

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	NEFF 518	SEMESTER	5TH ONWARDS
COURSE TITLE	Art trends in post-war America. Correlations with Greek 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), "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)	(under construction)		

(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 important works of American postwar art (with emphasis on literature) on the one hand, and with the corresponding Greek cultural reflections on the other. More specifically, after the completion of the course, students should be able to:</p> <ul style="list-style-type: none"> - Study major works of American postwar literature - Understand, distinguish and present the main patterns of cultural transference between American and Greek post-war literature - Use the relevant bibliography

- Write a scientific paper on a topic related to the issues described above.

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?

<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>Production of new research ideas</i>	<i>Others...</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
 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 follow main topics:

- Youthful identities in American film and prose from the 1950s: the unconventional, the rebel without a cause, the hipster
- Beat Generation (Allen Ginsberg, Jack Kerouac, William S. Burroughs)
- Gendered identities in American literature
- Youth subcultures and the construction of social identity
- The "Greek beats": from the cycle of the magazine *Pali*, from the poetic generation of the 70s, the examples of Katerina Gogou, G. Prevedourakis etc.
- Greek versions of road novel, addiction novel and queer writing.

In Part II, each student will orally present a paper on the specific topic chosen by herself/himself.

(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. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic</i>	Lectures by the instructor and oral presentations by the students	39
	Individual study	71
	Preparation for the oral presentation	60
	Final Written Essay	80

creativity, etc.		
	Course total	250
<p>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</p>		
<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</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>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> • Paul Levine & Ντόρα Τσιμπούκη, <i>Αμερικάνικες ταυτότητες. Η λογοτεχνική ιστορία των Ηνωμένων Πολιτειών 1603-2000</i>, μτφρ. Αντώνης Γαλέος, Αθήνα, Πατάκης, 2007, 278-382. • Paul Levine & Harry Papasotiriou, <i>America since 1945: The American Moment</i>, Palgrave Macmillan, 2005. • Λιάνα Σακελλίου – Σούλτζ (επιμ.), <i>Γκάρυ Σνάνιντερ. Η ποιητική και η πολιτική του τόπου</i>, Αθήνα 1998. • Grégory Pierrot, <i>Decolonize Hipsters, Decolonize That!</i>, 2021. • Dick Hebdige, <i>Subculture: The Meaning of Style</i>, Routledge, 1979. • <i>Ανθολογία Μπιτ Ποίησης</i>, εισαγωγή-μτφρ. Γιάννης Λειβαδάς, Αθήνα, Ροές, 2003. • Ελένη Μαραγκού, Θεοδώρα Τσιμπούκη (επιμ.), <i>Η δική μας Αμερική. Η αμερικανική κουλτούρα στην Ελλάδα</i>, Αθήνα, Μεταίχμιο, 2010. • Karen Van Dyck, "Lefteris Poulis's Political Beat", in <i>Kassandra and the Censors: Greek Poetry since 1967</i>, New York, Cornell University Press, 1998, 68-83. • Αγγέλα Γιώτη, «The Beat Generation goes on στην Ελλάδα της Μεταπολίτευσης», Γ. Δημητρακάκης & Αναστασία Νάτσινα (επιμ.), <i>Μεταπολίτευση 1974-1981: Λογοτεχνία και πολιτισμική ιστορία</i>, Ρέθυμνο, Εκδόσεις της Φιλοσοφικής Σχολής, Πανεπιστήμιο Κρήτης, 2021, 327-342. • Ελισάβετ Αρσενίου, <i>Νοσταλγοί και Πλαστοουργοί: έντυπα, κείμενα και κινήματα στην μεταπολεμική λογοτεχνία</i>, Αθήνα, Τυπωθήτω, 2003, 277-293. • Μορφία Μάλλη, <i>Στον δρόμο των beat. Μια ανάγνωση της ποίησης του Λευτέρη Πούλιου</i>, Αθήνα, Futura, 2016.
