

## COURSE OUTLINE (SEMINAR)

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF PHILOSOPHY		
<b>SEMESTER</b>	SPRING		
<b>DEPARTMENT</b>	PHILOLOGY		
<b>LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	NEFF 508	<b>CYCLE OF STUDY</b>	5 <sup>th</sup> onwards
<b>COURSE TITLE</b>	THE GREEK FOLKSONGS		
<b>AUTONOMOUS EDUCATIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>CREDITS/ECTS</b>
Lectures and Oral Presentations		3	10
<b>COURSE TYPE</b>	SCIENTIFIC AREA		
<i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>			
<b>PREREQUISITIES</b>	THE SUCCESFULL FOLLOWING OF NEFF 100 AND TWO NEFF LECTURES AT LEAST		
<b>TEACHING AND EXAM LANGUAGE</b>	GREEK		
<b>AVAILABLE TO ERASMUS STUDENTS</b>	YES		
<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>The main objective of the class is the familiarization with the history and the art of Folksongs (especially Greek Folksongs). Students must in the end be able:</p> <ul style="list-style-type: none"><li>• To know the origins of Greek Folksongs from antiquity to the late Middle Ages and early pre revolutionary years</li><li>• To know the various types of folksongs</li><li>• To analyze them in terms of their form and content</li><li>• To understand their importance in the formation of modern Greek national identity.</li></ul>
<b>BROAD KNOWLEDGE/COMPETENCIES</b>
<i>General Competences</i> <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i>

<i>Supplement and appear below), at which of the following does the course aim?</i>	
<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>
<ul style="list-style-type: none"> <li>• <i>Autonomous work</i></li> <li>• <i>criticism and self-criticism</i></li> <li>• <i>Promotion of free, creative and inductive thinking</i></li> </ul>	

### 3. COURSE DESCRIPTION

1. The Greek folksongs from antiquity to the modern times
2. The various kinds of Greek Folksongs
3. The content, the form and the verse of Greek Folksongs
4. The meaning of oral literature against literacy
5. The reception of Greek Folksongs from the modern scholars in the 19th century and the making of the modern Greek national identity

### 4. TEACHING AND LEARNING METHODS-EVALUATION

<b>MODE OF DELIVERY</b>	<b>IN CLASS</b>	
<b>OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT</b>	<ul style="list-style-type: none"> <li>• use of databases</li> <li>• support learning process through the electronic platform e-class</li> </ul>	
<b>COURSE STRUCTURE</b>	<b>ACTIVITY</b>	<b>WORKLOAD</b>
	Seminar	39

	Preparation for the oral presentation	40
	Final written essay	40
	Independent Study	81
	<b>Total</b> (25 working hours per credit)	200
<b>STUDENT ASSESSMENT</b>	I. Oral presentation in class (30%) II. Final written essay (70%)	

#### 5. SUGGESTED BIBLIOGRAPHY

<p>Πολίτης Αλέξης, Η ανακάλυψη των ελληνικών δημοτικών τραγουδιών, Αθήνα, 1984            Σηφάκης Γ.Μ., Για μια ποιητική του ελληνικού δημοτικού τραγουδιού, Ηράκλειο, 1988            Πολίτης Αλέξης, Το δημοτικό τραγούδι, Ηράκλειο, 2010            Saunier Guy, Ελληνικά δημοτικά τραγούδια, Αθήνα, 2001            Καψωμένος Ερατοσθένης, Το δημοτικό τραγούδι, Αθήνα, 1996</p>
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