COURSE OUTLINE

1. GENERAL

SCHOOL	HUMAN AND SOCIAL SCIENCES
ACADEMIC UNIT	PHILOLOGY
LEVEL OF STUDIES	UNDERGRADUATE (BA)

COURSE CODE	PHL_Y409	SEMESTER	Fourth (4th)

COURSE TITLE	MODERN GREEK PROSE FICTION 1830-1914

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	3 (x 13 weeks)	1,6
Practical Lab courses: training in digital bibliography and the web		
Autonomous mini-project	3 (x 13 weeks)	1,6
Preparation for the written exams	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*	Field of Science: Modern Greek Studies
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English and French)
COURSE WEBSITE (URL)	http://philology.upatras.gr/courses/neoelliniki-pezografia-1830-1914/

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*

At the end of this course the student should be able to:

1. Present the evolution of prose writing in Greece from the 1830s to the 1914s.
2. Discern the cultural and historical contexts which shape the literary prose production.
3. Have acquired knowledge about the literary schools and tendencies of the Modern Greek literature (1830-1914), especially in prose.
4. Present the main features of the Athenian School's prose fiction and its main representatives.
5. Present the main features of Generation of the 1880s's prose fiction and its main representatives.

6. Distinguish between prose fiction genres: novel, short story, novella.
7. Comprehend the terms *picaresque*, epistolary, *historical, mystery novel*, *narrative*, *ethography* etc. and be able to classify texts accordingly.
8. Proceed to the critical reading of texts of Modern Greek prose (1830-1914) and discuss them by issuing a scientific style of argumentation through the appropriate bibliography.
9. Construct convincing arguments to support his/her ideas.
Conduct searches of printed and electronic bibliographic sources.

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	*Project planning and management*
	Respect for difference and multiculturalism
Adapting to new situations	*Respect for the natural environment*
Decision-making	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Working independently	
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...*
	....

This course aims to help students:

1. To apply knowledge in practice.
2. To demonstrate knowledge and understanding of essential characteristics related with the literary production in prose from 1830 to 1914.
3. To trace the literary genres (novel, short story, novella).
4. To recognize the main formal characteristics of the aesthetic trends: Romanticism, Realism, Naturalism.
5. To examine critically and interpret prose texts.
6. To search, analyze and synthesize data, using, when appropriate, digital technologies.
7. To work autonomously.
8. To interact with others.
9. To be critical and self-critical.
10. To advance free, creative and causative thinking.

3. SYLLABUS

1. Introduction: The historical context in Greece from the establishment of the Greek state until the First World War.
2. The language issue (katharevousa, archaic, demotiki).
3. The literary field: editions and the book market, literary magazines and newspapers.
4. The concise outline of Modern Greek prose development: a. the prose fiction production 1830-1880, b. the 1880s Generation's prose fiction.
5. The literary and esthetic movements and trends: Romanticism, Realism, Naturalism, ethography.
6. The prose fiction genres: sentimental/epistolary/ historical/picaresque novel, ethographical/urban short story, serial narrative, etc.
7. The War of Independence: a. Memoirs, b. biographies of 1821 warriors, c. the novelistic discourse.
8. Close-reading and interpretation of prose fiction texts from representative writers (Gr. Paleologos, A.-R. Rangavis, P.Kalligas, Emm. Roidis, D. Vikelas., Al. Papadiamantis, G. M. Vizyinos, M. Mitsakis, A. Karkavitsas, G. Xenopoulos, et als).

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*	1. Learning process support and enhancement through the electronic platform e-class. 2. Flexible electronic communication with students throughout the academic term.

		3. Usage of selected sites of the network. 4. Power point presentations.		
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	26h	
		Readings and discussions on literary texts in class	13h	
		Autonomous assignment	39h	
		Pre-examination review of the entire matter covered in term. Final written exam.	46,8h	
		Course total	125h (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.*		1. Written final examination containing short answer questions testing knowledge, as well as essay questions evaluating close-reading ability and text interpretation (85%). 2. Participation in class discussion (0,5%). 3. Student presentations (10%).		

5. ATTACHED BIBLIOGRAPHY

Recommended bibliography:
1. Πέρσα Αποστολή, *Το πικαρικό μυθιστόρημα και η παρουσία του στον ελληνικό 19ο αιώνα. Από τον «Ερμήλο» (1817) ως την «Πάπισσα Ιωάννα» (1866)*, Αθήνα, Άρτεμις, 2018.
2. Νάσος Βαγενάς (επιμ.), *Από τον «Λέανδρο» στον «Λουκή Λάρα». Μελέτες για την πεζογραφία της περιόδου 1830-1880*, Ηράκλειο Ίδρυμα Τεχνολογίας και Έρευνας – Πανεπιστημιακές Εκδόσεις Κρήτης, 2009.
3. Γεωργία Γκότση, *Η ζωή εν τη πρωτευούση. Θέματα αστικής πεζογραφίας από το τέλος του 19ου αιώνα*, Αθήνα, Νεφέλη, 2004
4. *Η παλαιότερη πεζογραφία μας. Από τις αρχές της ως τον Πρώτο Παγκόσμιο Πόλεμο:1830-1880*, τόμοι Α΄, Γ΄-ΙΑ΄, Αθήνα, Σοκόλης, 1996-1998.
5. Σοφία Ντενίση, *Το ελληνικό ιστορικό μυθιστόρημα και ο Sir Walter Scott (1830-1880)*, Αθήνα, Καστανιώτης, 1994
6. Αλέξης Πολίτης, *Η Ρομαντική λογοτεχνία στο εθνικό κράτος 1830-1880*, Ηράκλειο, Πανεπιστημιακές εκδόσεις Κρήτης, 2017.
7. Ελένη Πολίτου-Μαρμαρινού–Βίκυ Πάτσιου (επιμ.), *Ο Νατουραλισμός στην Ελλάδα. Διαστάσεις-Μετασχηματισμοί-Όρια*, Αθήνα, Μεταίχμιο, 2007.
8. Πρακτικά Συνεδρίου, *1821 και Απομνημονεύματα*, Αθήνα, Βουλή των Ελλήνων, 1920.
9. Γεωργία Φαρίνου-Μαλαματάρη (επιμ.), *Εισαγωγή στην πεζογραφία του Παπαδιαμάντη*, Ηράκλειο, Πανεπιστημιακές Εκδόσεις Κρήτης, 2005.
10. Γεωργία Φαρίνου-Μαλαματάρη, *Το σχοίνισμα της γραφής. Παπαδιαμαντ(ολογ)ικές μελέτες*, Αθήνα, Gutenberg 2014.
11. Mario Vitti, *Η Ιδεολογική λειτουργία της ελληνικής ηθογραφίας*, Αθήνα, Κέδρος 1991.