically, upon completion of the course students should be able to:</p> <ul style="list-style-type: none"> - understand the methodological significance of the concept of "poetic generation" - know the main representatives of the first post-war poetic generation (Aris Alexandrou, Manolis Anagnostakis, Manto Aravantinou, Eleni Vakalo, Giannis Dallas, Victoria Theodorou, Tassos Livaditis, Michalis Katsaros, George Pavlopoulos, Titos Patrikios, Miltos Sachtouris)

- recognize and analyze the thematic components and style of poets
- connect the poetry of this generation with the social conditions and the ideological fermentations of the time.

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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Search for, analysis and synthesis of data and information

Working independently

Production of free, creative and inductive thinking

Criticism and self-criticism

(2) SYLLABUS

The first part of the seminar will include lectures by the teacher on the main features of the poetry of the first post-war generation as well as on characteristic poems of the period.

In the second part, the students orally present a first draft of their work, which will have as its subject matter the poetic work of a specific poet /poetess of this generation.

(3) 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>	Course material, announcements and communication via e-learn	
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</i>	Activity	Semester workload
	Lectures by the instructor and oral presentations by the students	39
	Individual study	60
	Preparation for the oral presentation	60
	Final written essay	91
	Course total	250

<p><i>the hours of non-directed study according to the principles of the ECTS</i></p>		
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <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>Oral presentation (20%) and essay (60%). In the final assessment, the level of participation in seminar discussion will also be considered (20%).</p> <p>For the assessment of the oral presentation and final essay the following will be considered:</p> <ul style="list-style-type: none"> -fullness and accuracy; -bibliographical research; -the extent of understanding the subject and the quality of critical thinking -erudition and fluency (structure of the essay, use of language). <p>For the participation in seminar discussion, the frequency as well as the quality of contributions will be considered.</p>	

(4) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Αλέξανδρος Αργυρίου, <i>Η πρώτη μεταπολεμική γενιά. Ανθολογία-γραμματολογία</i>, Εκδόσεις Σοκόλη, Αθήνα 1982 • Σόνια Ιλίνσκαγια, <i>Η μοίρα μιας γενιάς. Συμβολή στη μελέτη της μεταπολεμικής πολιτικής ποίησης στην Ελλάδα</i>, μεταφραστική επιμέλεια Μήτσος Αλεξανδρόπουλος, Κέδρος, Αθήνα 1986 • Αγγέλα Καστρινάκη, <i>Η λογοτεχνία στην ταραγμένη δεκαετία 1940-1950</i>, Πόλις, Αθήνα 2005 • Γιώργος Κεχαγιόγλου, «Θεματογραφία της πρώτης μεταπολεμικής ποιητικής γενιάς», στον σύμμεικτο τόμο Σωκράτης Σκαρτσής (επιμ.), <i>Πρακτικά Πρώτου Συμποσίου Νεοελληνικής Ποίησης</i>, Πανεπιστήμιο Πατρών (3-5 Ιουλ. 1981), τόμος Α', Γνώση, Αθήνα 1982, σ. 59-68. • Βύρων Λεοντάρης, <i>Η Ποίηση της ήττας</i>, Έρασμος, Αθήνα 1983 [πρώτη δημοσίευση: 1963]. • Δημήτρης Μαρωνίτης, <i>Ποιητική και πολιτική ηθική. Πρώτη μεταπολεμική γενιά. Αλεξάνδρου-Αναγνωστάκης-Πατρίκιος</i>, Κέδρος, Αθήνα 1976 • Δώρα Μέντη, <i>Μεταπολεμική πολιτική ποίηση. Ιδεολογία και ποιητική</i>, Κέδρος, Αθήνα

1995

- Γ. Π. Σαββίδης, «Το στίγμα της πρώτης μεταπολεμικής ποιητικής γενιάς», στον σύμμεικτο τόμο Σωκρ. Λ. Σκαρτσής (επιμ.), *Πρακτικά Πρώτου Συμποσίου Νεοελληνικής Ποίησης*, τ. Α΄, Γνώση, Αθήνα 1983, σ. 27-34.