COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE (BA)		
COURSE CODE	PHL_B603	**SEMESTER**	5th (Fall semester)
COURSE TITLE	THEORIES OF LITERATURE: FROM FORMALISM TO ECOCRITICISM		

INDEPENDENT TEACHING ACTIVITIES *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*	WEEKLY TEACHING HOURS	CREDITS
Lectures - seminar discussions – oral presentations of projects in the classroom	3 (x 13 weeks)	1,6
Study of class materials and preparation of class exercises	3 (x 13 weeks)	1,6
Pre-examination review of the entire matter covered in term. Final written examination.	3,6 (x 13 weeks)	1,8
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).	TOTAL: 9,6 (x 13 weeks)	5,0

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Scientific area of Modern Greek Studies
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	http://philology.upatras.gr/courses/themata-theorias-tis-logotechnias/

(2) LEARNING OUTCOMES

Learning outcomes *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.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
This is an introductory course to the theory of literature. In the course the students learn how different theories of literature have emerged as responses to particular issues in literature, in other theories of literature, as well as in social reality. Upon completion of this course the student should be able to:

1. Describe the basic theoretical trends of 20th century thought.
2. Explain the reasons for the great influence of Ferdinand de Saussure's linguistic theory on contemporary theoretical reflection.
3. Comment on key positions of Russian formalism, refer to its principal representatives and explain its relationship with Futurism.
4. Describe the basic principles of French structuralism, distinguish between different tendencies within it, and refer to its main representatives.
5. Discuss Marx's and Engels' main views on literature.
6. Comment on the doctrine of "socialist realism."
7. Describe key concepts introduced by Antonio Gramsci and Louis Althousser.
8. Explain some theoretical differences between structuralism and post-structuralism.
9. Explain ecocriticism's core concerns.
10. Analyze core issues of ecofeminism.
11. Apply theoretical approaches to selected literary texts.

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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This course aims to help students:
-- Learn to search, analyze and synthesize data, using, when necessary, digital technology.
--Develop critical and creative thinking abilities and produce new research ideas.
--Learn how to read carefully and critically.
--Work in international and/or interdisciplinary environments.
--Learn to work independently, and/or in collaboration with others.
--Develop awareness of gender issues.
--Adjust to new conditions.

(3) SYLLABUS

Course content:

1. Definition of literary theory as a field of study
2. The linguistic sign according to F. de Saussure.
3. Russian Formalists
4. French Structuralism
5. Narratology
6. Deconstruction
7. Marxist criticism
8. Neo-Marxist theory
9. Ecocricism
10. Ecofeminism

11. Systematic study and critical engagement with theoretical texts and pertinent bibliographic materials.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face teaching
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• Support of and enhancement of the learning process through the electronic platform *e-class*. • Flexible electronic communication with students throughout the academic term.

TEACHING METHODS *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.* *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*		
	Activity	**Semester workload**
	Lectures, in situ or de visu	23h
	Seminar discussions in the classroom & discussion of class exercises	16h
	Self-study of course literature	39h
	Pre-examination revision of the entire matter covered in term. Final written exam.	47h
	Total Course Workload	***125 h*** ***(5 ECTS)***

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *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* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	I. Final written examination (90%) which might include: • short-answer questions • questions that require critical thinking and problem solving and invite an essay-style response. II. Participation in class discussion (05%) III. Preparation of class exercises (5%) Assessment criteria are accessible in the course's «Syllabus» in *e-class*.

(5) ATTACHED BIBLIOGRAPHY

Recommended bibliography

1. *The Cambridge History of Literary Criticism.* Vol. 8, *From Formalism to Poststructuralism.* Edited by Radam Selden. Cambridge University Press, 1995.
2. Angenot, Marc, Bessière Jean, Fokkema Douwe, Kushner, Eva. *Théorie littéraire.* PUF, 1989.
3. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory.* Second Edition. Manchester UP, 2002.
4. Culler, Jonathan. *Literary Theory: A Very Short Introduction.* Oxford University Press, 2000.
5. Douwe Fokkema, Elroud Ibsch, *Theories of Literature in the Twentieth Century.*

Hurst and Company, 1978.

6. Eagleton Terry. *Literary Theory. An Introduction*. Second Edition. University of Minnesota Press, ⁴ 2003.

7. Newton, K.M. (ed.) *Twentieth-Century Literary Theory. A Reader*. Second edition. St. Martin's Press, 1997.

8. Hiltner, Ken (ed.). *Ecocriticism. The Essential Reader*. Taylor& Francis 2014.

9. Douglas A. Vakoch (ed.). *The Routledge Handbook of Ecofeminism and Literature,* Routledge 2023.

10. A selection of texts by Saussure, Jakobson, Tynjanov, Sklovskij, Mukarovsky, Todorov, Lévi-Strauss, Barthes, Genette, Marx, Engels, to be found in the course's *e-class*.