

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES & SOCIAL SCIENCES		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PHL_B513	SEMESTER	5th (winter semester)
COURSE TITLE	PROSE FICTION IN THE INTERWAR YEARS		
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	3	(13 weeks)	1,6
Practical Lab courses			
Autonomous mini-project	3	(13 weeks)	1,6
Preparation for the written exams	3,7	(13 weeks)	1,9
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>	TOTAL:		5,0
	9,7 (13 weeks)		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Field of Science		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English and German)		
COURSE WEBSITE (URL)	http://philology.upatras.gr/courses/		

(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>Consult Appendix A</p> <ul style="list-style-type: none"> • 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
<p>Upon successful completion of this course the students will acquire new knowledge and specific skills on the following subjects:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of historical, political and social developments in the interwar years (1918-1940). 2. Demonstrate knowledge of prose fiction output in the years 1918-1940 and its main representatives. 3. Will be able to distinguish between prose fiction genres (novel, novella, short story). 4. Will be able to discuss the rise of the novel during these years. 5. Will be able to discuss the hegemonical role of the Generation of the 1930s.

<ol style="list-style-type: none"> 6. Demonstrate knowledge of the European literary output in the years 1918-1940, movements and intertextual references in Greek prose fiction of the same period. 7. Will be able to comprehend political and ideological developments and the ways in which they affected prose fiction. 8. Will comprehend the terms <i>realism</i>, <i>naturalism</i>, <i>symbolism</i>, <i>modernism</i> and <i>surrealism</i> and be able to classify texts accordingly. 9. 																		
<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> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<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>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<ol style="list-style-type: none"> 1. Historical knowledge of interwar period (1918-1940) 2. Ability to show knowledge of basic traits in the literary output of the interwar years. 3. Ability to recognise movements and discuss their periodisation. 4. Ability to close-read and interpret prose fiction texts. 5. Ability to discern the influence of European literature in Greek prose fiction. 6. Ability to discuss political and ideological developments in relation to literary developments. 																		

(3) SYLLABUS

<ol style="list-style-type: none"> 1. Historical, ideological and political context of the interwar years 2. Basic movements, European influences and intertextual references in prose fiction of the interwar years 3. The novels <i>Slaves in their Chains</i> by Konstantinos Theotokis (1922) and <i>Eroica</i> by Kosmas Politis (1938) 4. The essay <i>Free Spirit</i> by George Theotokas (1929) 5. Prose texts by Petros Pikros, Fotis Kontoglou, Stratis Doukas, M. Karagatsis, Yannis Skarimbas, Melpo Axioti 6. Secondary sources
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Powerpoint presentations Usage of selected websites E-class	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload
	Lectures	39
	Practical Lab Courses	

<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> <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>	Autonomous assignment	39
	Preparation for the written exams	48
	Total work load	125 h (5 ECTS)
<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>	<ol style="list-style-type: none"> 1. Written final examination containing essay questions to evaluate close-reading ability and text interpretation (70%) 2. Short evaluations during the semester (30%) 	

(5) BIBLIOGRAPHY

<p><i>-Recommended bibliography:</i></p> <ol style="list-style-type: none"> 1. Καγιαλής, Τάκης, <i>Η επιθυμία για το Μοντέρνο: δεσμεύσεις και αξιώσεις της λογοτεχνικής διανόησης στην Ελλάδα του 1930</i>, Αθήνα: Βιβλιόραμα 2007 2. Κοτζιά, Ελισάβετ, <i>Ιδέες και αισθητική: μεσοπολεμικοί και μεταπολεμικοί πεζογράφοι</i>, Αθήνα: Πόλις 2006 3. Μουλλάς, Παν., «Εισαγωγή», τόμος Α' στη σειρά <i>Η μεσοπολεμική πεζογραφία</i>, Αθήνα: Σοκόλης 1993, 17-157. 4. Μπεχλικούδη Δήμητρα, <i>Όψεις του νεοελληνικού μυθιστορήματος του μεσοπολέμου: μια συγκριτική προοπτική</i>, Αθήνα: Παπαζήση 2005 5. Τζιόβας, Δημήτρης, <i>Ο μύθος της γενιάς του Τριάντα: νεωτερικότητα, ελληνικότητα και πολιτισμική ιδεολογία</i>, Αθήνα: Πόλις 2011. 6. Vitti, Mario, <i>Η 'γενιά του τριάντα': ιδεολογία και μορφή</i>, Αθήνα: Ερμής 1995 7. Beaton, Roderick, <i>Εισαγωγή στη νεότερη ελληνική λογοτεχνία</i>, μετάφραση Ευαγγελία Ζουργού-Μαριάννα Σπανάκη, Αθήνα: Νεφέλη 1996, 137-152, 174-198 και 220-232 8. Vitti, Mario, <i>Ιστορία της νεοελληνικής λογοτεχνίας</i>, Αθήνα: Οδυσσεάς 1987, 321-330 και 367-392 9. Σβορώνος, Νίκος, <i>Επισκόπηση της νεοελληνικής ιστορίας</i>, Αθήνα: Θεμέλιο 1994, 119-136 10. Κωστής, Κώστας, «<i>Τα κακομαθημένα παιδιά της Ιστορίας</i>»: η διαμόρφωση του νεοελληνικού κράτους 18^{ος}-21^{ος} αιώνας, Αθήνα: Πόλις 2013, 593-645
