

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHICAL		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	NEFF 523	SEMESTER	5 th onwards
COURSE TITLE	THE ETHOGRAPHIC NARRATIVE		
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 and Oral Presentations		3	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SCIENTIFIC AREA		
PREREQUISITE COURSES:	THE SUCCESFULL FOLLOWING OF NEFF 100, NEFF 103 AND ONE NEFF LECTURE AT LEAST		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://classweb.cc.uoc.gr/classes.asp		

(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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The main objective of the seminar is the familiarization with the topic of ethographic narrative in late 19th century Greece.</p> <p>Students by the end of the seminar must be able</p> <ul style="list-style-type: none"> • To know the basic writers and texts of Greek ethography • To understand the concept of ethography and its aesthetic uses • To recognize the historical, social and cultural factors which create the ethographic narrative • To make use of bibliographic studies on ethographic narrative

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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- *Autonomous work*
- *Criticism and self-criticism*
- *Promotion of free, creative and inductive thinking*

(3) SYLLABUS

- The Genesis of “laography” and “ethography” in 19th century Greece
- The turn from the historical novel to the ethnographic narrative as a turn from Romanticism to Realism
- The influence of Demetrius Vikelas on the growth of ethnography.
- The main writers of ethnographic narratives (Viziinos, Papadiamantis, Karkavitsas, Drosinis)
- The decadence of ethnographic narratives.

(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>	<ul style="list-style-type: none"> • use of databases • support learning process through the electronic platform e-class 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <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>	Activity	Semester workload
	Seminar	39
	Preparation for the oral presentation	65
	Final written essay	45
	Independent Study	101
	Course total (25 working hours per credit)	250
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>I. Oral presentation in class (30%)</p> <p>II. Final written essay (70%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Αθανασόπουλος Β., <i>Οι μάσκες του ρεαλισμού</i>, Αθήνα 2003 • Βαλέτας Γ., <i>Η γενιά του '80: Ο νεοελληνικός νατουραλισμός και οι αρχές της ηθογραφίας</i>, Αθήνα 1981 • Βίττι Μ., <i>Ιδεολογική λειτουργία της ελληνικής ηθογραφίας</i>, Αθήνα 1974 • Βουτουρής Π., <i>Ως εις καθρέπτην... προτάσεις και υποθέσεις για την ελληνική πεζογραφία του 19^{ου} αιώνα</i>, Αθήνα 1995

- Μουλλάς Π., *Η παλαιότερη πεζογραφία μας*, τ. 6-8, Αθήνα 1996