

## ΠΕΡΙΓΡΑΜΜΑ ΜΑΘΗΜΑΤΟΣ (Course Syllabus)

### 1. General

<b>School</b>	<a href="#">School of Humanities and Social Sciences</a>		
<b>Department</b>	<a href="#">Department of Language and Intercultural Studies</a>		
<b>Study Level</b>	Undergraduate		
<b>Course code</b>		<b>Semester</b>	1st
<b>Course Title</b>	Narrating Lives: Memoir, Testimony, Diary, Autobiography		
<b>Autonomous Teaching Activities</b>		<b>Weekly Teaching Hours</b>	<b>Credits</b>
Lectures and Tutorials		3	5
<b>Course Type</b> <i>Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιότητων</i>	Scientific area		
<b>Prerequisites:</b>			
<b>Course teaching and evaluation language:</b>	Greek For non-Greek speaking students, this course can be offered as a reading course with an English bibliography and the requirement of a term paper.		
<b>The course is offered to Erasmus incoming students</b>	yes		
<b>Course Page (URL)</b>			

### 2. Learning Outcomes

#### Learning Outcomes

*Describe the learning outcomes of the course, the specific knowledge, skills and abilities students will acquire upon successful completion of the course of the appropriate level.*

#### The aims of the course are:

- Students will become familiar with a variety of autobiographical texts,
- develop and exercise critical thinking, and learn how to analyse and interpret texts

#### Upon successful completion of the course students will be able to:

- to critically analyse different forms of autobiographical and autobiographical texts,
- to discuss basic issues and questions concerning the relation of literature to reality,
- to understand and identify the function of literature as a tool in identity construction,
- to have an overview of literary autobiographical genres, such as memoir, testimony, diary, autobiography
- to know and be able to use theoretical notions and to use them to approach a text in its biographical aspects
- to analyse issues and views on identity through the study and analysis of literary texts,
- to apply a combination of methods in critical analysis of literary texts,
- to transfer those discussions in everyday life.

#### General Skills

*Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which one (s) does the course aim for?*

*Research, analyze and synthesize data and information, using the necessary technologies*

*Adaptation to new situations*

*Decision making*

*Independent work*

*Teamwork*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas Project design and management*

*Respect for diversity and multiculturalism*

Respect for the natural environment  
 Demonstrate social, professional and ethical responsibility and gender sensitivity  
 Exercising criticism and self-criticism  
 Promoting free, creative and inductive thinking

**The course aims at cultivating the following skills:**

- research, analyse and synthesize data and information
- independent work
- respect for diversity and multiculturalism
- demonstrate social, professional and ethical responsibility and gender sensitivity
- exercising criticism and self-criticism
- promoting free, creative and inductive thinking

**3. Course Content**

This course examines various forms of autobiographic writing (autobiography, memoir, testimony, correspondence, personal blog, etc.) as texts that represent the self in society through mnemonic and narrative strategies. We study the ways in which the author constructs and represents memory, as well as the impact of those narratives in the wider reception of social, historical and cultural contexts within which they were created.

In this course we will discuss the following:

- The role of literature in identity construction and self-perception
- The role of literature as a thinking tool and as a means to perceive historical reality and the perception of the self
- Fiction as a method for personal development through specific examples, i.e. the role of fiction in the construction of self image
- How do we read an autobiographical text?

**4. Instructive and Learning Methods - Evaluation**

<b>Delivery Method.</b>	Delivered by physical presence	
<b>Use of IT's in teaching and communication with students</b>	<ul style="list-style-type: none"> <li>• PowerPoint presentations</li> <li>• Support Learning Process via the e-class platform</li> <li>• Electronic communication with students</li> </ul>	
<b>Teaching Structure</b> <i>The methods of teaching are described in detail</i>	<b>Methods</b>	<b>Semester Work Load</b>
<i>The student study hours for each learning activity are recorded as well as the non-instructional study hours so that the overall workload at semester level corresponds to ECTS standards.</i>	Lectures and seminars	39
	Tutorials in smaller student groups, that focus on implementing the methodologies and case studies	
	Individual/Team projects	39
	Autonomous study	47
	<b>Course Total</b> <b>(25 Hrs. Work Load per Credit Unit)</b>	<b>125</b>
<b>Student Evaluation</b> <i>Description of the evaluation procedure</i>	<p>Evaluation takes the form of written exams, where the student is asked to answer essay type questions.</p> <p>There is also the possibility to submit an optional term paper that will count towards the final grade.</p> <p><i>The evaluation criteria are explicitly mentioned during the first introductory lecture. They are also available, in the course description on the university's eclass asynchronous e-learning platform.</i></p>	

## 5. Recommended Readings

### *Advised Bibliography:*

- Philippe Lejeune, *Le pacte autobiographique*, Seuil, 1997.
- Philippe Lejeune, Paul John Eakin, Katherine Margaret Leary, *On autobiography*, Minneapolis : University of Minnesota Press, 1989.
- Caine, Barbara, *Biography and History. Theory and History*, Basingstoke, UK: Palgrave Macmillan, 2010
- Βιογραφία, Αυτοβιογραφία, Ιστοριογραφία (συλλογικό), Ίδρυμα Μωραΐτη, 2021.
- Donnell A., Polkey P. (eds) *Representing Lives*. Palgrave Macmillan, London, 2000.
- Judy Simons, *Diaries And Journals Of Literary Women From Fanny Burney To Virginia Woolf*, McMillan, 1990.
- Valerie Raoul, “Women and Diaries: Gender and Genre”, *Mosaic: An Interdisciplinary Critical Journal*, Vol. 22, No. 3 (Summer 1989), pp. 57-65
- Julia Hope, “One Day We Had to Run”: The Development of the Refugee Identity in Children’s Literature and its Function in Education, *Children’s Literature in Education*, 2008.

### *Webpage:*

Asylum Seeker Narratives : <https://www.austlit.edu.au/austlit/page/7974003>

### *Journals:*

- *a/b: Auto/Biography Studies* <https://www.tandfonline.com/journals/raut20>