

COURSE OUTLINE

(1) GENERAL

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| SCHOOL | SCHOOL OF PHILOSOPHY | | |
| ACADEMIC UNIT | DEPARTMENT OF PHILOLOGY | | |
| LEVEL OF STUDIES | UNDERGRADUATE | | |
| COURSE CODE | NEFF 517 | SEMESTER | 5TH ONWARDS |
| COURSE TITLE | Literary characters in the novels of the 1930s | | |
| 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), “Literary Theory” (NEFF 103) and one course 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

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| <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 the theory of the literary character, an essential element in the construction of a fictional world, as well as with important Greek novels of the 1930-1940s. More specifically, after the completion of the course, students should be able to:</p> <ul style="list-style-type: none"> - understand how the theory of the literary person evolved - to become familiar in recognizing the textual elements that compose a novel character - examine a critical decade for Greek literature - to study novels of the 1930s and their authors - to become acquainted in the use of relevant bibliography - write a scientific paper on a topic related to the issues described above. - <p>General Competences</p> |
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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?

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

(3) SYLLABUS

The seminar is divided into two parts. In Part I, the instructor will deliver a series of lectures on the theory of the fictional character (presentation of the basic bibliography, mainly french and english) and will present the historical-ideological context of the fictional production of the 1930-1940s in Greece. In Part II, each student will orally present their work with respect to a novel character (or a set of characters) on a specific novel of the period under consideration.

(4) TEACHING and LEARNING METHODS - EVALUATION

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| 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> | 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 by the instructor and oral presentations by the students | 39 |
| | Individual study | 71 |
| | Preparation for the oral presentation | 60 |
| | Final Written Essay | 80 |
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| | Course total | 250 |
| STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation</i> | Oral presentation (20%) and essay (60%). In the final assessment, the level of participation in seminar discussion will also be considered (20%). | |

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| <p><i>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>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

Χριστίνα Ντουινιά, *Αργοναύτες και σύντροφοι, Όψεις του λογοτεχνικού πεδίου στη δεκαετία του '30*, Αθήνα, Εστία: 2021

Δημήτρης Τζιόβας, *Ο μύθος της γενιάς του '30. Νεοτερικότητα, ελληνικότητα και πολιτισμική ιδεολογία*, Αθήνα, Πόλις: 2012

Mario Vitti, *Η Γενιά του Τριάντα: Ιδεολογία και μορφή*, Αθήνα, Ερμής: 1977

Vincent Jouve, *L'effet-personnage*, Παρίσι, PUF: 1992

Laure Helms, *Le personnage du roman*, Παρίσι, Arman Colin: 2018

Λογοτεχνικά κείμενα

Μ. Αξιώτη, *Δύσκολες Νύχτες*

Η. Βενέζης, *Το νούμερο 31328, Γαλήνη*

Γ. Θεοτοκάς, *Αργώ, Λεωνής*

Μ. Καραγάτσης, *Συνταγματάρχης Διάπκιν*

Γ. Μπεράτης, *Διασπορά*

Στ. Μυριβήλης, *Η δασκάλα με τα χρυσά μάτια*

Λ. Νάκου, *Οι Παραστρατημένοι*

Κ. Πολίτης, *Λεμονοδάσος, Εκάτη, Eroica*

Π. Πρεβελάκης, *Το χρονικό μιας πολιτείας*

Α. Τερζάκης, *Δεσμώτες, Η μενεξεδένια Πολιτεία*