

## MODERN GREEK BILDUNGSROMAN

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF PHILOSOPHY		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PHILOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	NEFF524	<b>SEMESTER</b>	5 <sup>TH</sup> ONWARDS
<b>COURSE TITLE</b>	Modern Greek Bildungsroman		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures by the instructor and oral presentations by the students		3	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	“Introduction to Modern Greek Literature” (NEFF 100), “Literary Theory” (NEFF 103) and one course on Modern Greek Literature (NEFF)		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (in Greek)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://classweb.cc.uoc.gr/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The course aims to familiarize students with the genre of the novel known as bildungsroman (novel of formation) and to bring them into contact with important representative texts in both Greek and European literature.</p> <p>More specifically, upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"> <li>-have an in-depth knowledge of the history, development and basic features of the novel of formation</li> <li>-distinguish the features of bildungsroman in the texts to be examined</li> <li>-analyze, interpret and compare works of Greek and European writers</li> </ul>

- relate novels to their social, cultural and historical context
- develop skills in analyzing and interpreting prose works
- gather the necessary bibliography for their work, study it and use it in an appropriate way
- be able to write a scientific paper.

**- 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?

<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p>
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- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Respect for difference and multiculturalism

**(3) SYLLABUS**

The seminar is divided into two parts. In part I, the instructor will deliver a series of lectures on the emergence and development of the *bildungsroman* as well as the presentation of the theory on this genre. This will be followed by a brief presentation of famous european *bildungsroman* of the 20th century, such as James Joyce's *A portrait of the Artist as a Young Man* and Alain Fournier's *Le Grand Meaulnes*.

In Part II of the seminar, each student will orally present a paper on a specific novel from 20th century Modern Greek literature that can be included in the *bildungsroman*. Indicatively: *Difficult Nights* (1938) by Melpo Axioti, *Eroika* (1938) by Kosmas Politis, *Leonis* (1940) by George Theotokas, *Land of Aeolia* (1943) by Ilias Venezis, *The Straw Hats* (1946) by Margarita Liberaki, *Journey with Hesperus* (1946) by Angelos Terzakis, *Contre-temps* (1947) by Mimika Kranaki, *The Sun of death* (1959 ) by Pandelis Prevelakis, *The ancient rust [Fool's gold]* (1979) by Maro Douka, *Astradeni* (1982) by Eugenia Fakinou, *Achilles' fiancée* (1987) by Alki Zei, etc.

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching,</i>	Class notes, announcements & communication via e-learn Communication via e-mail

<i>laboratory education, communication with students</i>		
<p><b>TEACHING METHODS</b> <i>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.</i></p> <p><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></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures by the instructor and oral presentations by the students	39
	Individual study	71
	Preparation for the oral presentation	60
	Final Written Essay	80
	Course total	<b>250</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b> <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>	<p><b>Oral presentation (20%) and essay (60%).</b> In the final assessment, the level of <b>participation in seminar discussion</b> will also be considered (20%).</p> <p>For the assessment of the oral presentation and final essay the following will be considered:</p> <ul style="list-style-type: none"> <li>■ fullness and accuracy</li> <li>■ bibliographical research</li> <li>■ the extent of understanding the subject and the quality of critical thinking</li> <li>■ erudition and fluency (structure of the essay, use of language).</li> </ul> <p>For the participation in seminar discussion, the frequency as well as the quality of contributions will be considered.</p>	

##### (5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> <li>▶ Georgia Farinou-Malamatari, «The Novel of Adolescence Written by a Woman: Margarita Limberaki», στο <i>The Greek Novel: A.D. 1-1985</i>, επιμ. Roderick Beaton, London, Croom Helm 1988</li> <li>▶ Μαρίνα Αρετάκη, «Ο Ήλιος του Θανάτου του Π. Πρεβελάκη ως μυθιστόρημα μαθητείας», <i>Θέματα Λογοτεχνίας</i>, τχ. 33, αφιέρωμα στον Παντελή Πρεβελάκη,</li> </ul>
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Σεπτέμβριος-Δεκέμβριος 2006

- ▶ Σπύρος Κιοσσές, *Το γυναικείο Bildungsroman στη νέα ελληνική λογοτεχνία: παραδειγματικές αφηγηματικές δομές διαμόρφωσης της μυθοπλαστικής ηρωίδας κατά την πρώτη μεταπολεμική περίοδο*, [Ανέκδοτη διδακτορική διατριβή] Πανεπιστήμιο Θεσσαλίας 2008
- ▶ Γερασιμία Μελισσαράτου, «Το μυθιστόρημα *Eroica* ως Bildungsroman: Κριτικά ξαναδιαβάσματα και μια πρόταση τυπολογικού προσδιορισμού», *Ελίτροχος* 11, χειμώνας 1996-1997
- ▶ Μιχαήλ Μπαχτίν, «Σχετικά με το μυθιστόρημα μαθητείας», «Το μυθιστόρημα μαθητείας και η σημασία του στην ιστορία του ρεαλισμού. Προς μια ιστορική τυπολογία του μυθιστορήματος», *Δοκίμια ποιητικής*, ΠΕΚ 2014
- ▶ Απόστολος Σαχίνης, «Το μυθιστόρημα της εφηβικής ηλικίας», *Η σύγχρονη πεζογραφία μας*, Εστία 2000
- ▶ Δημήτρης Τζιόβας, «Ατομικότητα και αναπόφευκτο: από το κοινωνικό μυθιστόρημα στο bildungsroman», *Ο άλλος εαυτός, ταυτότητα και κοινωνία στη νεοελληνική πεζογραφία*, Πόλις 2007.