

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	NEFF 511	SEMESTER	5TH ONWARDS
COURSE TITLE	ANTISEMITISM AND HOLOCAUSTE IN MODERN GREEK AND EUROPEAN 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 by the instructor and oral presentations by the students		3	10
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>	Special background		
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		

(2) 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 course aims to familiarize students with Modern Greek and European short stories, as well as novels about anti-Semitism and the Holocaust. More specifically, after the completion of the course, students should be able to:</p> <ul style="list-style-type: none"> - Know some of the most representative Modern Greek and European short stories and novels about anti-Semitism and the Holocaust - Analyze the topics of anti-Semitism and 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 limits of Holocaust representation in art and literature - Use the relevant bibliography. <p>Students should also be able to write a scientific paper on a topic related to the issues described above.</p>

<p>General Competences</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> <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></p>	
<p><i>Project planning and management</i> <i>Respect for difference and multiculturalism</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>.....</i> <i>Others...</i> <i>.....</i></p>	
<p>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 Respect for difference and multiculturalism</p>	

(3) SYLLABUS

<p>The seminar is divided into two parts. In Part I, the instructor will deliver a series of lectures on:</p> <ul style="list-style-type: none"> - some of the most important Modern Greek and European short stories and novels about anti-Semitism and the Holocaust - the narrative techniques used by these authors in order to represent the Holocaust - discussions on the limits of Holocaust representation in literature. <p>In Part II, each student will orally present a paper on the specific topic chosen by herself/himself.</p>
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(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	
<p><i>The manner and methods of teaching are described in detail.</i> <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></p> <p><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></p>	Lectures by the instructor and oral presentations by the students	39	
	Individual study	71	
	Preparation for the oral presentation	60	
	Final Written Essay	80	
	Course total	250	
STUDENT PERFORMANCE			

<p style="text-align: center;">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>
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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. Ζητήματα ιστορίας και μυθοπλασίας</i>, Θεμέλιο, Αθήνα 1998</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>- 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 (ed.), <i>The Palgrave Handbook of Holocaust Literature and Culture</i>, Palgrave Macmillan, New York 2020</p> <p>- Harold Bloom (ed.), <i>Literature of the Holocaust</i>, Chelsea House Publishers, Philadelphia 2004</p> <p>- Robert Eaglestone και Barry Langford (ed.), <i>Teaching Holocaust Literature and Film</i>, Palgrave Macmillan, New York 2008</p> <p>- Alan Rosen (ed.), <i>Literature of the Holocaust</i>, Cambridge University Press, Cambridge 2013</p>
