

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF PHILOSOPHY		
<b>DEPARTMENT</b>	DEPARTMENT OF PHILOLOGY		
<b>LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	NEFF 253	<b>CYCLE OF STUDY</b>	ALL
<b>COURSE TITLE</b>	POST-WORLD WAR II MODERN GREEK POETRY		
<b>AUTONOMOUS EDUCATIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>CREDITS/ECTS</b>
LECTURES		3	5
<b>COURSE TYPE</b>		Scientific discipline	
<i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>			
<b>PREREQUISITIES</b>	None		
<b>TEACHING AND EXAM LANGUAGE</b>	Greek		
<b>AVAILABLE TO ERASMUS STUDENTS</b>	Yes (in Greek)		
<b>WEBSITE (URL)</b>	<a href="https://classweb.cc.uoc.gr/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a>		

### 2. LEARNING OUTCOMES

<b>LEARNING OUTCOMES</b>								
<p>This course aims at familiarizing students with the Post-World War II Modern Greek poetry. More specifically, after the completion of the course, students should be able to:</p> <ul style="list-style-type: none"> <li>- Know the most important poets of the first and the second Post-World War II poetic generation.</li> <li>- Recognize and analyze the thematics and the style of the most representative poems of this period.</li> <li>- Relate this poetry to the historical, political and ideological context (WWII, Greek Civil War, Post-WWII political conflicts, etc.).</li> <li>- Acquainted with the relevant bibliography.</li> <li>- Analyze a selected poem.</li> </ul>								
<b>BROAD KNOWLEDGE/COMPETENCIES</b>								
<p><i>General Competences</i></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 style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</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>
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<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>
Search for, analysis and synthesis of data and information with the use of the necessary technology	
Working independently	
Production of free, creative and inductive thinking	
Criticism and self-criticism	

### 3. COURSE DESCRIPTION

1. The first Post-World War II poetic generation. The major tendencies and the most important poets.
2. The second Post-World War II poetic generation.
3. Study of representative poems.
4. Issues of ideology and poetics.
5. The relation to the historical and political context in Greece in the aftermath of the WWII. The major ideological conflicts.
6. The critical reception.

### 4. TEACHING AND LEARNING METHODS-EVALUATION

<b>MODE OF DELIVERY</b>	In Class	
<b>OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT</b>	<ul style="list-style-type: none"> <li>• Class notes, announcements &amp; communication via ClassWeb</li> <li>• Communication via e-mail</li> </ul>	
<b>COURSE STRUCTURE</b>	<b>ACTIVITY</b>	<b>WORKLOAD</b>
	Lectures	39
	Independent study and exam preparation	83
	Final written examination	3
	<b>Total</b> <i>(25 working hours per credit)</i>	125
	<b>STUDENT ASSESSMENT</b>	<p>Three-hour written exam in Greek or English (for Erasmus students).</p> <p>Short-answer questions and short essays on the course content that test the students' knowledge and ability to analyze texts in relation to the major ideas developed during the course.</p> <p>For the assessment of the answers the following will be considered:</p> <ul style="list-style-type: none"> <li>- Fullness and accuracy</li> <li>- The extent of understanding the subject and the quality of critical thinking</li> <li>- Erudition and fluency (structure, use of language).</li> </ul>

### 5. SUGGESTED BIBLIOGRAPHY

Αλέξανδρος Αργυρίου, *Η πρώτη μεταπολεμική γενιά, ανθολογία-γραμματολογία*, Εκδόσεις Σοκόλη, Αθήνα 1982

Α. Ευαγγέλου - Γ. Αράνης, *Δεύτερη μεταπολεμική ποιητική γενιά (1950-2012), Ανθολογία*, Gutenberg, Αθήνα 2017

Σόνια Ιλίνσκαγια, *Η μοίρα μιας γενιάς. Συμβολή στη μελέτη της μεταπολεμικής πολιτικής ποίησης στην Ελλάδα*, μεταφραστική επιμέλεια Μήτσος Αλεξανδρόπουλος, Κέδρος, Αθήνα 1986

Αγγέλα Καστρινάκη, *Η λογοτεχνία στην ταραγμένη δεκαετία 1940-1950*, Πόλις, Αθήνα 2005

Δημήτρης Μαρωνίτης, *Ποιητική και πολιτική ηθική. Πρώτη μεταπολεμική γενιά*, Κέδρος, Αθήνα 1976

Δώρα Μέντη, *Μεταπολεμική πολιτική ποίηση. Ιδεολογία και ποιητική*, Κέδρος, Αθήνα 1995

Κώστας Παπαγεωργίου, *Η δεύτερη μεταπολεμική γενιά. Η ελληνική ποίηση, ανθολογία-γραμματολογία*, τόμ. 6, Εκδόσεις Σοκόλη, Αθήνα 2002