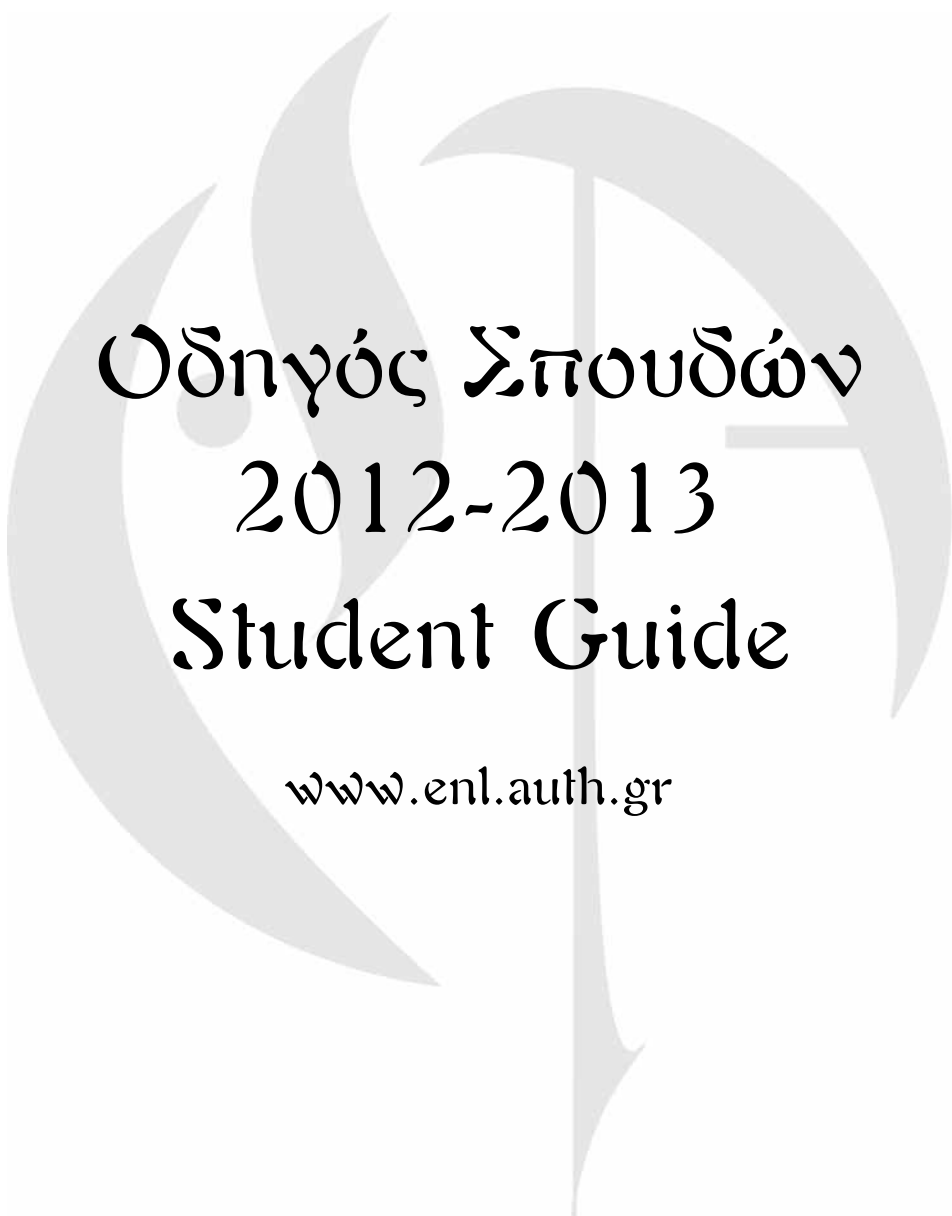


ΤΜΗΜΑ ΑΓΓΛΙΚΗΣ ΓΛΩΣΣΑΣ ΚΑΙ ΦΙΛΟΛΟΓΙΑΣ  
SCHOOL OF ENGLISH



Οδηγός Σπουδών  
2012-2013  
Student Guide

[www.enl.auth.gr](http://www.enl.auth.gr)

Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης • Φιλοσοφική Σχολή  
Aristotle University of Thessaloniki • Faculty of Philosophy







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School of English

Τμήμα Αγγλικής Γλώσσας  
και Φιλολογίας

# Τμήμα Αγγλικής Γλώσσας και Φιλολογίας

Το Τμήμα ιδρύθηκε το 1951, αρχικά ως μέρος του Ινστιτούτου Ξένων Γλωσσών και Φιλολογίων του Πανεπιστημίου Θεσσαλονίκης, και στη συνέχεια, από το 1984, ως Τμήμα Αγγλικής Γλώσσας και Φιλολογίας, ένα από τα οκτώ τμήματα που απαρτίζουν τη Φιλοσοφική Σχολή. Η Φιλοσοφική Σχολή του Πανεπιστημίου Θεσσαλονίκης ιδρύθηκε το 1926. Ήταν δηλαδή μία από τις τέσσερις πρώτες σχολές του και σήμερα είναι γνωστή για το υψηλό επίπεδο των σπουδών που παρέχει.

## Κοσμήτορας Φιλοσοφικής Σχολής

Μιλτιάδης Παπανικολάου

Καθηγητής Τμήματος Ιστορίας και Αρχαιολογίας

Γραφείο Κοσμητείας: 413, Ν. Κτίριο Φιλοσοφικής Σχολής

Το **Τμήμα Αγγλικής Γλώσσας και Φιλολογίας** σήμερα αποτελείται από τέσσερις τομείς:

- Θεωρητικής και Εφαρμοσμένης Γλωσσολογίας
- Αγγλικής Λογοτεχνίας
- Αμερικανικής Λογοτεχνίας
- Μετάφρασης, Διερμηνείας και Διαπολιτισμικών Σπουδών.

Το Τμήμα χορηγεί:

- Πτυχίο Αγγλικής Γλώσσας και Φιλολογίας μετά από σπουδές τουλάχιστον οκτώ (8) εξαμήνων
- Μεταπτυχιακό Δίπλωμα Ειδίκευσης (ΜΑ) και Διδακτορικό Δίπλωμα (PhD) στο πλαίσιο του προγράμματος Μεταπτυχιακών Σπουδών του Τμήματος. Σχετικές πληροφορίες διατίθενται στην ιστοσελίδα του Τμήματος (<<http://www.enl.auth.gr>>).

## Διοίκηση Τμήματος

- Όργανα Λήψης Αποφάσεων
  - Γενική Συνέλευση Τμήματος
  - Γενική Συνέλευση Ειδικής Σύθεσης
  - Γενικές Συνελεύσεις Τομέων
  - Διοικητικό Συμβούλιο



- Πρόεδρος Τμήματος  
Γεώργιος Καλογεράς
- Αναπληρωτής Πρόεδρος  
Μιχάλης Κοκκώνης
- Διευθυντές Τομέων  
*Τομέας Θεωρητικής και Εφαρμοσμένης Γλωσσολογίας*  
Μιχάλης Μηλαπίδης  
*Τομέας Αγγλικής Λογοτεχνίας*  
Κάριν Μπόκλουντ-Λαγοπούλου  
*Τομέας Αμερικανικής Λογοτεχνίας*  
Δόμνα Παστουρματζή  
*Τομέας Μετάφρασης και Διαπολιτισμικών Σπουδών*  
David John Connolly
- Διευθύντρια Μεταπτυχιακών Σπουδών  
Κάριν Μπόκλουντ-Λαγοπούλου

## The School of English

Initially founded as a University Institute of Foreign Languages in 1951, it acquired its present status as School of English in 1984. It is one of the eight schools which constitute the Faculty of Philosophy, founded in 1926 as one of the first four faculties of the University of Thessaloniki, known for its high academic standards.

### **Dean of the Faculty of Philosophy**

Miltiades Papanikolaou

Professor, School of History and Archaeology

*Dean's office:*

Room 413, Faculty of Philosophy, New Building.

### **The School of English consists of four departments:**

- Theoretical and Applied Linguistics
- English Literature
- American Literature
- Translation and Intercultural Studies.

The School of English offers:

- a BA Honours degree in English Language and Literature after the completion of at least 8 academic semesters of study
- an MA and a PhD degree as part of its Graduate Studies Programme. Detailed information is available online <<http://www.enl.auth.gr>>.

### **School Administration**

- *Decision-Making Bodies*
  - General Assembly of Faculty Members
  - General Assembly of Faculty Members-Special Composition
  - Departmental Meetings
  - Executive Committee
- *Chair of the School of English*  
Yiorgos Kalogeras
- *Deputy Chair of the School of English*  
Michalis Kokonis
- Heads of Departments
  - Department of Theoretical and Applied Linguistics*  
Michalis Milapides
  - Department of English Literature*  
Karin Boklund-Lagopoulou
  - Department of American Literature*  
Domna Pastourmatzi
  - Department of Translation and Intercultural Studies*  
David John Connolly
- *Director of Graduate Studies*  
Karin Boklund-Lagopoulou

# Υπηρεσίες - Εργαστήρια - Υποδομές

## Γραφείο Σπουδών

Το Γραφείο Σπουδών (308Α) διεκπεραιώνει όλα τα ακαδημαϊκά θέματα των φοιτητών/τριών, επιμελείται του προγράμματος μαθημάτων και εξετάσεων, της ανακοίνωσης της βαθμολογίας, του προγράμματος μεταπτυχιακών σπουδών κτλ. Το γραφείο είναι ανοικτό για το κοινό και τους/τις φοιτητές/τριες 11.00-13.00 κάθε εργάσιμη ημέρα.

**Πληροφορίες: τηλ. 2310 99 7479, 99 7435, 99 7402, 99 7393, φαξ: 2310 99 7432**

## Γραμματεία

Η Γραμματεία του Τμήματος διεκπεραιώνει όλα τα διοικητικά θέματα των φοιτητών/τριών του Τμήματος, προπτυχιακών και μεταπτυχιακών, που αφορούν στην εγγραφή, ακαδημαϊκή εξέλιξη, δηλώσεις στα μαθήματα των εξαμήνων κτλ. Βρίσκεται στον τρίτο όροφο του κτιρίου Καραθεοδωρή (Διοίκησης) και δέχεται τους/τις φοιτητές/τριες και το κοινό 12.00-13.30.

**Πληροφορίες: τηλ. 2310 99 5183-85, φαξ: 2310 99 5168**

## Σύμβουλος Σπουδών

Σύμφωνα με το άρθρο 12, παρ. 2 του Ν. 3549/2007, «έργο των Συμβούλων σπουδών είναι η καθοδήγηση και η παροχή κατευθύνσεων και συμβουλών στους φοιτητές και σπουδαστές για την πρόοδο και την επιτυχή ολοκλήρωση των σπουδών τους». Για τη διευκόλυνση του έργου αυτού, οι φοιτητές/τριες μπορούν να υποβάλουν ηλεκτρονικά ερωτήματα μέσα από την ιστοσελίδα του τμήματος και συγκεκριμένα στο περιβάλλον <<http://my.enl.auth.gr/advisor/advisor.htm>>. Σύμβουλοι σπουδών για το ακαδημαϊκό έτος 2011-12 έχουν οριστεί ο επίκ. καθηγητής Αναστάσιος Τσαγγαλίδης (γραφείο 310Α, τηλ. 2310 99 7939) και η καθηγήτρια Μαριάνθη Μακρή-Τσιλιπάκου (γραφείο 305, τηλ. 2310 99 7416). Το πρόγραμμα των σχετικών ενημερωτικών εκδηλώσεων ανακοινώνεται στην αρχή κάθε έτους.

## Βιβλιοθήκη

Η βιβλιοθήκη του Τμήματος Αγγλικής Γλώσσας και Φιλολογίας βρίσκεται στον τρίτο όροφο του νέου κτιρίου της Φιλοσοφικής Σχολής (αίθ. 308) και λειτουργεί ως δανειστική καθημερινά. Η συλλογή της αποτελείται από 32.000 τόμους βιβλίων και καλύπτει την αγγλική γλώσσα, τη γλωσσολογία, την αγγλική και αμερικανική λογοτεχνία, το θέατρο, τον κινηματογράφο και τις πολιτισμικές σπουδές, και τη μετάφραση. Χρησιμοποιώντας τις δυνατότητες του διαδικτύου, προσφέρει πρόσβαση σε βάσεις δεδομένων και σε ένα μεγάλο αριθμό επιστημονικών περιοδικών.

**Πληροφορίες: τηλ. 2310 99 7459, e-mail: [enlibrery@enl.auth.gr](mailto:enlibrery@enl.auth.gr), <<http://www.enl.auth.gr/lib>>**

### **Εργαστήριο Γλωσσικής Ανάπτυξης**

Το Εργαστήριο Γλωσσικής Ανάπτυξης (308Δ) καλύπτει εκπαιδευτικές και ερευνητικές ανάγκες σε προπτυχιακό και μεταπτυχιακό επίπεδο του Τμήματος στα εξής πεδία:

- Μελέτη της ανάπτυξης της δεύτερης/ξένης γλώσσας και των στρατηγικών επεξεργασίας των σχετικών γλωσσικών δομών (παραγωγή και κατανόηση)
- Δημιουργία βάσης δεδομένων που αφορούν τον έλεγχο i) αναπτυξιακών σταδίων, ii) χαρακτηριστικών συνεχούς λόγου στη δεύτερη/ξένη γλώσσα και iii) μεταβλητών που επηρεάζουν τη γλωσσική ανάπτυξη, και
- Μελέτη της ανάπτυξης της ελληνικής γλώσσας ως μητρικής σε παιδιά φυσιολογικής γλωσσικής ανάπτυξης και σε παιδιά με ειδική γλωσσική διαταραχή.

**Πληροφορίες:** <<http://www.enl.auth.gr/langlab/index.html>>

### **Εργαστήριο Φωνητικής**

Στο Τμήμα λειτουργεί το Εργαστήριο Φωνητικής (308Δ) με αντικείμενο την έρευνα της παραγωγής, ακουστικής και αντίληψης της ομιλίας. Είναι εξοπλισμένο με σύγχρονες πειραματικές τεχνικές, όπως το σύστημα KAY CSL για την ακουστική ανάλυση του ήχου και την τεχνική του ηλεκτροπαλατογράφου για τη μελέτη της γλωσσικής άρθρωσης. Το εργαστήριο χρησιμοποιείται για την κατάρτιση προπτυχιακών φοιτητών/τριών, την άσκηση μεταπτυχιακών φοιτητών/τριών και τη διεξαγωγή έρευνας στη φυσιολογική και παθολογική ομιλία.

**Πληροφορίες:** <<http://www.enl.auth.gr/phonlab/index.html>>

### **Κέντρο Τεχνικής Υποστήριξης**

Το Κέντρο Τεχνικής Υποστήριξης του Τμήματος (308Δ) ασχολείται με την επεξεργασία δεδομένων εικόνας, ήχου και βίντεο για την παραγωγή εκπαιδευτικού υλικού. Παράλληλα, αναπτύσσει μια σειρά δραστηριοτήτων όπως:

- Τεχνική υποστήριξη των Η/Υ του Τμήματος
- Δημιουργία/ συντήρηση του δικτυακού τόπου του Τμήματος και των δραστηριοτήτων του
- Εξυπηρέτηση ειδικών αναγκών των μελών του Τμήματος για σάρωση, εκτύπωση, δημιουργία CDs κ.ά.
- Υποστήριξη σε θέματα εφαρμογών Η/Υ.

**Πληροφορίες:** τηλ. 2310 99 7422

### **Εκπαιδευτική Νησίδα Χρήσης Ηλεκτρονικών Υπολογιστών**

Στο Τμήμα λειτουργεί νησίδα ηλεκτρονικών υπολογιστών προς διευκόλυνση των προπτυχιακών και μεταπτυχιακών φοιτητών/τριών. Όλοι οι υπολογιστές έχουν πρόσβαση στο διαδίκτυο και είναι εξοπλισμένοι με λογισμικό για επεξεργασία κειμένου, καθώς και τη στατιστική ανάλυση και παρουσίαση δεδομένων. Βρίσκεται στη νέα πτέρυγα της Φιλοσοφικής Σχολής, στον 1<sup>ο</sup> όροφο.

**Πληροφορίες:** τηλ. 2310 99 7417

### **Κέντρο Πολυμέσων**

Το Τμήμα έχει οργανώσει ένα Κέντρο Πολυμέσων για τη γλωσσική εκπαίδευση των φοιτητών/τριών. Στο κέντρο έχει οργανωθεί μια πλούσια συλλογή βιβλίων και οπτικοακουστικού υλικού για τη διδασκαλία της Αγγλικής ως ξένης γλώσσας, τα οποία χρησιμοποιούνται εκτενώς από φοιτητές/τριες του Τμήματος για την πρακτική τους άσκηση στη διδασκαλία της Αγγλικής, καθώς και από μεταπτυχιακούς φοιτητές/τριες και καθηγητές/τριες Αγγλικής που παρακολουθούν τα Σεμινάρια Επιμόρφωσης που οργανώνονται στο Τμήμα. Βρίσκεται στη νέα πτέρυγα της Φιλοσοφικής Σχολής, στον 1<sup>ο</sup> όροφο.

### **Κέντρο Βιντεοπροβολών**

Στο Τμήμα λειτουργούν οι αίθουσες 417 και 107 οι οποίες είναι πλήρως εξοπλισμένες με οπτικοακουστικά μέσα για την οργάνωση ειδικών μαθημάτων με χρήση video, DVD, υπολογιστή κ.τ.λ. σε προπτυχιακό και μεταπτυχιακό επίπεδο.

### **Διαδικτυακή Πύλη Πηγών για τις Αμερικανικές Σπουδές©**

Η διαδικτυακή αυτή πύλη παρέχει: συνδέσεις με όλα τα ακαδημαϊκά τμήματα στην Ελλάδα που προσφέρουν μαθήματα σε Αμερικανικές Σπουδές· πληροφορίες για προπτυχιακά και μεταπτυχιακά μαθήματα στον αμερικανικό πολιτισμό, τη λογοτεχνία και την πολιτική· περιγραφές μαθημάτων και βιβλιογραφικά δεδομένα· κατάλογος Μεταπτυχιακών (ΜΑ) και Διδακτορικών (PhD) διατριβών που έχουν ολοκληρωθεί και βρίσκονται σε εξέλιξη στο γνωστικό πεδίο των Αμερικανικών Σπουδών στην Ελλάδα· πληροφορίες για συνέδρια και εκδηλώσεις καθώς και για τις δραστηριότητες της HELAAS (Ελληνική Εταιρεία Αμερικανικών Σπουδών) και εκδόσεις· ηλεκτρονικούς συνδέσμους για πηγές, βιβλιοθήκες και ερευνητικά κέντρα που ασχολούνται με τις Αμερικανικές Σπουδές στην Ευρώπη και τις ΗΠΑ· πρόσβαση στο ηλεκτρονικό περιοδικό δημιουργικής γραφής **Echoes** του Τομέα Αμερικανικής Λογοτεχνίας.

**Πληροφορίες:** <<http://my.enl.auth.gr/asrp>>

### **Εργαστήριο Υπολογιστών**

Το Τμήμα έχει πρόσβαση στο Εργαστήριο Υπολογιστών που βρίσκεται στην αίθουσα 103 του νέου κτιρίου της Φιλοσοφικής Σχολής. Το εργαστήριο είναι εξοπλισμένο με σύγχρονους υπολογιστές και λογισμικό και διαθέτει εγκαταστάσεις προβολής δεδομένων καθώς και γρήγορη σύνδεση στο διαδίκτυο.

### **Επιτροπή Κοινωνικής Πολιτικής**

Η Επιτροπή Κοινωνικής Πολιτικής είναι μια υπηρεσία του Αριστοτελείου Πανεπιστημίου Θεσσαλονίκης που ως στόχο της έχει, ανάμεσα σε άλλους, τη διευκόλυνση των σπουδών των φοιτητών/τριών σε κάθε επίπεδο. Γι' αυτό το λόγο έχει αναπτύξει συγκεκριμένες δράσεις που αφορούν στην πληροφόρηση, τη συμβουλευτική και τον εθελοντισμό.

Μια από τις δράσεις της είναι το ΚΕ.ΣΥ.Ψ.Υ. (Κέντρο Συμβουλευτικής και Ψυχολογικής Υποστήριξης) στο οποίο μπορούν να απευθυνθούν όλα τα μέλη της Πανεπιστημιακής Κοινό-

τητας προκειμένου να αντιμετωπίσουν προβλήματα που αφορούν σε σπουδές, άγχος, σεξουαλικά ζητήματα, οικογενειακά ζητήματα και εν γένει θέματα που αφορούν την ψυχολογία τους, καλώντας στο τηλέφωνο 2310 99 2643. Ακόμη μια χρήσιμη υπηρεσία της είναι η τηλεφωνική γραμμή εξυπηρέτησης επί φοιτητικών ζητημάτων. Οι φοιτητές/τριες μπορούν να καλούν στο τηλέφωνο 2310 99 1376 και να ενημερώνονται για ημερίδες, συνέδρια, προγράμματα μαθημάτων ή εξετάσεων, επιδόματα και για τη λειτουργία του Πανεπιστημιακού ιδρύματος. Η εξυπηρέτηση μπορεί να γίνει και μέσω e-mail στην ηλεκτρονική διεύθυνση [fititiki@ad.auth.gr](mailto:fititiki@ad.auth.gr). Μια από τις δραστηριότητες της Επιτροπής Κοινωνικής Πολιτικής είναι και η αιμοδοσία, η δημιουργία Τράπεζα Αίματος του ΑΠΘ. Η Επιτροπή Κοινωνικής Πολιτικής έχει αναπτύξει δίκτυο εθελοντών/τριών που προσφέρουν τις υπηρεσίες τους σε άτομα με αναπηρίες, σε αλλοδαπούς φοιτητές/τριες και σε φοιτητές/τριες με προβλήματα υγείας. Επίσης, σε συνεργασία με ευαγή ιδρύματα οι εθελοντές προσφέρουν υπηρεσίες σε ορφανά αγόρια και κορίτσια και σε άτομα με αναπηρίες. Τηλέφωνα επικοινωνίας: Επιτροπή Κοινωνικής Πολιτικής 2310 99 5360, 2310 99 5386, τηλεφωνική γραμμή 2310 99 1376, e-mail: [ipaspala@phed.auth.gr](mailto:ipaspala@phed.auth.gr) (Εθελοντισμός), [adourou@ad.auth.gr](mailto:adourou@ad.auth.gr) (θέματα σχετικά με το ΚΕ.ΣΥ.Ψ.Υ.), [kouzelis@ad.auth.gr](mailto:kouzelis@ad.auth.gr) (Αλλοδαποί/ές φοιτητές/τριες ΑΠΘ, Διεργμηνεία Ελληνικής Νοηματικής Γλώσσας), [xgsamara@ad.auth.gr](mailto:xgsamara@ad.auth.gr) (Αιμοδοσία).

Στο Τμήμα Αγγλικής Γλώσσας και Φιλολογίας υπάρχει ομάδα εθελοντών/τριών που αποτελείται κατά κύριο λόγο από μεταπτυχιακούς φοιτητές/τριες και υποψήφιους διδάκτορες. Εκπρόσωπος του Τμήματος στην Επιτροπή Κοινωνικής Πολιτικής του ΑΠΘ είναι η επίκ. καθηγήτρια Σμάτη Γεμεντζή-Μαλαθούνη (γραφ. 310Α, τηλ. 2310 99 7474) στην οποία και μπορείτε να απευθύνεστε για οποιοδήποτε συναφές πρόβλημα.

## Services - Laboratories - Facilities

### School Office

The School of English Office (room 308A) is located on the 3<sup>rd</sup> floor of the new building of the Faculty of Philosophy. Administrative staff in this office is responsible for matters related to students' academic studies, such as course and examination timetables, the issuing of examination results, etc. The School Office is open to students on weekdays between 11.00-13.00.

**Information: tel. 2310 99 7479, 99 7435, 99 7401, 99 7393, fax: 2310 99 7432**

### The Registrar's Office

The Registrar's Office is responsible for matters related to student registration, academic progress reports, transcripts, annual course registration and so on. It is located on the 3<sup>rd</sup> floor of

the Administration Building and is open on weekdays between 12.00-13.30.

**Information:** tel. 2310 99 5183-85, fax: 2310 99 5168

### **Student Advisor**

For any enquiry or advice concerning the progress and successful completion of their studies, students can submit their requests electronically at <<http://my.enl.auth.gr/advisor/advisor.htm>>. The School Advisors for the academic year 2011-12 are Dr Anastasios Tsangalidis (Room 310A, tel. 2310 99 7939) and Dr Marianthi Makri Tsilipakou (Room 305, tel. 2310 99 7416).

### **The School Library**

The library of the School of English is located on the 3<sup>rd</sup> floor of the New Building of the Faculty of Philosophy (room 308) and is open on weekdays. The collection consists of 32,000 volumes, which cover English and American literature, the English language, linguistics, theatre, film, and translation studies. It also provides access to bibliographic databases and a large number of academic journals through the internet.

**Information:** tel. 2310 99 7459, e-mail: [enliblibrary@enl.auth.gr](mailto:enliblibrary@enl.auth.gr), website: <<http://www.enl.auth.gr/lib>>

### **The Language Development Laboratory**

The Language Development Laboratory (room 308Δ) aims to cover educational and research needs at undergraduate and postgraduate levels in the following areas:

- Second Language development and language processing (comprehension and production)
- Investigation of developmental stages, grammatical properties of first and second language, and variables which affect linguistic development
- First language acquisition in Greek by normally developing children and children with language problems.

### **The Phonetics Laboratory**

Research and teaching on the production, acoustics and perception of speech is carried out in the Phonetics Laboratory of the School (room 308Δ). The Lab is equipped with several state-of-the-art experimental systems, including the KAY CSL system for the acoustic analysis of speech and electropalatography for the investigation of lingual articulation. The lab is used for the teaching and practice of students attending undergraduate and postgraduate courses in phonetics, as well as for research on normal and pathological speech.

### **The Technical Support Centre**

The Technical Support Centre of the School of English (room 308Δ) is used for the production of multimedia resources (CD Roms) for educational use. It is also used for:

- Technical support of the computers and computer network within the School
- Creation and maintenance of the website that promotes the School and its activities
- Attention to the particular needs of staff members concerning scanning, printing and

recording of data on CDs, etc.

- Providing support on matters relating to computer applications.

**Information: tel. 2310 99 7422**

### **The Computer Centre**

A Computer Centre is available for use by undergraduate and postgraduate students of the School. All computers are linked to the internet and equipped with software for word processing, statistical analysis and the display of data. The Computer Centre is located in the new wing of the Faculty of Philosophy, 1<sup>st</sup> floor.

**Information: tel. 2310 99 7417**

### **The Resource Centre**

On the first floor of the new wing of the Faculty of Philosophy, a Resource Centre has been established, which operates on a self-access basis. Here, students can find materials in a range of formats which relate to their courses. In addition, there are materials which will enable students to improve their study skills and extend their mastery of the English language. Both undergraduates and postgraduates can find materials related to the practice of teaching. Use of this facility is also open to all teachers who attend the Training of Excellence courses organized by the School.

### **The Screening Room**

Room 417, on the 4th floor of the new building of the Philosophy Faculty, is fully equipped with audio-visual facilities for the viewing of videos, DVDs, and computer programmes related to the teaching of undergraduate and postgraduate courses.

### **American Studies Resource Portal©**

This portal provides: links to all academic departments in Greece which offer courses in American Studies; information about undergraduate and graduate courses in American culture, literature and politics; course outlines and bibliographical data; list of MA theses and PhD dissertations completed and in progress in American Studies nationwide; news about conferences and events; HELAAS activities and publications; online links to resources, libraries and research centers with emphasis on American Studies in Europe and the US; access to the online creative writing magazine **Echoes** of the Department of American Literature.

**Information: <<http://my.enl.auth.gr/asrp>>**

### **The Computer Laboratory**

The School of English has access to the Computer Laboratory, located in room 103, on the 1st floor of the new building, Faculty of Philosophy. The Laboratory is equipped with up-to-date computers and software and has data projection facilities as well as fast links to the internet.



**Social Policy Committee**

For information regarding the activities of the Social Policy Committee, please contact the representative of the School of English, Dr Smatie Yemenedzi-Malathouni (Room 310A, tel. 2310 99 7474, e-mail: yemene@enl.auth.gr). The offices of the Committee are in the basement of the Administration building.

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**Ώρες συνεργασίας**

Οι φοιτητές/τριες μπορούν να συναντούν τα μέλη του διδακτικού προσωπικού σε ώρες που ανακοινώνονται στην αρχή κάθε εξαμήνου και κάθε εξεταστικής περιόδου. Οι ώρες συνεργασίας ανακοινώνονται στις προσωπικές ιστοσελίδες των μελών του διδακτικού προσωπικού.

**Consultation Hours**

Students can meet members of staff during their office hours which are announced at the beginning of each semester and exam period. Consultation hours are posted on the personal web pages of the faculty members.

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### Γραμματεία

### Administration Office

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### Foteini Stavrou

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Τομείς και Προγράμματα  
Σπουδών

### Γνωστικά αντικείμενα, υποχρεωτικά μαθήματα και κωδικοί μαθημάτων

Οι σπουδές στο Τμήμα Αγγλικής Γλώσσας και Φιλολογίας, περιλαμβάνουν ένα σύνολο σαράντα περίπου αυτόνομων μαθημάτων στα ακόλουθα γνωστικά αντικείμενα:

- Αγγλική Γλώσσα
- Θεωρητική Γλωσσολογία
- Εφαρμοσμένη Γλωσσολογία
- Διακλαδική Γλωσσολογία
- Αγγλική Λογοτεχνία και Πολιτισμό
- Αμερικανική Λογοτεχνία και Πολιτισμό
- Μετάφραση και Διαπολιτισμικές Σπουδές

Κάθε εξάμηνο προσφέρεται επιλογή μαθημάτων τα οποία αντιστοιχούν στα παραπάνω γνωστικά αντικείμενα. Κάθε φοιτητής/τρια επιλέγει ποια μαθήματα θέλει να παρακολουθήσει στην αρχή κάθε εξαμήνου και κάνει εγγραφή σ' αυτά.

Ως προς την επιλογή τους, τα μαθήματα είναι τριών ειδών: (α) υποχρεωτικά, (β) υποχρεωτικά με επιλογή από συγκεκριμένες κατηγορίες και (γ) ελεύθερης επιλογής. Τα υποχρεωτικά μαθήματα συνήθως προσφέρονται σε πολλά τμήματα στα οποία οι φοιτητές/τριες εγγράφονται αυτόματα. Ορισμένα μαθήματα προαπαιτούν γνώση του σχετικού πεδίου στο οποίο αναφέρονται, γνώση που τεκμηριώνεται με προηγούμενη παρακολούθηση κάποιου άλλου μαθήματος, όπως αυτό ορίζεται από το πρόγραμμα σπουδών και όπως φαίνεται στην περιγραφή του κάθε μαθήματος.

Υπάρχει ένα ανώτατο όριο μαθημάτων στα οποία μπορεί να εγγραφεί κανείς σε κάθε εξάμηνο και δεν επιτρέπεται να ξεπεραστεί. Δηλαδή ο/η φοιτητής/τρια του α' και β' εξαμήνου δεν μπορεί να εγγραφεί σε μαθήματα οι διδακτικές μονάδες των οποίων ξεπερνούν τις 15· στο γ' και δ' μπορεί να εγγραφεί σε 18 ΔΜ, **μόνο** εφόσον έχει αποτύχει (και άρα «χρωστά») κάποιο υποχρεωτικό μάθημα του α' έτους· στα εξάμηνα ε', στ' και ζ' μπορεί να εγγραφεί σε μαθήματα που αντιστοιχούν σε 18 ΔΜ σε κάθε περίπτωση. Και μόνο στο η' εξάμηνο, είναι δυνατό να εγγραφεί σε 21 ή 24 ΔΜ, **μόνο** εφόσον απαιτούνται τόσες για να αποφοιτήσει στην αμέσως επόμενη εξεταστική περίοδο.

Στα περισσότερα μαθήματα, κάθε διδακτική μονάδα (ΔΜ) αντιστοιχεί σε μία ώρα διδασκαλίας την εβδομάδα. Σε μερικά μαθήματα που περιλαμβάνουν ασκήσεις, μία ΔΜ μπορεί να αντιστοιχεί σε 2 ή 3 ώρες διδασκαλίας την εβδομάδα. Σε κάθε μάθημα αντιστοιχεί ένας συγκεκριμένος αριθμός διδακτικών μονάδων και ένας συγκεκριμένος αριθμός πιστωτικών μονάδων (ΠΜ) σύμφωνα με το Ευρωπαϊκό Σύστημα Συσσώρευσης και Μεταφοράς Πιστωτικών Μονάδων (ECTS).

**Για την απόκτηση του Πτυχίου Αγγλικής Γλώσσας και Φιλολογίας απαιτούνται συνολικά τουλάχιστον 120 ΔΜ** (που αντιστοιχούν σε 240 ΠΜ του συστήματος ECTS). Αυτό σημαίνει ότι για την ολοκλήρωση του πτυχίου σε τέσσερα χρόνια (8 εξάμηνα) κάθε φοιτητής/τρια πρέπει να πιστώνεται με περίπου 15 ΔΜ (= 30 ΠΜ) κάθε εξάμηνο, με τους περιορι-

σμούς που αναφέρθηκαν παραπάνω. Κανονικά, δηλαδή, κάθε φοιτητής/τρια πρέπει να παρακολουθήσει και να περάσει 5-6 μαθήματα κάθε εξάμηνο.

Από το Σεπτέμβριο του 1991 οι φοιτητές/τριες που εισάγονται στο Τμήμα υποχρεούνται να παρακολουθήσουν επί τέσσερα εξάμηνα μια ξένη γλώσσα επιπλέον της αγγλικής (3 ΔΜ x 4 = 12 ΔΜ συνολικά). Οι ξένες γλώσσες που προσφέρονται στο Τμήμα από το Κέντρο Ξένων Γλωσσών είναι (ανάλογα με τις δυνατότητές του) η γαλλική, η γερμανική και η ιταλική (σε τέσσερα επίπεδα για την κάθε μία).

### **Κωδικοί αριθμοί μαθημάτων**

Σε κάθε μάθημα του Τμήματος αντιστοιχεί μία ένδειξη του υπεύθυνου Τομέα και ένας κωδικός αριθμός. Ο Τομέας Θεωρητικής και Εφαρμοσμένης Γλωσσολογίας έχει την ένδειξη Γλ (Ling). Οι Τομείς Αγγλικής και Αμερικανικής Λογοτεχνίας έχουν την ένδειξη Λογ (Lit). Ο Τομέας Μετάφρασης και Διαπολιτισμικών Σπουδών έχει την ένδειξη ΜΔΣ (TIS).

Ο κωδικός αριθμός είναι τετραψήφιος. Το πρώτο ψηφίο, σε συνδυασμό με την αρχική ένδειξη, αντιστοιχεί στις παρακάτω γνωστικές περιοχές:

Κωδικοί στον **Τομέα Θεωρητικής και Εφαρμοσμένης Γλωσσολογίας:**

- ΓΛ1** = Γλωσσικό Μάθημα
- ΓΛ2** = Μάθημα Θεωρητικής Γλωσσολογίας
- ΓΛ3** = Μάθημα Εφαρμοσμένης Γλωσσολογίας
- ΓΛ4** = Μάθημα Διακλαδικής Γλωσσολογίας
- ΓΛ5** = Μάθημα σχετικό με την Έρευνα

Κωδικοί στους **Τομείς Αγγλικής και Αμερικανικής Λογοτεχνίας:**

- Λογ5** = Εισαγωγικά Μαθήματα Λογοτεχνίας και Πολιτισμού
- Λογ6** = Μάθημα Αγγλικής Λογοτεχνίας και Πολιτισμού
- Λογ7** = Μάθημα Αμερικανικής Λογοτεχνίας και Πολιτισμού
- Λογ9** = Μάθημα Θεωρίας της Λογοτεχνίας/Ερευνητικές Εργασίες/Θεατρικό Εργαστήριο

Κωδικοί στον **Τομέα Μετάφρασης και Διαπολιτισμικών Σπουδών:**

- ΜΔΣ1** = Μάθημα εισαγωγικού χαρακτήρα
- ΜΔΣ2** = Μάθημα θεωρίας και εφαρμογής
- ΜΔΣ3** = Μάθημα εργαστηριακό
- ΜΔΣ4** = Μάθημα σχετικό με την τεχνολογία
- ΜΔΣ5** = Μάθημα σχετικό με την έρευνα

Τα μαθήματα αναφέρονται για λόγους συντομίας με τους τίτλους που βλέπουμε εδώ. Έτσι, λ.χ., η ομάδα ΓΛ2 (μαθήματα 'θεωρητικής γλωσσολογίας') περιλαμβάνει όχι μόνο μαθήματα θεωρητικής γλωσσολογίας, αλλά και μαθήματα γενικής, περιγραφικής, συγκριτικής και ιστορικής γλωσσολογίας.

Το δεύτερο ψηφίο δείχνει το επίπεδο του μαθήματος και τα υπόλοιπα δύο ψηφία χρησιμοποιούνται ως διαχωριστικά ή για να δείξουν ομαδοποίηση και χρονολογική συνέχεια των μαθημάτων.

#### Επίπεδα:

100 :	Εισαγωγικό επίπεδο
200 :	Ενδιάμεσο επίπεδο
300-400 :	Προχωρημένο επίπεδο

Ας πάρουμε για παράδειγμα τον κωδικό Λογ 6-241ΥΕ, ο οποίος συμβολίζει ένα μάθημα Αγγλικής Λογοτεχνίας (Λογ 6) που προσφέρεται στο δεύτερο έτος σπουδών (-2) και είναι 'κατ' επιλογήν υποχρεωτικό' (ΥΕ). Ανήκει στην ομάδα μαθημάτων που αφορούν την αγγλική λογοτεχνία και τον πολιτισμό διαφορετικών χρονικών περιόδων. Η αρίθμηση των μαθημάτων αντιστοιχεί στη χρονική ακολουθία, δηλ. το 240 προηγείται του 241, που προηγείται του 242 κ.ο.κ.

Η διδασκαλία των μαθημάτων αρχίζει τέλη Σεπτεμβρίου/αρχές Οκτωβρίου για το χειμερινό εξάμηνο και το δεύτερο δεκαπενθήμερο του Φεβρουαρίου για το εαρινό. Ως προς τη διδασκαλία, η διάρκεια κάθε εξαμήνου υπολογίζεται σε **13 εβδομάδες**. Η διδασκαλία γίνεται στην **αγγλική γλώσσα**.

Οι εξετάσεις του χειμερινού εξαμήνου πραγματοποιούνται τον Ιανουάριο-Φεβρουάριο και του εαρινού τον Ιούνιο. Επαναληπτικές εξετάσεις για τα μαθήματα και των δύο εξαμήνων πραγματοποιούνται το Σεπτέμβριο.

### Εγγραφές στο Τμήμα

Οι φοιτητές/τριες υποχρεούνται στην αρχή κάθε ακαδημαϊκού έτους να επισκεφθούν τη Γραμματεία του Τμήματος στο Κτήριο Διοίκησης (3<sup>ος</sup> όροφος) για την εγγραφή τους ή για την ανανέωση εγγραφής και του πάσου. Οι φοιτητές/τριες του 1<sup>ου</sup> έτους σπουδών παραλαμβάνουν και τα στοιχεία εισαγωγής τους στο σύστημα εγγραφών (όνομα χρήστη/τριας και κωδικό πρόσβασης) μέσω διαδικτύου.

### Διαδικασίες εγγραφής σε μαθήματα

Οι εγγραφές των φοιτητών/τριών του 1<sup>ου</sup> έτους σπουδών στα μαθήματα του χειμερινού και εαρινού εξαμήνου γίνονται αυτόματα από τη Γραμματεία και με αλφαβητική σειρά στα συγκεκριμένα τμήματα του κάθε μαθήματος. Δήλωση χρειάζεται μόνο για τα μαθήματα ξένων γλωσσών, όπου υπάρχει δυνατότητα επιλογής. Επίσης, αυτόματα γίνεται και η εγγραφή τους σε όσα μαθήματα του 2<sup>ου</sup> έτους σπουδών είναι δυνατό (π.χ. στα υποχρεωτικά μαθήματα ή στα τμήματά τους).

### Δήλωση μαθημάτων επιλογής

Στην αρχή κάθε διδακτικού εξαμήνου (χειμερινού ή εαρινού) οι φοιτητές/τριες πρέπει να υποβάλουν, σε προθεσμίες που ορίζονται από το Τμήμα, δήλωση επιλογής μαθημάτων, η οποία περιλαμβάνει τα μαθήματα που συνθέτουν το εξαμηνιαίο πρόγραμμα σπουδών τους. Η υποβολή δήλωσης επιλογής μαθημάτων αποτελεί βασική και απαραίτητη προϋπόθεση για τη συμμετοχή του/της φοιτητή/τριας στις εξαμηνιαίες εξετάσεις των μαθημάτων που επέλεξε. Σε κάθε περίπτωση, το Τμήμα θεωρεί ότι είναι προσωπική ευθύνη των φοιτητών/τριών να **εξατομικεύουν** το πρόγραμμα των σπουδών τους επιλέγοντας (μέσα στα συγκεκριμένα πλαίσια) τα μαθήματα που τους ενδιαφέρουν ιδιαίτερα ή που τους επιτρέπουν να **εξειδικευθούν** σε κάποια συγκεκριμένη γνωστική περιοχή. Έτσι, λ.χ., το πρόγραμμα σπουδών επιβάλλει να επιλεγούν 6 μαθήματα γλωσσολογίας και 8 μαθήματα λογοτεχνίας, ανάλογα με τις προτιμήσεις του κάθε φοιτητή. Επιπλέον, τα 4 μαθήματα ελεύθερης επιλογής μπορούν να προέρχονται από (σχεδόν) οποιαδήποτε κατηγορία μαθημάτων.

**Η δήλωση των μαθημάτων επιλογής (εκτός της ξένης γλώσσας) γίνεται αποκλειστικά ηλεκτρονικά, ακολουθώντας τις οδηγίες που υπάρχουν στην ιστοσελίδα του τμήματος <<http://www.enl.auth.gr>>.**

Η επιλογή μαθημάτων γίνεται ΜΟΝΟ από τα μαθήματα που προσφέρονται στο έτος σπουδών στο οποίο ουσιαστικά ανήκει ο/η φοιτητής/τρια σύμφωνα με τις ΔΜ που έχει ήδη κατοχυρώσει (βλ. παρακάτω πίνακα):

#### ΚΑΤΑΤΑΞΗ ΣΕ ΕΤΗ ΣΠΟΥΔΩΝ ΣΥΜΦΩΝΑ ΜΕ ΤΙΣ ΗΔΗ ΚΑΤΟΧΥΡΩΜΕΝΕΣ ΔΙΔΑΚΤΙΚΕΣ ΜΟΝΑΔΕΣ

<b>1<sup>ο</sup> έτος σπουδών</b>	(1 <sup>ο</sup> & 2 <sup>ο</sup> εξ) από 0 έως τουλάχιστον 24 ΔΜ
<b>2<sup>ο</sup> έτος σπουδών</b>	(3 <sup>ο</sup> & 4 <sup>ο</sup> εξ) από 25 έως τουλάχιστον 54 ΔΜ
<b>3<sup>ο</sup> έτος σπουδών</b>	(5 <sup>ο</sup> & 6 <sup>ο</sup> εξ) από 55 έως τουλάχιστον 84 ΔΜ
<b>4<sup>ο</sup> έτος σπουδών</b>	(7 <sup>ο</sup> & 8 <sup>ο</sup> εξ) από 85 ΔΜ και άνω

Προσοχή: ο/η φοιτητής/τρια πρέπει να συμβουλευτεί το πρόγραμμα μαθημάτων ώστε να μην επιλέγει μαθήματα που διδάσκονται την ίδια ώρα και μέρα διότι ενδέχεται να συμπέσει χρονικά και η εξέταση αυτών των μαθημάτων.

### Δήλωση/Διανομή συγγραμμάτων

Κάθε φοιτητής/τρια δικαιούται να παραλαμβάνει δωρεάν τα συγγράμματα που αντιστοιχούν σε κάθε μάθημα στο οποίο έχει εγγραφεί με τους όρους που θέτει το ισχύον νομικό πλαίσιο. Οι ιδιαίτερες συνθήκες που μπορεί να ισχύουν για συγκεκριμένα μαθήματα καθώς και τα σημεία διανομής συγκεκριμένων συγγραμμάτων ανακοινώνονται έγκαιρα κατά την περίοδο των δηλώσεων μαθημάτων.

### **Αποχώρηση από μαθήματα**

Ο/η φοιτητής/τρια δικαιούται, μέσα στις πρώτες εβδομάδες του εξαμήνου (σε συγκεκριμένες ημερομηνίες που ανακοινώνονται σε κάθε εξάμηνο), να αποσυρθεί από μάθημα στο οποίο έχει εγγραφεί. Στην περίπτωση αυτή υποχρεούται να δηλώσει την αποχώρησή του/της και να φροντίσει να ενημερωθούν όλοι οι σχετικοί κατάλογοι. Αυτονόητη υποχρέωσή του/της είναι ότι πρέπει να επιστρέψει οποιαδήποτε βιβλία τού/τής έχουν δοθεί για την παρακολούθηση του συγκεκριμένου μαθήματος.

### **Παρακολούθηση και αξιολόγηση**

Η παρακολούθηση των εργαστηριακών μαθημάτων είναι υποχρεωτική. Για λόγους προφανείς συνιστάται στους/στις φοιτητές/τριες να παρακολουθούν ανελλιπώς όλα τα μαθήματα στα οποία έχουν εγγραφεί. Για τους ίδιους λόγους, δεν είναι δυνατή η εγγραφή συγχρόνως σε δύο μαθήματα που διδάσκονται την ίδια ώρα και μέρα.

Στο τέλος του εξαμήνου ο/η φοιτητής/τρια πρέπει να αξιολογηθεί σε όλα τα μαθήματα στα οποία είναι εγγεγραμμένος/η. Σε περίπτωση αδικαιολόγητης απουσίας από τις εξετάσεις του μαθήματος, στην κατάσταση βαθμολογίας αναγράφεται η φράση «Δεν προσήλθε».

Σε περίπτωση αποτυχίας ο/η φοιτητής/τρια έχει το δικαίωμα να επανεξεταστεί στα μαθήματα του χειμερινού και του εαρινού εξαμήνου στα οποία είχε κάνει εγγραφή. Η επανεξέταση γίνεται μόνο το Σεπτέμβριο του ίδιου έτους.

Η αξιολόγηση της επίδοσης των φοιτητών/τριών γίνεται σε κάθε μάθημα κατά την κρίση του/της διδάσκοντα/ουσας, με γραπτές ή και προφορικές εξετάσεις, κριτικές ή ερευνητικές εργασίες. Άλλες εξεταστικές διαδικασίες, εφόσον συντρέχουν ειδικοί λόγοι, καθορίζονται από τον Τομέα μετά από εισήγηση του/της διδάσκοντα/ουσας.

Η βαθμολογική κλίμακα είναι 0-10. Ο ελάχιστος βαθμός επιτυχίας είναι το 5. Για το χαρακτηρισμό του τελικού ΜΟ βαθμολογίας η κλίμακα σύμφωνα με το νόμο είναι η εξής: από 5 έως 6,49 = «Καλώς», από 6,50-8,49 = «Λίαν Καλώς», από 8,50-10 = «Άριστα».

### **Αποφοίτηση και ορκωμοσία**

Ένα από τα θετικά στοιχεία του ηλεκτρονικού συστήματος εγγραφών είναι ότι επιτρέπει σε κάθε φοιτητή/τρια να ελέγχει με ακρίβεια την πορεία των σπουδών του/της σε οποιαδήποτε χρονική στιγμή και να προγραμματίσει την ολοκλήρωσή τους. Όσοι/ες φοιτητές/τριες προβλέπουν ότι θα πάρουν πτυχίο με τη λήξη των εξετάσεων κάποιας περιόδου, καλούνται να ενημερώσουν σχετικά τη Γραμματεία με γραπτή δήλωση σε ημερομηνίες που ανακοινώνονται έγκαιρα. Η ορκωμοσία των αποφοίτων γίνεται σε ημερομηνίες που καθορίζονται από την Κοσμητεία της Φιλοσοφικής Σχολής και ανακοινώνονται στην ιστοσελίδα και τους χώρους του Τμήματος.

### **Ωρολόγιο πρόγραμμα**

Τα ωρολόγια προγράμματα μαθημάτων του χειμερινού και εαρινού εξαμήνου ανακοινώνονται κάθε Σεπτέμβριο και Ιανουάριο και περιέχουν, για κάθε μάθημα, το όνομα του/της διδάσκοντα/ουσας, τις ώρες και ημέρες, καθώς και τις αίθουσες διδασκαλίας του μαθήματος.

# Δομή του Πτυχίου Αγγλικής Γλώσσας και Φιλολογίας

Για την ολοκλήρωση του πτυχίου κάθε φοιτητής/τρια χρειάζεται να συγκεντρώσει 120 ΔΜ:

**A. 33 μαθήματα κορμού (99 ΔΜ)**

**B. 4 μαθήματα (12 ΔΜ) δεύτερης ξένης γλώσσας**

**Γ. 3 μαθήματα (9 ΔΜ) από επιπλέον Ελεύθερες Επιλογές**

## A. ΜΑΘΗΜΑΤΑ ΚΟΡΜΟΥ

Τα μαθήματα κορμού που χρειάζεται να παρακολουθήσει κάθε φοιτητής/τρια είναι τα εξής:

### Εισαγωγικά Μαθήματα

**Συνολικά 3 μαθήματα = 9 ΔΜ**, δηλαδή

**6 ΔΜ (2 μαθήματα)** από τα υποχρεωτικά (Υ) μαθήματα Αγγλικής Γλώσσας

- ΓΛ1-101Υ: Γλωσσική Κατάρτιση I και
- ΓΛ1-102Υ: Γλωσσική Κατάρτιση II

**3 ΔΜ (1 μάθημα)** από το υποχρεωτικό (Υ) μάθημα

- Λογ1-120Υ: Δεξιότητες Ηλεκτρονικών Υπολογιστών και Έρευνας

### Μαθήματα Θεωρητικής και Εφαρμοσμένης Γλωσσολογίας

**Συνολικά 13 μαθήματα = 39 ΔΜ**, δηλαδή

**9 ΔΜ (3 μαθήματα)** από τα υποχρεωτικά (Υ) μαθήματα Θεωρητικής Γλωσσολογίας

- ΓΛ2-100Υ: Εισαγωγή στη Μελέτη της Γλώσσας
- ΓΛ2-200Υ: ΣύNTAXη και Σημασιολογία
- ΓΛ2-230Υ: Αγγλική Φωνητική και Φωνολογία

**12 ΔΜ (4 μαθήματα)** από τα υποχρεωτικά (Υ) μαθήματα Εφαρμοσμένης Γλωσσολογίας

- ΓΛ3-225Υ: Απόκτηση Δεύτερης Γλώσσας
- ΓΛ3-326Υ: Μεθοδολογία Διδασκαλίας Σύγχρονων Γλωσσών
- ΓΛ3-329Υ: Διδακτική Θεωρία και Πράξη
- ΓΛ3-456Υ: Πρακτική Άσκηση στη Διδασκαλία της Αγγλικής ως Ξένης Γλώσσας

**6 ΔΜ (2 μαθήματα)** από τα επιλεγόμενα (Ε) μαθήματα Θεωρητικής Γλωσσολογίας (με κωδικό ΓΛ2-)

**6 ΔΜ (2 μαθήματα)** από τα επιλεγόμενα (Ε) μαθήματα Εφαρμοσμένης Γλωσσολογίας (με κωδικό ΓΛ3-)

**6 ΔΜ (2 μαθήματα)** από επιλεγόμενα (Ε) μαθήματα είτε ΓΛ4- είτε ΓΛ5- (τουλάχιστον 3 ΔΜ από ΓΛ4-)

#### Μαθήματα Αγγλικής και Αμερικανικής Λογοτεχνίας και Πολιτισμού

**Συνολικά 13 μαθήματα = 39 ΔΜ**, δηλαδή

**9 ΔΜ (3 μαθήματα)** από τα υποχρεωτικά (Υ) μαθήματα Λογοτεχνίας

- Λογ5-125Υ: Εργαστήριο Κριτικού Λόγου: Ποίηση
- Λογ5-126Υ: Εργαστήριο Κριτικού Λόγου: Δράμα
- Λογ5-127Υ: Εργαστήριο Κριτικού Λόγου: Πεζός Λόγος

**6 ΔΜ (2 μαθήματα)** από τα υποχρεωτικά κατ' επιλογήν (ΥΕ) μαθήματα Αγγλικής Λογοτεχνίας και Πολιτισμού, καταναμεμένα ως εξής:

Ένα μάθημα από την ομάδα:

- Λογ6-240ΥΕ: Αγγλική Λογοτεχνία και Πολιτισμός: Μεσαιωνική Λογοτεχνία
- Λογ6-241ΥΕ: Αγγλική Λογοτεχνία και Πολιτισμός: Λογοτεχνία της Αναγέννησης
- Λογ6-242ΥΕ: Αγγλική Λογοτεχνία και Πολιτισμός: Παλινόρθωση και 18ος αιώνας

Ένα μάθημα από την ομάδα:

- Λογ6-243ΥΕ: Αγγλική Λογοτεχνία και Πολιτισμός: Ρομαντισμός και Βικτωριανή Εποχή
- Λογ6-244ΥΕ: Αγγλική Λογοτεχνία και Πολιτισμός: Λογοτεχνία του 20ου αιώνα: 1890-1950
- Λογ6-245ΥΕ: Αγγλική Λογοτεχνία και Πολιτισμός: Λογοτεχνία του 20ου αιώνα: 1950-2000

**6 ΔΜ (2 μαθήματα)** από τα υποχρεωτικά κατ' επιλογήν (ΥΕ) μαθήματα Αμερικανικής Λογοτεχνίας και Πολιτισμού:

- Λογ7-245ΥΕ: Αμερικανική Λογοτεχνία και Πολιτισμός: 17ος και 18ος αιώνας
- Λογ7-247ΥΕ: Αμερικανική Λογοτεχνία και Πολιτισμός: 19ος αιώνας
- Λογ7-248ΥΕ: Αμερικανική Λογοτεχνία και Πολιτισμός: Αμερικανικό Θέατρο: 19ος και 20ος αιώνας
- Λογ7-249ΥΕ: Αμερικανική Λογοτεχνία και Πολιτισμός: 20ός αιώνας

**3 ΔΜ (1 μάθημα)** επιλογής Λογ6, επιπέδου 300 ή 400

**3 ΔΜ (1 μάθημα)** επιλογής Λογ7, επιπέδου 300 ή 400

**12 ΔΜ (4 μαθήματα)** από οποιαδήποτε μαθήματα Λογοτεχνίας και Πολιτισμού (Λογ6, Λογ7, Λογ9), με κωδικό αριθμό 300 ή 400.



**Μαθήματα Μετάφρασης και Διαπολιτισμικών Σπουδών**

**Συνολικά 4 μαθήματα = 12 ΔΜ**, δηλαδή

**6 ΔΜ (2 μαθήματα)** από τα υποχρεωτικά (Υ) μαθήματα ΜΔΣ

- ΜΔΣ 1-118Υ: Εισαγωγή στις Μεταφραστικές Σπουδές
- ΜΔΣ 2-214Υ: Μεθοδολογία της Μετάφρασης

**6 ΔΜ (2 μαθήματα)** επιλογής ΜΔΣ, επιπέδου 300 ή 400.

**Β. ΜΑΘΗΜΑΤΑ ΞΕΝΗΣ ΓΛΩΣΣΑΣ**

Συνολικά: **4 μαθήματα = 12 ΔΜ** από **μαθήματα δεύτερης ξένης γλώσσας** (γαλλικά, γερμανικά ή ιταλικά). Σημειώνεται ότι για τους/τις αλλοδαπούς/ές φοιτητές/τριες τα νέα ελληνικά είναι υποχρεωτική ξένη γλώσσα κατά τα τέσσερα χρόνια των σπουδών τους.

**Γ. ΕΛΕΥΘΕΡΕΣ ΕΠΙΛΟΓΕΣ**

Για την ολοκλήρωση του πτυχίου κάθε φοιτητής/τρια χρειάζεται επιπλέον να επιλέξει 9 ΔΜ (3 μαθήματα) από μαθήματα ελεύθερης επιλογής, τα οποία μπορεί να είναι είτε μαθήματα του Τμήματος Αγγλικής Γλώσσας και Φιλολογίας είτε να προσφέρονται από άλλα Τμήματα της Φιλοσοφικής Σχολής και από το Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης, και να είναι συγγενή προς τα διδασκόμενα από το Τμήμα μαθήματα. Σχετικός κατάλογος μαθημάτων ανακοινώνεται κατά την περίοδο των εγγραφών.

**Σύνολο = 120 ΔΜ**

## ΕΝΔΕΙΚΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΣΠΟΥΔΩΝ ΑΝΑ ΕΞΑΜΗΝΟ

## Α' ΕΤΟΣ

Α' εξάμηνο		ΔΜ
Γλ1-101Υ	Γλωσσική Κατάρτιση I	3
Γλ2-100Υ	Εισαγωγή στη Μελέτη της Γλώσσας	3
Λογ5-125Υ	Εργαστήριο Κριτικού Λόγου: Ποίηση	3
Λογ5-127Υ	Εργαστήριο Κριτικού Λόγου: Πεζός Λόγος	3
Γα / Γε / Ιτ 101	Ξένη Γλώσσα I	3
<b>Σύνολο ΔΜ</b>		<b>15</b>
Β' εξάμηνο		ΔΜ
Γλ1-102Υ	Γλωσσική Κατάρτιση II	3
ΜΔΣ1-118Υ	Εισαγωγή στις Μεταφραστικές Σπουδές	3
Λογ1-120Υ	Δεξιότητες Ηλεκτρονικών Υπολογιστών και Έρευνας	3
Λογ5-126Υ	Εργαστήριο Κριτικού Λόγου: Δράμα	3
Γα / Γε / Ιτ 201	Ξένη Γλώσσα II	3
<b>Σύνολο ΔΜ</b>		<b>15</b>

## Β' ΕΤΟΣ

Γ' εξάμηνο		ΔΜ
Γλ2-200Υ	Σύνταξη και Σημασιολογία	3
ΜΔΣ2-214Υ	Μεθοδολογία της Μετάφρασης	3
Λογ6-240-2ΥΕ	Επισκόπηση Αγγλικής Λογοτεχνίας (6-240 ή 241 ή 242)	3
Λογ7-245-9ΥΕ	Επισκόπηση Αμερικανικής Λογοτεχνίας (7-245 ή 247 ή 248 ή 249)	3
Γα / Γε / Ιτ 301	Ξένη Γλώσσα III	3
<b>Σύνολο ΔΜ</b>		<b>15*</b>
Δ' εξάμηνο		ΔΜ
Γλ2-230Υ	Αγγλική Φωνητική και Φωνολογία	3
Γλ3-225Υ	Απόκτηση Δεύτερης Γλώσσας	3
Λογ6-243-5ΥΕ	Επισκόπηση Αγγλικής Λογοτεχνίας (6-243 ή 244 ή 245)	3
Λογ7-245-9ΥΕ	Επισκόπηση Αμερικανικής Λογοτεχνίας (7-245 ή 247 ή 248 ή 249)	3
Γα / Γε / Ιτ 401	Ξένη Γλώσσα IV	3
<b>Σύνολο ΔΜ</b>		<b>15*</b>

\* Στα εξάμηνα γ' και δ' είναι δυνατή η εγγραφή σε **ένα** επιπλέον μάθημα ΜΟΝΟ για όσους/ες έχουν αποτύχει σε κάποιο από τα υποχρεωτικά μαθήματα του πρώτου έτους, φτάνοντας έτσι τις 18 ΔΜ. Η επανεγγραφή σε όσα μαθήματα έχουν αποτύχει είναι υποχρεωτική (και στη συνέχεια επιλέγουν μαθήματα μέχρι το σύνολο των 18 ΔΜ).

**Γ' ΕΤΟΣ**

<b>Ε' εξάμηνο</b>		<b>ΔΜ</b>
Γλ3-326Υ	Μεθοδολογία Διδασκαλίας Σύγχρονων Γλωσσών	3
Λογ6-	Μάθημα Επιλογής Αγγλικής Λογοτεχνίας	3
Λογ6- ή 7- ή 9-	Μάθημα Επιλογής Λογοτεχνίας	3
ΜΔΣ	Μάθημα Επιλογής Μετάφρασης και Διαπολιτισμικών Σπουδών	3
Γλ	Μάθημα Επιλογής Γλωσσολογίας	3
<b>Σύνολο ΔΜ</b>		<b>15**</b>
<b>ΣΤ' εξάμηνο</b>		<b>ΔΜ</b>
Γλ3-329Υ	Διδακτική Θεωρία και Πράξη	3
Λογ7-	Μάθημα Επιλογής Αμερικανικής Λογοτεχνίας	3
Λογ6- ή 7- ή 9-	Μάθημα Επιλογής Λογοτεχνίας	3
ΜΔΣ	Μάθημα Επιλογής Μετάφρασης και Διαπολιτισμικών Σπουδών	3
Γλ	Μάθημα Επιλογής Γλωσσολογίας	3
<b>Σύνολο ΔΜ</b>		<b>15**</b>

\*\* Στα εξάμηνα ε', στ' και ζ' είναι δυνατή η εγγραφή σε **ένα** επιπλέον μάθημα για όσους/ες ενδιαφέρονται να συγκεντρώσουν επιπλέον ΔΜ, φτάνοντας έτσι τις 18 ΔΜ.

**Δ' ΕΤΟΣ**

<b>Ζ' εξάμηνο</b>		<b>ΔΜ</b>
Γλ3-456Υ	Πρακτική Άσκηση στη Διδασκαλία της Αγγλικής ως Ξένης Γλώσσας	3
Γλ	Μάθημα Επιλογής Γλωσσολογίας	3
Λογ	Μάθημα Επιλογής Λογοτεχνίας	3
ΕΕ	Μάθημα Ελεύθερης Επιλογής	3
ΕΕ	Μάθημα Ελεύθερης Επιλογής	3
<b>Σύνολο ΔΜ</b>		<b>15**</b>
<b>Η' εξάμηνο</b>		<b>ΔΜ</b>
Γλ	Μάθημα Επιλογής Γλωσσολογίας	3
Γλ	Μάθημα Επιλογής Γλωσσολογίας	3
Λογ	Μάθημα Επιλογής Λογοτεχνίας	3
ΕΕ	Μάθημα Ελεύθερης Επιλογής	3
ΕΕ	Μάθημα Ελεύθερης Επιλογής	3
<b>Σύνολο ΔΜ</b>		<b>15***</b>

\*\*\* Στο η' εξάμηνο είναι δυνατή η εγγραφή σε **δύο ή τρία** επιπλέον μαθήματα (δηλαδή σε 21 ή σε 24 ΔΜ συνολικά) μόνο για όσους/ες υπάρχει διαπιστωμένη ανάγκη για τα επιπλέον μαθήματα προκειμένου να αποφοιτήσουν στην αμέσως επόμενη εξεταστική περίοδο.

# Κατάλογος Μαθημάτων

Τα παρακάτω μαθήματα προσφέρονται τακτικά από τους τέσσερις Τομείς του Τμήματος. Τα υποχρεωτικά μαθήματα προσφέρονται κάθε χρόνο, ενώ τα μαθήματα επιλογής προσφέρονται ανάλογα με τις δυνατότητες του Τμήματος σε προσωπικό και υποδομές. Επομένως το πρόγραμμα μαθημάτων είναι δυνατό να παρουσιάζει μικρές αποκλίσεις κάθε χρόνο. Ο πλήρης κατάλογος των μαθημάτων που πρόκειται να προσφερθούν στο χειμερινό και στο εαρινό εξάμηνο του εκάστοτε ακαδημαϊκού έτους ανακοινώνεται στην ιστοσελίδα του Τμήματος και στους Πίνακες Ανακοινώσεων εγκαίρως πριν από τις εγγραφές κάθε εξαμήνου.

Σημείωση:

- Υ = Υποχρεωτικό μάθημα
- Ε = Επιλεγόμενο μάθημα
- ΥΕ = Υποχρεωτικό κατ' επιλογήν μάθημα
- ΔΜ = Διδακτικές Μονάδες
- ΠΜ = Πιστωτικές Μονάδες (ECTS)
- Ω/Ε = Ώρες ανά Εβδομάδα

## ΥΠΟΧΡΕΩΤΙΚΑ ΜΑΘΗΜΑΤΑ Α' ΕΤΟΥΣ

Κωδ. αριθ.	Τίτλος μαθήματος	ΔΜ	ΠΜ	Ω/Ε
<b>Υποχρεωτικά</b>				
ΓΛ1-101Υ	Γλωσσική Κατάρτιση I	3	6	4
ΓΛ1-102Υ	Γλωσσική Κατάρτιση II	3	6	4
ΓΛ2-100Υ	Εισαγωγή στη Μελέτη της Γλώσσας	3	6	3
Λογ1-120Υ	Δεξιότητες Ηλεκτρονικών Υπολογιστών και Έρευνας	3	6	3
Λογ5-125Υ	Εργαστήριο Κριτικού Λόγου: Ποίηση	3	6	3
Λογ5-126Υ	Εργαστήριο Κριτικού Λόγου: Δράμα	3	6	3
Λογ5-127Υ	Εργαστήριο Κριτικού Λόγου: Πεζός Λόγος	3	6	3
ΜΔΣ1-118Υ	Εισαγωγή στις Μεταφραστικές Σπουδές	3	6	3

## ΜΑΘΗΜΑΤΑ ΤΟΥ ΤΟΜΕΑ ΘΕΩΡΗΤΙΚΗΣ ΚΑΙ ΕΦΑΡΜΟΣΜΕΝΗΣ ΓΛΩΣΣΟΛΟΓΙΑΣ

<b>Υποχρεωτικά</b>				
ΓΛ2-200Υ	Σύνταξη και Σημασιολογία	3	6	3
ΓΛ2-230Υ	Αγγλική Φωνητική και Φωνολογία	3	6	3

Κωδ. αριθ.	Τίτλος μαθήματος	ΔΜ	ΠΜ	Ω/Ε
ΓΛ3-225Υ	Απόκτηση Δεύτερης Γλώσσας	3	6	3
ΓΛ3-326Υ	Μεθοδολογία Διδασκαλίας Σύγχρονων Γλωσσών	3	6	3
ΓΛ3-329Υ	Διδακτική Θεωρία και Πράξη	3	6	3
ΓΛ3-456Υ	Πρακτική Άσκηση στη Διδασκαλία της Αγγλικής ως Ξένης Γλώσσας	3	6	3

**Μαθήματα επιλογής**

ΓΛ2-320Ε	Επιτοπισμός	3	6	3
ΓΛ2-321Ε	Εισαγωγή στη Μορφολογία	3	6	3
ΓΛ2-330Ε	Φωνητική	3	6	3
ΓΛ2-335Ε	Φωνολογία	3	6	3
ΓΛ2-341Ε	Σημσιολογία	3	6	3
ΓΛ2-350Ε	Πραγματολογία	3	6	3
ΓΛ2-370Ε	Ιστορία της Αγγλικής Γλώσσας	3	6	3
ΓΛ2-388Ε	Κλιτική Μορφολογία	3	6	3
ΓΛ2-398Ε	Εισαγωγή στην Ιστορική Γλωσσολογία	3	6	3
ΓΛ2-399Ε	Ειδικά Θέματα: Ζητήματα τεκμηρίωσης και περιγραφής των γλωσσών	3	6	3
ΓΛ2-410Ε	Συγκριτική Σύνταξη	3	6	3
ΓΛ2-460Ε	Γενετική Σύνταξη	3	6	3
ΓΛ2-474Ε	Φωνολογική Ανάπτυξη	3	6	3
ΓΛ2-480Ε	Απόκτηση Μητρικής Γλώσσας	3	6	3
ΓΛ2-490Ε	Χρόνος και Ρηματική Όψη	3	6	3
ΓΛ2-491Ε	Ανάλυση Συνομιλίας	3	6	3
ΓΛ2-492Ε	Γνωστική Γραμματική της Αγγλικής	3	6	3
ΓΛ2-493Ε	Μεταφορά-Μετωνυμία	3	6	3
ΓΛ3-299Ε	Ειδικά Θέματα	3	6	3
ΓΛ3-327Ε	Στρατηγικές Γλωσσικής Εκμάθησης και Επικοινωνίας	3	6	3
ΓΛ3-328Ε	Παιδαγωγική Γραμματική	3	6	3
ΓΛ3-332Ε	Η Διδασκαλία της Προφοράς της Αγγλικής Γλώσσας	3	6	3
ΓΛ3-427Ε	Σύγχρονες Επικοινωνιακές Προσεγγίσεις	3	6	3
ΓΛ3-341Ε	Διαγλωσσικές Επιδράσεις στη Γλωσσική Εκμάθηση	3	6	3
ΓΛ3-342Ε	Η Διδασκαλία της Αγγλικής Γλώσσας για Ειδικούς Σκοπούς	3	6	3
ΓΛ3-343Ε	Χρήση Μέσων Αυτοδιδασκαλίας στην Ξένη Γλώσσα	3	6	3
ΓΛ3-351Ε	Αξιολόγηση και Οργάνωση Διδακτέας Ύλης	3	6	3
ΓΛ3-370Ε	Εποπτικά Μέσα Διδασκαλίας	3	6	3
ΓΛ3-380Ε	Απόκτηση και Διδασκαλία Λεξιλογίου	3	6	3
ΓΛ3-399Ε	Ειδικά Θέματα: Παιδαγωγική Κατάρτιση στην Εκμάθηση Ξένης /Δεύτερης Γλώσσας I	3	6	3
ΓΛ3-445Ε	Σώματα Κειμένων και οι Εφαρμογές τους στη Διδασκαλία της Γλώσσας	3	6	3
ΓΛ3-450Ε	Σχεδιασμός Αναλυτικού Προγράμματος	3	6	3
ΓΛ3-452Ε	Πρακτική Άσκηση στη Διδασκαλία της Αγγλικής στην Πρωτοβάθμια Εκπαίδευση	3	6	3

Κωδ. αριθ.	Τίτλος μαθήματος	ΔΜ	ΠΜ	Ω/Ε
Γλ3-454Ε	Πρακτική Άσκηση στη Διδασκαλία της Αγγλικής στη Δευτεροβάθμια Εκπαίδευση	3	6	3
Γλ3-458Ε	Προσέγγιση & Σχολιασμός Γλωσσικού Μαθήματος	3	6	3
Γλ3-460Ε	Σχεδιασμός Γλωσσικού Μαθήματος: Μικροδιδασκαλία	3	6	3
Γλ3-463Ε	Έλεγχος και Αξιολόγηση Επίδοσης	3	6	3
Γλ3-465Ε	Αξιολόγηση στην τάξη	3	6	3
Γλ3-473Ε	Η Νέα Τεχνολογία στη Διδασκαλία της Αγγλικής Γλώσσας	3	6	3
Γλ3-480Ε	Εκμάθηση και Διδασκαλία της Ξένης Γλώσσας στην Παιδική Ηλικία	3	6	3
Γλ3-499Ε	Ειδικά Θέματα: Παιδαγωγική Κατάρτιση στην Εκμάθηση Ξένης/Δεύτερης Γλώσσας II	3	6	3
Γλ4-299Ε	Ειδικά Θέματα	3	6	3
Γλ4-306Ε	Ειδικές Περιοχές της Αγγλικής	3	6	3
Γλ4-322Ε	Συνοχή Κειμένου και Λόγου: Σύγκριση Συνεκτικών-Συνδετικών στην Αγγλική & Ελληνική	3	6	3
Γλ4-337Ε	Εισαγωγή στην Ψυχολογολογία	3	6	3
Γλ4-382Ε	Γλώσσα και Ύφος στα ΜΜΕ	3	6	3
Γλ4-388Ε	Εκμάθηση Β' Γλώσσας: Μια Παραμετρική Προσέγγιση	3	6	3
Γλ4-399Ε	Ειδικά Θέματα	3	6	3
Γλ4-420Ε	Ανάλυση Συνεχούς Λόγου	3	6	3
Γλ4-437Ε	Ψυχολογολογία: Μοντέλα Παραγωγής και Κατανόησης του Λόγου	3	6	3
Γλ4-440Ε	Φύλο και Γλώσσα	3	6	3
Γλ4-463Ε	Κοινωνιογλωσσολογία	3	6	3
Γλ4-498Ε	Γλωσσική Μεταβολή	3	6	3
Γλ4-499Ε	Ειδικά Θέματα: Γλώσσα και Νόηση	3	6	3
Γλ5-300Ε	Εισαγωγή στην Ερευνητική (Γλωσσολογική) Εργασία	3	6	3
Γλ5-399Ε	Ειδικά Θέματα	3	6	3
Γλ5-490Ε	Επιβλεπόμενη Ερευνητική Εργασία (σε επιλεγόμενη περιοχή του Τομέα)	3	6	–
Γλ5-495Ε	Διπλωματική Εργασία	6	12	–
Γλ5-499Ε	Ειδικά Θέματα	3	6	3

### ΜΑΘΗΜΑΤΑ ΤΟΥ ΤΟΜΕΑ ΑΓΓΛΙΚΗΣ ΛΟΓΟΤΕΧΝΙΑΣ

#### Υποχρεωτικά κατ' επιλογήν

Λογ6-240ΥΕ	Αγγλική Λογοτεχνία & Πολιτισμός: Μεσαιωνική Λογοτεχνία	3	6	3
Λογ6-241ΥΕ	Αγγλική Λογοτεχνία & Πολιτισμός: Λογοτεχνία της Αναγέννησης	3	6	3
Λογ6-242ΥΕ	Αγγλική Λογοτεχνία & Πολιτισμός: Παλινόρθωση και 18ος αιώνας	3	6	3

Κωδ. αριθ.	Τίτλος μαθήματος	ΔΜ	ΠΜ	Ω/Ε
Λογ6-243ΥΕ	Αγγλική Λογοτεχνία & Πολιτισμός: Ρομαντισμός και Βικτωριανή Εποχή	3	6	3
Λογ6-244ΥΕ	Αγγλική Λογοτεχνία & Πολιτισμός: Λογοτεχνία του 20 <sup>ού</sup> αιώνα: 1890-1950	3	6	3
Λογ6-245ΥΕ	Αγγλική Λογοτεχνία & Πολιτισμός: Λογοτεχνία του 20 <sup>ού</sup> αιώνα: 1950-2000	3	6	3

**Μαθήματα επιλογής**

Λογ6-320Ε	Ιστορία Θεάτρου	3	6	3
Λογ6-322Ε	Ελισαβετιανό και Ιακωβιανό Θέατρο	3	6	3
Λογ6-324Ε	Η Κωμωδία Ηθών	3	6	3
Λογ6-330Ε	Μυθιστόρημα 18 <sup>ου</sup> αιώνα	3	6	3
Λογ6-335Ε	Λογοτεχνία του Φανταστικού	3	6	3
Λογ6-336Ε	Ρεαλισμός και Αγγλικό Μυθιστόρημα του 19 <sup>ου</sup> αιώνα	3	6	3
Λογ6-340Ε	Θέματα Αγγλικής Λογοτεχνίας και Πολιτισμού I	3	6	3
Λογ6-341Ε	Θέματα Αγγλικής Λογοτεχνίας και Πολιτισμού II	3	6	3
Λογ6-359Ε	Σεξουαλικότητα και Φύλο στο Σύγχρονο Κινηματογράφο	3	6	3
Λογ6-363Ε	Spenser και Milton	3	6	3
Λογ6-375Ε	Αγγλικός Ρομαντισμός: Λογοτεχνία και Πολιτική	3	6	3
Λογ6-378Ε	Beckett και οι Μετέπειτα	3	6	3
Λογ6-389Ε	Μετα-αποικιοκρατικές Αναθεωρήσεις	3	6	3
Λογ6-429Ε	Σκηνικές Αναπαραστάσεις Φύλου και Σεξουαλικότητας	3	6	3
Λογ6-436Ε	Μοντερνισμός και Αγγλικό Μυθιστόρημα	3	6	3
Λογ6-458Ε	Woolf και Bloomsbury	3	6	3
Λογ6-468Ε	Συγγραφή και Φύλο στην Αναγέννηση	3	6	3
Λογ6-469Ε	Φεμινισμός και Μεταμοντέρνο	3	6	3
Λογ6-471Ε	Chaucer	3	6	3
Λογ6-472Ε	Shakespeare: Κείμενο, Παράσταση, Φιλμ	3	6	3
Λογ6-478Ε	Θέατρο και Ιδεολογία	3	6	3
Λογ6-494Ε	Διαπολιτισμικές Φωνές στο Σύγχρονο Θέατρο	3	6	3

**ΜΑΘΗΜΑΤΑ ΤΟΥ ΤΟΜΕΑ ΑΜΕΡΙΚΑΝΙΚΗΣ ΛΟΓΟΤΕΧΝΙΑΣ****Υποχρεωτικά κατ' επιλογήν**

Λογ7-245ΥΕ	Αμερικανική Λογοτεχνία & Πολιτισμός: 17 <sup>ος</sup> & 18 <sup>ος</sup> αιώνας	3	6	3
Λογ7-247ΥΕ	Αμερικανική Λογοτεχνία & Πολιτισμός: 19 <sup>ος</sup> αιώνας	3	6	3
Λογ7-248ΥΕ	Αμερικανική Λογοτεχνία & Πολιτισμός: Θέατρο του 19 <sup>ου</sup> & 20 <sup>ου</sup> αιώνα	3	6	3
Λογ7-249ΥΕ	Αμερικανική Λογοτεχνία & Πολιτισμός: 20 <sup>ός</sup> αιώνας	3	6	3

**Μαθήματα επιλογής**

<b>Κωδ. αριθ.</b>	<b>Τίτλος μαθήματος</b>	<b>ΔΜ</b>	<b>ΠΜ</b>	<b>Ω/Ε</b>
Λογ7-314Ε	Αμερικανικές Σπουδές: Σύγχρονες Προσεγγίσεις	3	6	3
Λογ7-315Ε	Σπουδές στην Αμερικανική Κουλτούρα	3	6	3
Λογ7-316Ε	Αμερικανική Ποίηση: Από τους Πουριτανούς στο Ρομαντισμό	3	6	3
Λογ7-317Ε	Αμερικανική Ποίηση 20 <sup>ού</sup> αιώνα: 1914-1950	3	6	3
Λογ7-328Ε	Αφρικανο-Αμερικανικό Θέατρο	3	6	3
Λογ7-329Ε	Σύγχρονο Αμερικανικό Θέατρο	3	6	3
Λογ7-336Ε	Φυλή και Ιδεολογία: Αμερικανικά Λογοτεχνικά και Θεατρικά Κείμενα του 19 <sup>ου</sup> αιώνα	3	6	3
Λογ7-340Ε	Εισαγωγή στη Λογοτεχνία του Αμερικανικού Νότου	3	6	3
Λογ7-347Ε	Μοντερνισμός & Πεζογραφία στις ΗΠΑ	3	6	3
Λογ7-348Ε	Σύγχρονη Αμερικανική Πεζογραφία: 1945-2000	3	6	3
Λογ7-365Ε	Αμερικανικό Θέατρο: Από την Προπαγάνδα στο Μελόδραμα	3	6	3
Λογ7-369Ε	Η Πολιτική της Φυλής και του Κοινωνικού Φύλου στον Αμερικανικό Πολιτισμό: Αφρικανο-Αμερικανοί Συγγραφείς	3	6	3
Λογ7-419Ε	Σύγχρονη Αμερικανική Ποίηση: 1950-2000	3	6	3
Λογ7-428Ε	Πειραματικό Θέατρο: Πρωτοποριακές & Μεταμοντέρνες Καινοτομίες	3	6	3
Λογ7-437Ε	Θέματα Αμερικανικής Λογοτεχνίας I: Η Λογοτεχνία του Τρόμου	3	6	3
Λογ7-444Ε	Εργαστήριο Δημιουργικής Γραφής	3	6	3
Λογ7-451Ε	Ο Λόγος των Μειονοτήτων στην Αμερικανική Λογοτεχνία	3	6	3
Λογ7-459Ε	Αγγλόφωνο Θέατρο στον Κόσμο	3	6	3
Λογ7-474Ε	Εθνοτικές Σπουδές I: Το Ελληνο-Αμερικανικό Παράδειγμα	3	6	3
Λογ7-476Ε	Σπουδές του Αμερικανικού Νότου	3	6	3
Λογ7-477Ε	Θέματα Αμερικανικής Λογοτεχνίας II: Επιστημονική Φαντασία	3	6	3
Λογ7-479Ε	Θέματα Αμερικανικής Λογοτεχνίας & Κινηματογράφου I: Πολιτική και Παράνοια	3	6	3
Λογ7-480Ε	Η λογοτεχνία και το Κίνημα Πολιτικών Δικαιωμάτων στις ΗΠΑ	3	6	3
Λογ7-481Ε	Πολιτισμική Πολιτική των Αμερικανικών ΜΜΕ	3	6	3

**ΜΑΘΗΜΑΤΑ ΤΩΝ ΤΟΜΕΩΝ ΛΟΓΟΤΕΧΝΙΑΣ ΣΧΕΤΙΚΑ ΜΕ ΤΗΝ ΕΡΕΥΝΑ ΚΑΙ ΤΗ ΘΕΩΡΙΑ**

Λογ9-386Ε	Θεωρία Λογοτεχνίας 20 <sup>ού</sup> αιώνα	3	6	3
Λογ9-390Ε	Εισαγωγή στην Ερευνητική Εργασία	3	6	3
Λογ9-489Ε	Θεατρικό Εργαστήρι	3	6	3
Λογ9-490Ε	Ερευνητική Εργασία	3	6	–
Λογ9-495Ε	Διπλωματική Εργασία	6	12	–



**ΜΑΘΗΜΑΤΑ ΤΟΥ ΤΟΜΕΑ ΜΕΤΑΦΡΑΣΗΣ ΚΑΙ ΔΙΑΠΟΛΙΤΙΣΜΙΚΩΝ ΣΠΟΥΔΩΝ**

Κωδ. αριθ.	Τίτλος μαθήματος	ΔΜ	ΠΜ	Ω/Ε
<b>Υποχρεωτικό Μάθημα</b>				
ΜΔΣ1-118Υ	Εισαγωγή στις Μεταφραστικές Σπουδές	3	6	3
ΜΔΣ2-214Υ	Μεθοδολογία της Μετάφρασης	3	6	3
<b>Μαθήματα επιλογής</b>				
ΜΔΣ1-358Ε	Εισαγωγή στον Κινηματογράφο	3	6	4
ΜΔΣ1-380Ε	Εισαγωγική στις Πολιτισμικές Σπουδές	3	6	3
ΜΔΣ1-390Ε	Εισαγωγή στον Πολιτισμό της Εικόνας	3	6	3
ΜΔΣ2-310Ε	Ιστορία της Μετάφρασης	3	6	3
ΜΔΣ1-406Ε	Εισαγωγή στις Σπουδές Διερμηνείας	3	6	3
ΜΔΣ2-325Ε	Μετάφραση και Θεομοί στην Ε.Ε.	3	6	3
ΜΔΣ2-352Ε	Κριτική Λογοτεχνικής Μετάφρασης	3	6	3
ΜΔΣ2-398Ε	Λαϊκή Κουλτούρα: Εμπειρία Οπτικοακουστικών Μέσων	3	6	3
ΜΔΣ2-414Ε	Θεωρία της Μετάφρασης	3	6	3
ΜΔΣ2-421Ε	Θεωρία Μετάφρασης: Πολιτισμικές και Διεπιστημονικές Προσεγγίσεις	3	6	3
ΜΔΣ2-424Ε	Σημειωτική & Ρητορική	3	6	3
ΜΔΣ2-468Ε	Η Αναγέννηση του Χόλυγουντ	3	6	4
ΜΔΣ2-478Ε	Η Τέχνη της Προσαρμογής: από τη Σελίδα στην Οθόνη	3	6	3
ΜΔΣ2-480Ε	Αναπαραστάσεις της μετάφρασης/διερμηνείας στη λογοτεχνία και τον κινηματογράφο	3	6	3
ΜΔΣ2-481Ε	Μουσική και Κοινωνικά Κινήματα	3	6	3
ΜΔΣ2-485Ε	Κινηματογραφικά Είδη του Χόλυγουντ	3	6	3
ΜΔΣ2-488Ε	Αφηγηματολογία στο Μυθιστόρημα και τον Κινηματογράφο	3	6	3
ΜΔΣ3-301Ε	Εργαστήριο Γενικής Μετάφρασης	3	6	3
ΜΔΣ3-305Ε	Εργαστήριο Μετάφρασης Κειμένων Ε.Ε.	3	6	3
ΜΔΣ3-306Ε	Εργαστήριο Μετάφρασης Οικονομικών Κειμένων	3	6	3
ΜΔΣ3-311Ε	Εργαστήριο Λογοτεχνικής Μετάφρασης	3	6	3
ΜΔΣ3-322Ε	Εργαστήριο Μετάφρασης Τεχνικών και Επιστημονικών Κειμένων	3	6	3
ΜΔΣ4-431Ε	Οπτικοακουστική Μετάφραση	3	6	3
ΜΔΣ4-320Ε	Μεταφραστική Τεχνολογία	3	6	3
ΜΔΣ5-390Ε	Ερευνητική Εργασία	3	6	–
ΜΔΣ5-490Ε	Ερευνητική Εργασία	3	6	–
ΜΔΣ5-495Ε	Διπλωματική Εργασία	6	12	–





Departments  
and  
Programmes of Study

# Courses of study

The School of English offers an array of courses, compulsory as well as optional. Selection from a wide variety of subjects allows students to construct their individual programme of study according to their specific interests.

Students can choose courses in the following fields of study: Applied Linguistics, Theoretical Linguistics, English Literature and Culture, American Literature and Culture, Translation and Intercultural Studies. In the Course Descriptions included in this guide, courses offered by the Department of Theoretical and Applied Linguistics are marked as 'Ling', those offered by the two Literature Departments are marked as 'Lit' and those offered by the Department of Translation and Intercultural Studies are marked as 'TIS'. In addition to the field descriptor, each course has a four-digit code number. The first digit indicates the general area as follows:

Ling 1:	English Language
Ling 2:	Theoretical Linguistics
Ling 3:	Applied Linguistics
Ling 4:	Interdisciplinary Linguistics
Ling 5:	Research in Linguistics
Lit 5:	Introductory courses in Literature
Lit 6:	English Literature and Culture
Lit 7:	American Literature and Culture
Lit 9:	Theory of Literature, Research in Literature and Theatre Workshop
TIS 1:	Introductory Course
TIS 2:	Theoretical and Applied Course
TIS 3:	Practical Workshop
TIS 4:	Technology-related Course
TIS 5:	Research Course

These are shorthand descriptions of broad areas. For example, 'Theoretical Linguistics' includes General, Descriptive, Comparative and Historical Linguistics.

The second digit indicates level of difficulty (100 for the first year of studies, 200 for the second year, etc.); the final two digits identify and group different courses and normally indicate continuity or order.

'C' marks compulsory courses, 'E' elective, and 'RE' required-elective courses (in the sense that a student has to select a certain number of courses from a predefined group). For example, Lit6-241RE indicates an English literature course (Lit6) for the second year (-2), which is a required elective course (RE). The course is 'English Literature and Culture: The Renaissance' and is one of a group of required elective courses that relate to English literature and Culture at different periods of time, which are numbered consecutively, i.e. 240, 241, 242 etc.

### Academic Terms

Teaching starts at the end of September / early October for the winter semester and in late February for the spring semester. Teaching is carried out in English. Each semester runs for 13 weeks of teaching and is followed by an exam period (in January-February and in June, respectively). There is a re-sit examination period (for both semesters) in September. See academic calendar at the end of this booklet.

Students are registered automatically for the first year courses and they only choose the foreign language they will attend. Foreign students can choose Modern Greek as their foreign language. Second year students are also automatically registered in all courses where this is possible (e.g. compulsory courses). Students can also **customize** their programme of study on the basis of the courses they select in the 3<sup>rd</sup> and 4<sup>th</sup> year of their studies.

At the beginning of each semester students need to select their courses (from those available for their level) and register electronically at the School's website <<http://www.enl.auth.gr>>.

The level at which each student is placed is determined by the number of credit units they have accumulated, as indicated at the following table:

#### STUDENT PLACEMENT ACCORDING TO ACCUMULATED CREDIT UNITS

<b>1<sup>st</sup> year</b>	(1 <sup>st</sup> & 2 <sup>nd</sup> semester) from 0 up to at least 24 CU (= 48 ECTS)
<b>2<sup>nd</sup> year</b>	(3 <sup>rd</sup> & 4 <sup>th</sup> semester) from 25 up to at least 54 CU (= 108 ECTS)
<b>3<sup>rd</sup> year</b>	(5 <sup>th</sup> & 6 <sup>th</sup> semester) from 55 up to at least 84 CU (= 168 ECTS)
<b>4<sup>th</sup> year</b>	(7 <sup>th</sup> & 8 <sup>th</sup> semester) from 85 CU (170 ECTS) +

### Coursebooks/Textbooks

Each student is entitled to free textbooks throughout his/her four years of study. The exact number of textbooks is determined by the relevant regulations and can not exceed the number of courses required for graduation. Information about textbook distribution points as well as special course requirements is announced during the course registration period.

### **Sign-off Procedure**

Students may sign off a class within the first weeks in a semester (within specific deadlines). The student must inform all interested parties and make sure that their name is not included in any relevant lists. Needless to say, the student must return any textbooks they have received for this particular course.

### **Course Attendance and Assessment**

Attendance is compulsory for all workshops and obviously it is advisable in all cases. Participation in exams is also required at the end of each semester (for most courses) and a re-sit exam is scheduled for September each year. The exact type of assessment may vary depending on the course and may involve written or oral exams, research papers or critical essays.

Assessment is generally based on formal written end-of-semester examinations; students failing an exam in February or June are given a second chance in September. Students who fail have to register for the course again (if compulsory) or opt for the same or another course (if elective). The method of assessment by mid-term exams and term papers is used in a number of courses; also a combination of the two methods is not unusual. The choice of method of assessment is specified in individual course outlines distributed at the beginning of each semester.

The grading scale used is 0-10, with 5 as the minimum passing grade. Passing grades are characterized as 'Good' (5-6.49); 'Very Good' (6.5-8.49); and 'Excellent' (8.5-10). Unless otherwise indicated, they also correspond to the ECTS grade scale as follows: A: 8.5-10; B: 7.5-8; C: 6.5-7; D: 5.5-6; E: 5; FX: 4; F: 1-3.

### **Credit Accumulation and Graduation**

Students can monitor the progress of their studies online. Students expecting to graduate at the end of an exam period need to notify the Registrar's office in writing. Graduation dates are set by the Dean's office and are announced on the School website.

### **Course Timetable**

The teaching timetables for the winter and the spring semester are announced in September and January, respectively. Relevant information includes the names of tutors involved, the days and times of teaching and the rooms for each class. **Exam dates are announced towards the end of each semester, as soon as this is possible.**

# The Structure of the BA (Honours) in English Language and Literature

Each course is taught for 3 hours per week and normally carries 3 local Credit Units which correspond to 6 ECTS units. For successful completion of the BA course of study, a student is required to accumulate a minimum of 240 ECTS units over a period of at least eight semesters (the period of study may be extended), at the rate of approximately 30 ECTS units per semester. The balance of ECTS units is as follows:

- A. 33 core courses (corresponding to 99 CU = 198 ECTS) and**
- B. 4 courses (12 CU = 24 ECTS) in a second foreign language**
- C. 3 courses (9 CU = 18 ECTS) freely selected by students**

## A. CORE COURSES

Core courses are grouped as follows:

### Introductory Courses

**A total of 3 courses = 9 CU = 18 ECTS**, which include:

**6 CU (= 12 ECTS)** corresponding to 2 compulsory courses in English Language, i.e.:

- Ling1-101C: Language Mastery I and
- Ling1-102C: Language Mastery II

**3 CU (= 6 ECTS)** corresponding to 1 compulsory course in computer literacy, i.e.:

- Lit1-120C: Computer Literacy and Research skills

### Courses in Theoretical and Applied Linguistics

**A total of 13 courses = 39 CU = 78 ECTS**, grouped as follows:

**9 CU (= 18 ECTS) corresponding to 3 compulsory courses in Theoretical Linguistics:**

- Ling2-100C: Introduction to the Study of Language
- Ling2-200C: Syntax and Semantics
- Ling2-230C: English Phonetics and Phonology

**12 CU (= 24 ECTS) corresponding to 4 compulsory courses in Applied Linguistics:**

- Ling3-225C: Second Language Acquisition
- Ling3-326C: Methodology of Teaching Modern Languages
- Ling3-329C: The Classroom: Principles and Practice
- Ling3-456C: Practice in Teaching English as a Foreign Language

**6 CU (= 12 ECTS) corresponding to 2 elective courses in Theoretical Linguistics**

(code Ling2-)

**6 CU (= 12 ECTS) corresponding to 2 elective courses in Applied Linguistics**

(code Ling3-)

**6 CU (= 12 ECTS) corresponding to 2 elective courses in Interdisciplinary Linguistics or Research in Linguistics** (codes Ling4- and Ling5-); at least 3 CU (one course) in Ling4-.**Courses in English and American Literature and Culture****A total of 13 courses = 39 CU (= 78 ECTS),** grouped as follows:**9 CU (= 18 ECTS) corresponding to 3 compulsory courses in Literature:**

- Lit5-125C: Workshop in Critical Writing: Poetry
- Lit5-126C: Workshop in Critical Writing: Drama
- Lit5-127C: Workshop in Critical Writing: Fiction

**6 CU (= 12 ECTS)** corresponding to 2 Required Elective courses in English Literature and Culture:

ONE course from the following group:

- Lit6-240RE: English Literature and Culture: The Medieval Period
- Lit6-241RE: English Literature and Culture: The Renaissance
- Lit6-242RE: English Literature and Culture: The Restoration and the 18th Century

ONE course from the following group:

- Lit6-243RE: English Literature and Culture: Romanticism and the Victorian Era
- Lit6-244RE: English Literature and Culture: The 20th Century: 1890-1950
- Lit6-245RE: English Literature and Culture: The 20th Century: 1950-2000

**6 CU (= 12 ECTS)** corresponding to 2 Required Elective courses in American Literature and Culture:

- Lit7-245RE: American Literature and Culture: The 17th and 18th century
- Lit7-247RE: American Literature and Culture: The 19th century
- Lit7-248RE: American Literature and Culture: Survey of the 19th and 20th century American Drama
- Lit7-249RE: American Literature and Culture: The 20th century

**3 CU (= 6 ECTS)** corresponding to 1 advanced elective course in English Literature (code Lit6-300 or Lit6-400)



**3 CU (= 6 ECTS)** corresponding to 1 advanced elective course in American Literature (code Lit7-300 or Lit7-400)

**12 CU (= 24 ECTS)** corresponding to 4 advanced courses in Literature and Culture (codes Lit 6-, Lit7-, Lit9-) at levels 3 or 4 (i.e. -300 or -400).

#### Courses in Translation and Intercultural Studies

**A total of 4 courses = 12 CU = 24 ECTS**, grouped as follows:

**6 CU (= 12 ECTS) corresponding to 2 compulsory courses in TIS:**

- TIS1-118C: Introduction to Translation Studies
- TIS2-214C: Methodology of Translation

**6 CU (= 12 ECTS)** corresponding to 2 elective courses in TIS, at levels 3 or 4 (i.e. -300 or -400).

#### B. FOREIGN LANGUAGE COURSES

**4 courses (9 CU = 18 ECTS credits) for a foreign language**, i.e. French, German, Italian (or Modern Greek for foreign students).

#### C. ELECTIVE COURSES

The remaining 9 CU (= 18 ECTS) may derive from courses taken, at the student's own discretion, from either elective courses within the School or from other related Departments chiefly within the Faculty of Philosophy. A list of relevant courses is made available at the beginning of each registration period.

**Total = 120 CU (= 240 ECTS)**

ECTS co-ordinator is Dr. Effie Yiannopoulou (Room 306Γ, tel. 2310 99 7445).

# List of Courses

G-LSUD = Greece-long studies, university (at least 3 years), finishing with an academic degree

G-LSUD1 = first-year course

G-LSUD2 = second-year course

G-LSUD3 = third-year course

G-LSUD4 = fourth-year course

C = Compulsory course

RE = required elective course

E = elective course

Hrs/week = hours per week

ECTS = ECTS units

CU = Credit Units

## FIRST YEAR COMPULSORY COURSES

Course Code	Course Title	CU	ECTS	Hrs/week
G-LSUD1 Lang101C	Language Mastery I	3	6	4
G-LSUD1 Lang102C	Language Mastery II	3	6	4
G-LSUD1 Ling2-100C	Introduction to the Study of Language	3	6	3
G-LSUD1 Lit1-120C	Computer Literacy and Research Skills	3	6	3
G-LSUD1 Lit125C	Workshop in Critical Writing: Poetry	3	6	3
G-LSUD1 Lit126C	Workshop in Critical Writing: Drama	3	6	3
G-LSUD1 Lit127C	Workshop in Critical Writing: Fiction	3	6	3
G-LSUD1 IntroTIS118C	Introduction to Translation Studies	3	6	3

## COURSES IN THEORETICAL AND APPLIED LINGUISTICS

### Compulsory Courses

G-LSUD2 ThLing200C	Syntax and Semantics	3	6	3
G-LSUD2 ThLing230C	English Phonetics and Phonology	3	6	3
G-LSUD2 ApLing225C	Second Language Acquisition	3	6	3
G-LSUD3 ApLing326C	Methodology of Teaching Modern Languages	3	6	3
G-LSUD3 ApLing329C	The Classroom: Principles and Practice	3	6	3
G-LSUD4 ApLing456C	Practice in Teaching English as a Foreign Language	3	6	3

### Elective courses

G-LSUD3 ThLing320E	Intonation	3	6	3
G-LSUD3 ThLing321E	Introduction to Morphology	3	6	3
G-LSUD3 ThLing330E	Phonetics	3	6	3

Course Code	Course Title	CU	ECTS	Hrs/week
G-LSUD3 ThLing335E	Phonology	3	6	3
G-LSUD3 ThLing341E	Semantics	3	6	3
G-LSUD3 ThLing350E	Pragmatics	3	6	3
G-LSUD3 ThLing370E	History of the English Language	3	6	3
G-LSUD3 ThLing388E	Inflectional Morphology	3	6	3
G-LSUD3 ThLing398E	Introduction to Historical Linguistics	3	6	3
G-LSUD3 ThLing399E	Special Electives: Issues in Language Documentation and Description	3	6	3
G-LSUD4 ThLing410E	Comparative Syntax	3	6	3
G-LSUD4 ThLing427E	Current Communicative Approaches	3	6	3
G-LSUD4 ThLing460E	Generative Syntax	3	6	3
G-LSUD4 ThLing474E	Phonological Development	3	6	3
G-LSUD4 ThLing480E	First Language Acquisition	3	6	3
G-LSUD4 ThLing490E	Tense and Aspect	3	6	3
G-LSUD2 LingSp491E	Conversation Analysis	3	6	3
G-LSUD4 ThLing492E	Cognitive English Grammar	3	6	3
G-LSUD4 ThLing493E	Metaphor-Metonymy	3	6	3
G-LSUD2 Apling299E	Special Electives	3	6	3
G-LSUD3 Apling327E	Strategies of Language Learning and Communication	3	6	3
G-LSUD3 Apling328E	Pedagogical Grammar	3	6	3
G-LSUD3 Apling332E	Teaching the Pronunciation of English	3	6	3
G-LSUD3 Apling341E	Cross-linguistic Influence in Language Learning	3	6	3
G-LSUD3 Apling342E	English for Specific Purposes	3	6	3
G-LSUD3 Apling343E	Self-access and Language Learning	3	6	3
G-LSUD3 Apling351E	Evaluation and Organization of Teaching Materials	3	6	3
G-LSUD3 Apling370E	Teaching Aids	3	6	3
G-LSUD3 Apling380E	Vocabulary Acquisition and Teaching	3	6	3
G-LSUD3 Apling399E	Special Electives: Pedagogical Foundations in Learning a Foreign/Second Language I	3	6	3
G-LSUD4 Apling445E	Corpora and their Use in Language Teaching	3	6	3
G-LSUD4 Apling450E	Syllabus Design and Material Preparation	3	6	3
G-LSUD4 Apling452E	ELT Practice in the Primary Classroom	3	6	3
G-LSUD4 Apling454E	ELT Practice in Secondary Education	3	6	3
G-LSUD4 Apling458E	Language Classrooms Observed	3	6	3
G-LSUD4 Apling460E	Language Course Design: Micro-teaching	3	6	3
G-LSUD4 Apling463E	Testing and Evaluation	3	6	3
G-LSUD4 Apling465E	Assessment in the Classroom	3	6	3
G-LSUD4 Apling473E	Information Technology in ELT	3	6	3
G-LSUD4 Apling480E	Early Foreign Language Learning and Teaching	3	6	3
G-LSUD4 Apling499E	Special Electives: Pedagogical Foundations in Learning a Foreign/Second Language II	3	6	3

Course Code	Course Title	CU	ECTS	Hrs/week
G-LSUD2 LingSp299E	Special Electives	3	6	3
G-LSUD3 LingSp306E	Special Areas of English	3	6	3
G-LSUD3 LingSp322E	Discourse Coherence: A Comparison of Cohesive Devices in English and Greek	3	6	3
G-LSUD3 LingSp337E	Psycholinguistics: An Introduction	3	6	3
G-LSUD3 LingSp382E	Language and Style in the Media	3	6	3
G-LSUD3 LingSp388E	Second Language Acquisition: A Principles and Parameters Approach	3	6	3
G-LSUD3 LingSp399E	Special Electives	3	6	3
G-LSUD4 LingSp420E	Discourse Analysis	3	6	3
G-LSUD4 LingSp437E	Psycholinguistics: Models of Language Production and Language Comprehension	3	6	3
G-LSUD4 LingSp440E	Gender and Language	3	6	3
G-LSUD4 LingSp463E	Sociolinguistics	3	6	3
G-LSUD4 LingSp498E	Language Change	3	6	3
G-LSUD4 LingSp499E	Special Electives: Language and Cognition	3	6	3

#### ELECTIVE COURSES: RESEARCH IN LINGUISTICS

G-LSUD3 LingRes300E	Introduction to the (Linguistic) Research Paper	3	6	3
G-LSUD3 LingRes399E	Special Electives	3	6	3
G-LSUD3 LingRes490E	Supervised Research Project (in a selected field of linguistics)	3	6	–
G-LSUD4 LingRes495E	Diploma Thesis	6	12	–
G-LSUD4 LingRes499E	Special Electives	3	6	3

#### COURSES IN ENGLISH LITERATURE AND CULTURE

##### Required Elective Courses

G-LSUD2 EnLit240RE	English Literature and Culture: The Medieval Period	3	6	3
G-LSUD2 EnLit241RE	English Literature and Culture: The Renaissance	3	6	3
G-LSUD2 EnLit242RE	English Literature and Culture: Restoration and the 18 <sup>th</sup> Century	3	6	3
G-LSUD2 EnLit243RE	English Literature and Culture: Romanticism and the Victorian Era	3	6	3
G-LSUD2 EnLit244RE	English Literature and Culture: The 20 <sup>th</sup> Century, 1890-1950	3	6	3
G-LSUD2 EnLit245RE	English Literature and Culture: The 20 <sup>th</sup> Century, 1950-2000	3	6	3

**Elective Courses**

Course Code	Course Title	CU	ECTS	Hrs/week
G-LSUD3 EnLit320E	Theatre History	3	6	3
G-LSUD3 EnLit322E	Elizabethan and Jacobean Drama	3	6	3
G-LSUD3 EnLit324E	The Comedy of Manners	3	6	3
G-LSUD3 EnLit330E	The 18 <sup>th</sup> Century Novel	3	6	3
G-LSUD3 EnLit335E	Literature of the Fantastic	3	6	3
G-LSUD3 EnLit336E	Nineteenth-Century Realism and the English Novel	3	6	3
G-LSUD3 EnLit340E	Topics in English Literature and Culture I	3	6	3
G-LSUD3 EnLit341E	Topics in English Literature and Culture II	3	6	3
G-LSUD3 EnLit359E	Contemporary Cinema, Gender and Sexuality	3	6	3
G-LSUD3 EnLit363E	Spenser and Milton	3	6	3
G-LSUD3 EnLit375E	English Romanticism: Literature & Politics	3	6	3
G-LSUD3 EnLit378E	Beckett and after	3	6	3
G-LSUD3 EnLit389E	Postcolonial Revisions	3	6	3
G-LSUD4 EnLit429E	Stage Representations of Gender and Sexuality	3	6	3
G-LSUD4 EnLit436E	Modernism and the English Novel	3	6	3
G-LSUD4 EnLit458E	Woolf and Bloomsbury	3	6	3
G-LSUD4 EnLit468E	Writing and Gender in the Renaissance	3	6	3
G-LSUD4 EnLit469E	Postmodernism in Women's Fiction	3	6	3
G-LSUD4 EnLit471E	Chaucer	3	6	3
G-LSUD4 EnLit472E	Shakespeare: Text, Performance, and Film	3	6	3
G-LSUD4 EnLit478E	Theatre and Ideology	3	6	3
G-LSUD4 EnLit494E	Intercultural Voices on the Contemporary Stage	3	6	3

**COURSES IN AMERICAN LITERATURE AND CULTURE****Required Elective Courses**

G-LSUD2 AmLit245RE	American Literature and Culture: the 17 <sup>th</sup> and 18 <sup>th</sup> centuries	3	6	3
G-LSUD2 AmLit247RE	American Literature and Culture: the 19 <sup>th</sup> century	3	6	3
G-LSUD2 AmLit248RE	American Literature and Culture: Survey of the 19 <sup>th</sup> and 20 <sup>th</sup> century American Drama	3	6	3
G-LSUD2 AmLit249RE	American Literature and Culture: the 20 <sup>th</sup> century	3	6	3

**Elective Courses**

G-LSUD3 AmLit314E	Approaches to American Studies	3	6	3
G-LSUD3 AmLit315E	Studies in American Culture	3	6	3
G-LSUD3 AmLit316E	American Poetry: From Puritanism to Romanticism	3	6	3

Course Code	Course Title	CU	ECTS	Hrs/week
G-LSUD3 AmLit317E	Early 20 <sup>th</sup> - century American Poetry: 1914-1950	3	6	3
G-LSUD3 AmLit328E	African-American Theatre	3	6	3
G-LSUD3 AmLit329E	Contemporary American Theatre	3	6	3
G-LSUD3 AmLit336E	Race and Ideology: 19 <sup>th</sup> century American Literary and Dramatic Texts	3	6	3
G-LSUD3 AmLit340E	Introduction to the Literature of the American South	3	6	3
G-LSUD3 AmLit347E	Modernism and Prose in the US	3	6	3
G-LSUD3 AmLit348E	Contemporary American Fiction: 1945-2000	3	6	3
G-LSUD3 AmLit365E	American Theatre: From Propaganda to Melodrama	3	6	3
G-LSUD3 AmLit369E	The Politics of Race and Gender in American Culture: African-American Writers	3	6	3
G-LSUD4 AmLit419E	Contemporary American Poetry: 1950-2000	3	6	3
G-LSUD4 AmLit428E	Experimental Theatre: Avant-Garde and Post-modernist Innovations	3	6	3
G-LSUD4 AmLit437E	Topics in American Literature I: Literature of Horror	3	6	3
G-LSUD4 AmLit444E	Creative Writing Workshop	3	6	3
G-LSUD4 AmLit451E	The Cultures of American Literature	3	6	3
G-LSUD4 AmLit459E	Theatre(s) in English	3	6	3
G-LSUD4 AmLit474E	Ethnic Studies I: The Greek-American Paradigm	3	6	3
G-LSUD4 AmLit476E	Southern Studies	3	6	3
G-LSUD4 AmLit477E	Topics in American Literature II: Science Fiction	3	6	3
G-LSUD4 AmLit479E	Topics in American Cinema and Literature I: Politics and Paranoia	3	6	3
G-LSUD4 AmLit480E	Literary Politics and the Civil Rights Movement	3	6	3
G-LSUD4 AmLit481E	Cultural Policy of the American Media	3	6	3

#### COURSES IN RESEARCH, THEORY AND PRACTICE

G-LSUD3 TheRes386E	Twentieth Century Literary Theory	3	6	3
G-LSUD3 TheRes390E	Introduction to the Research Paper	3	6	3
G-LSUD4 TheRes489E	Theatre Workshop	3	6	3
G-LSUD4 TheRes490E	Research Paper	3	6	–
G-LSUD4 TheRes495E	Diploma Thesis	6	12	–

#### COURSES IN TRANSLATION AND INTERCULTURAL STUDIES

##### Compulsory Courses

G-LSUD1 ThApTISI18C	Introduction to Translation Studies	3	6	3
G-LSUD2 ThApTIS214C	Translation Methodology	3	6	3

## Elective Courses

Course Code	Course Title	CU	ECTS	Hrs/week
G-LSUD3 IntroTIS 358E	Introduction to Cinema	3	6	4
G-LSUD3 IntroTIS 380E	Introduction to Cultural Studies	3	6	3
G-LSUD3 IntroTIS 390E	Introduction to Visual Culture	3	6	3
G-LSUD3 ThApTIS 310E	Translation History	3	6	3
G-LSUD3 ThApTIS 325E	Translation and Institutions in the EU	3	6	3
G-LSUD3 ThApTIS 352E	Literary Translation Criticism	3	6	3
G-LSUD3 ThApTIS 398E	Popular Culture: The Audio/Visual Experience	3	6	3
G-LSUD4 IntroTIS 406E	Introduction to Interpreting Studies	3	6	3
G-LSUD4 ThApTIS 414E	Translation Theory	3	6	3
G-LSUD4 ThApTIS 421E	Translation Theory: Cultural and Interdisciplinary Approaches	3	6	3
G-LSUD4 ThApTIS 424E	Semiotics and Rhetoric	3	6	3
G-LSUD4 ThApTIS 468E	Hollywood Renaissance	3	6	4
G-LSUD4 ThApTIS 478E	The Art of Adaptation: from Book to Screen	3	6	3
G-LSUD4 ThApTIS 480E	Representations of Translation/Interpreting in Literature and Film	3	6	3
G-LSUD4 ThApTIS 481E	Music in Social Movements	3	6	3
G-LSUD4 ThApTIS 485E	Hollywood Film Genres	3	6	3
G-LSUD4 ThApTIS 488E	Narratology in Cinema and the Novel	3	6	3
G-LSUD3 PraTIS 301E	General Workshop Translation	3	6	3
G-LSUD3 PraTIS 305E	EU Texts Translation Workshop	3	6	3
G-LSUD3 PraTIS 306E	Economic Translation Workshop	3	6	3
G-LSUD3 PraTIS 311E	Literary Translation Workshop	3	6	3
G-LSUD3 PraTIS 322E	Scientific and Technical Translation Workshop	3	6	3
G-LSUD4 TechTIS 431E	Audiovisual Translation Workshop	3	6	3
G-LSUD3 TechTIS 320E	Translation Technology	3	6	3
G-LSUD3 ResTIS 390E	Supervised Research Project	3	6	–
G-LSUD4 ResTIS 490E	Advanced Supervised Research Project	3	6	–
G-LSUD4 ResTIS 495E	Diploma Thesis	6	12	–







Ευρωπαϊκά Προγράμματα  
European Programmes

## Ευρωπαϊκά Προγράμματα

Το Τμήμα Αγγλικής Γλώσσας και Φιλολογίας είναι ένα από τα πρώτα τμήματα του ΑΠΘ που διέκρινε τη στρατηγική σημασία των Διαπανεπιστημιακών Προγραμμάτων Συνεργασίας (ΔΠΣ) και των δικτύων ανταλλαγών φοιτητών/τριών για τη διαμόρφωση μιας κοινής ευρωπαϊκής πολιτικής στο χώρο της τριτοβάθμιας εκπαίδευσης και την ανάπτυξη πνεύματος συνεργασίας ανάμεσα στα πανεπιστήμια των διαφόρων χωρών. Γι' αυτό το λόγο το Τμήμα δραστηριοποιήθηκε είτε αναλαμβάνοντας ενεργά το συντονισμό προγραμμάτων είτε συμμετέχοντας σε προγράμματα άλλων πανεπιστημίων του εξωτερικού μετά από σχετική πρόσκληση. Από το 1989 που συμμετέχει σε ΔΠΣ (ERASMUS, LINGUA, TEMPUS, SOCRATES) διακίνησε γύρω στους/στις 50 φοιτητές/τριες ανά έτος από το ΑΠΘ προς τα πανεπιστήμια της Ευρώπης. Επίσης δέχθηκε πολλούς ευρωπαίους/ες φοιτητές/τριες.

Στη συνέχεια, μέσα στα πλαίσια του προγράμματος LLP/ERASMUS το Τμήμα είχε προτάσεις για πολλές συνεργασίες με ευρωπαϊκά ιδρύματα τόσο για την ανταλλαγή φοιτητών/τριών και προσωπικού, όσο και για τη σύνταξη κοινών εκπαιδευτικών προγραμμάτων.

Επίσης, το Τμήμα συνεργάζεται με τα πανεπιστήμια Cork Ιρλανδίας και Utrecht Ολλανδίας μέσω του Δικτύου Ουτρέχτης, καθώς και με το πανεπιστήμιο του York στη Μεγάλη Βρετανία μέσω του δικτύου N.O.I.S.E. (Network of Interdisciplinary Women's Studies in Europe). Υπάρχει ακόμα η δυνατότητα συνεργασίας και με πανεπιστήμια των ΗΠΑ μέσω του προγράμματος Utrecht Network and ABEU Network.

Δείτε παρακάτω τα προγράμματα ανταλλαγής φοιτητών/τριών στα οποία συμμετέχει το Τμήμα Αγγλικής Γλώσσας και Φιλολογίας και τους/τις υπεύθυνους/ες συντονιστές/τριες. Η διαδικασία επιλογής υποτρόφων του προγράμματος LLP/Erasmus συνήθως ξεκινά το εαρινό εξάμηνο και ολοκληρώνεται μέχρι τα μέσα Μαΐου. Σχετικές πληροφορίες ανακοινώνονται στις ιστοσελίδες του Τμήματος καθώς και του Τμήματος Ευρωπαϊκών Εκπαιδευτικών Προγραμμάτων <<http://www.eurep.auth.gr>>.

## European Programmes

The School of English participates in the European student-and-staff-exchange programme LLP/ERASMUS and in various forms, such as ERASMUS, LINGUA, TEMPUS, SOCRATES etc. Since 1989, when such programmes began to take effect, the School of English at Aristotle

University has received many students from a wide range of European universities and has sent out even more.

You can see next the names of faculty members involved as coordinators in the network programmes, along with the names of specific institutions that have an exchange agreement with the School of English.

**Thomai Alexiou**

- Erasmus Hogeschool Brussel (Belgium)
- Universität Duisburg Essen (Germany)
- Universität Potsdam (Germany)
- University of Bedfordshire (UK)
- Université Paul Valéry – Montpellier III (France)

**Fotini Apostolou**

- Boğaziçi University (Turkey)

**Smatie Yemenedzi-Malathouni**

- Aarhus Universitet (Denmark)

**Effie Yiannopoulou**

- Università degli studi di Bologna (Italy)
- Universität Salzburg (Austria)
- Universität zu Köln (Germany)
- Universitat de Lleida (Spain)
- University of Stirling (UK)

**Zoe Detsi-Diamanti**

- Istanbul University (Turkey)

**Eliza Kitis**

- Çanakkale Onsekiz Mart University (Turkey)
- Università degli studi di Perugia (Italy)

**Katerina Kitsi**

- University of Southern Denmark (Denmark)
- University of Limerick (Ireland)
- University of East Anglia (UK)

**Michalis Kokonis**

- Eötvös Loránd University (Hungary)
- Masarykova University, Brno (Czech Republic)

**Kyriaki Kourouni**

- Rovira I Virgili University (Spain)

***Karin Boklund-Lagopoulou***

- Yeditepe University (Turkey)

***Marina Mattheoudaki***

- Opole University (Poland)

***Domna Pastourmatzi***

- Karl-Franzens Universität Graz (Austria)
- Radboud Universiteit Nijmegen (Netherlands)
- Manchester Metropolitan University (UK)
- Middlesex University (UK)
- Ege University (Turkey)

***Savas Patsalidis***

- University of Antwerp (Belgium)
- Ruhr-Universität Bochum (Germany)
- Université Francois Rabelais de Tours (France)
- University of Kent (UK)
- University of Cyprus (Cyprus)

***Tatiani Rapatzikou***

- Uppsala University (Sweden)
- University of Dundee (UK)

***Elizabeth Sakellaridou***

- Erciyes University (Turkey)

***Anastasios Tsangalidis***

- Universidad de Zaragoza (Spain)
- University of Manchester (UK)
- Universidad Complutense de Madrid (Spain)
- Università degli studi di Firenze (Italy)
- Università degli studi di Pavia (Italy)
- Università degli studi di Verona (Italy)
- University of Eastern Finland – Joensuu (Finland)
- University of Jyväskylä (Finland)
- University of Edinburgh (UK)

***Angeliki Psaltou-Joycey***

- Universidad de Sevilla (Spain)

The selection procedures take place in the spring semester. For more information, please contact the individual coordinator in the programme of your choice or visit <<http://www.eurep.auth.gr>> as well as <[www.enl.auth.gr](http://www.enl.auth.gr)>.

# Πρακτική Άσκηση Erasmus

Στο πλαίσιο του προγράμματος Δια Βίου Μάθησης LLP/Erasmus, υπάρχει η δυνατότητα κινητικότητας φοιτητών/τριών για **Πρακτική Άσκηση (Erasmus Placement)** σε Πανεπιστήμια, Επιχειρήσεις και Οργανισμούς που μετέχουν στο πρόγραμμα.

Στην περίπτωση μετακίνησης για Πρακτική Άσκηση σε Ανώτατα Εκπαιδευτικά Ιδρύματα δεν είναι απαραίτητο να υπάρχει συμφωνία ανταλλαγής φοιτητών/τριών μεταξύ του ΑΠΘ και του φορέα Υποδοχής. Σημειώνεται ακόμα ότι δικαίωμα υποβολής αίτησης έχουν οι φοιτητές/τριες όλων των ετών (και οι πρωτοετείς) και όλων των επιπέδων (προπτυχιακό, μεταπτυχιακό, διδακτορικό).

Όλες οι πληροφορίες σχετικά με τη δράση αυτή του προγράμματος, εμπεριέχονται στην ιστοσελίδα του Τμήματος Ευρωπαϊκών Προγραμμάτων <[www.eurep.auth.gr](http://www.eurep.auth.gr)>.

## Erasmus Placement

Within the framework of the European Lifelong Learning Programme/Erasmus, students of all levels (undergraduates, postgraduates, PhD candidates) can participate in the practical training mobility scheme at various Universities, Companies and Organizations abroad.

It is possible for students to visit a University as part of their Erasmus Placement, even if there is no prior student exchange agreement between AUTH and the host institution.

For all relevant information, please visit the Department of European Educational Programmes website <[www.eurep.auth.gr](http://www.eurep.auth.gr)>.





**Course  
Descriptions**

**COURSES IN THEORETICAL AND APPLIED LINGUISTICS****LingI-101C: Language Mastery I****ECTS Code: G-LSUDI Lang101C**

Faculty Members

The aim of this course is to equip students with the skills and strategies required for effective study and learning and to lay the foundations for greater mastery of the English language. Through diagnostic testing and cooperative learning, students will be encouraged to recognise individual areas of weakness, such as inadequate vocabulary or grammar, and be expected to take responsibility for working on such problem areas systematically and effectively. Skills of critical thinking and analysis will be developed through the examination of texts and by means of analysis and production of spoken and written discourse (mainly description and narration). Students will come to understand the subtleties of structure and lexis at a pragmatic level. Course textbook and list of readings are available.

**Assessment:** Grades will be awarded on the basis of a system of continuous assessment and a final exam.

In particular:

- 20% of the final grade will be awarded for in-class and home written assignments
- 20% for oral performance [in-class participation and/or presentation(s)]
- 60% for final exam.

**LingI-102C: Language Mastery II****ECTS Code: G-LSUDI Lang101C**

Faculty Members

The aim of this course is to build on the skills and strategies acquired in Language Mastery I. Using their skills of critical thinking and analysis, participants will be required to investigate the techniques used in advertising and other forms of discourse which are used to persuade an audience. Structure, lexis and stylistic features will be looked at, as appropriate, through the examination of texts and by means of analysis and production of spoken and written discourse. Students will be expected to take responsibility and work on areas of weakness, such as grammar, vocabulary, and thinking critically. Summary writing, argumentative essay writing will be practiced, both in class and at home. Students must be able to formulate arguments on quite complex and controversial issues and are therefore expected to participate actively in class. Course textbook and list of readings are available.

**Assessment:** Grades will be awarded on the basis of a system of continuous assessment and a final exam.

In particular:

- 20% of the final grade will be awarded for in-class and home written assignments
- 20% for oral performance [in-class participation and/or presentation(s)]
- 60% for final exam.



**Ling2-100C: Introduction to the Study of Language****ECTS Code: G-LSUDI ThLing100C**

Faculty Members

This course aims at familiarizing students with the fundamental principles and main concepts of contemporary linguistic science. It starts with a general discussion of the nature and properties of language and continues with its social and cognitive functions. Specific topics include: language and communication; first language acquisition; language and meaning; language and culture; language and interaction.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

**Ling2-200C: Syntax and Semantics****ECTS Code: G-LSUD2 ThLing200C**

N. Lavidas, A. Tsangalidis

The first part of this course aims at introducing students to the syntactic description of English as well as syntactic theory. Based on data from English and other languages, students are urged to identify syntactic rules and generalizations and to apply knowledge of these rules to the description of particular sentences. A number of theoretical questions are raised and various tools of syntactic analysis are introduced. At the end of the course, students are expected to be in a position to evaluate sentences as to their well-formedness, to justify their analyses and to relate data to theory in a principled manner. Syntax is presented both as one part of linguistic competence and as one level of linguistic analysis. In the same manner, semantics pertains to various issues in the description of English as well as to any theoretical approach to language. Thus the second part of the course addresses a number of issues relating to the study of meaning in language (at the level of the word and the sentence). Specific reference is made to basic notions and distinctions, such as sense and reference, literal and non-literal meaning, sense relations, participant roles, elements of logic. The overall aim is to provide an overview of the way linguistic analysis can approach the relationship between form and function in language in a principled manner.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam, in-class assignments, optional mid-term exam.

**Ling2-230C: English Phonetics and Phonology****ECTS Code: G-LSUD2 ThLing230C**

K. Nicolaidis

The course aims to provide a comprehensive introduction to the sound pattern of English. Both segmental and suprasegmental aspects of the language will be explored and several of the main concepts of phonetics and phonology will be discussed through exemplification from English. The course will begin with the description of the articulation of the English consonants

and vowels and it will introduce the symbols of the International Phonetic Alphabet that are used for the transcription of the English sounds. A discussion of phonemically distinct segments vs. allophonic variants will follow. The course will then proceed to a description of syllable structure and weight as well as English stress, intonation and rhythm. Major connected speech processes will also be discussed including assimilation, deletion, insertion, and reduction. Students will have the opportunity to have extensive practice in phonetic transcription throughout the course. Course handouts and other materials (audio files, videos, internet sites) are uploaded on *e-class*.

Learning outcomes:

- An understanding of basic concepts and terms used in phonetics and phonology
- Knowledge of the English vowels and consonants and their articulatory characteristics
- Knowledge of syllable structure, stress patterns, intonational patterns, rhythm and connected speech processes of English
- Knowledge of the phonetic symbols and diacritics used to represent the sounds, stress and intonation of English
- The ability to do a phonetic transcription of texts in English using the International Phonetic Alphabet (IPA).

Course textbook and outline/list of readings are available.

**Assessment:** Final exam: 1. Two theoretical questions (50%); 2. Phonetic transcription of an English passage (30%) (compulsory, a passing mark is required); 3. Phonetic transcription of an English word and articulatory description of its component segments (20%) (compulsory).

### **Ling2-32IE: Introduction to Morphology**

#### **ECTS Code: G-LSUD3 ThLing32IE**

E. Mela-Athanasopoulou

In this course I present Morphology from the standpoint of current, mainstream linguistic theory. My main concern is to provide students with the appropriate comprehensive introduction to the nature of word structure, the basic concepts of word-formation processes and the ways in which word-formation interacts with phonology, syntax and the lexicon. Initially, basic concepts, such as morpheme, morph formative, allomorph, are thoroughly analyzed. Moreover, at this stage the categorical, semantic and distributional force of the affix are exposed together with the major morphological processes, such as compounding and derivation. Further, the issues of productivity and lexicalization are pedantically discussed. Finally, word-formation rules and their order as well as the notion of Argument Structure in Morphology are extensively presented and commented. Examples and data are drawn from English, Greek and a variety of Non-IE languages.

Course textbook and outline/list of readings are available.

**Assessment:** 1. Final Exam, or 2. Original research presentation paper, presented and discussed in the classroom.

**Ling2-330E: Phonetics****ECTS Code: G-LSUD3 ThLing330E**

K. Nicolaidis

The course offers a detailed account of major issues relating to the production, acoustic characteristics and perception of speech. It begins with an examination of segmental articulation and a survey of the variety of speech sounds found in the world's languages. The phenomena of stress and intonation are also explored in relation to data from a variety of languages. It then examines the acoustic nature of speech sounds and discusses selected key issues in speech perception. Issues relating to current phonetic research and applications are also discussed including an overview of major experimental techniques as well as applications in speech technology and clinical phonetics. The course contains a practical component which includes work on identification, production and transcription of sounds using data from a variety of languages. A research project involving the acoustic analysis of speech data is required as part of the course. Course handouts and other materials (audio files, videos, internet sites) are uploaded on *e-class*.

Learning outcomes:

- Knowledge of key concepts and terms used for the articulatory description of speech sounds, acoustic analysis of speech and speech perception
- Knowledge of the complete set of sounds, corresponding symbols and diacritics of the International Phonetic Alphabet (IPA), ability to identify and produce these and perform simple transcription exercises
- Familiarity with experimental techniques in phonetic research including acoustic analysis, electropalatography, laryngography, ultrasound
- Ability to perform acoustic analysis of data using programs such as PRAAT
- Ability to work with articulatory data using electropalatography
- Acquisition of a comprehensive background for the study of phonetics at postgraduate level.

Course textbook and outline/list of readings are available.

**Assessment:** 1. Lab report (50%): Acoustic analysis of speech data. 2. Final exam: a) Two theoretical questions (40%); b) Dictation of nonsense words or of words from a language unknown to the students to be transcribed phonetically (10%) (compulsory).

**Ling2-335: Phonology****ECTS Code: G-LSUD3 ThLing335E**

K. Nicolaidis

This course aims to provide a comprehensive introduction to the basic concepts and principles of phonological analysis. The first part of the course will cover basic issues in phonology, such as variation, distribution and systems of contrasts. The theory of distinctive features will follow topics, such as natural classes, and the form and function of phonological rules will be discussed. The second part of the course will focus on the standard model of generative pho-

nology. We will examine important theoretical issues, such as the levels of representation, the ordering of phonological rules, redundancy and simplicity. The final part of the course will present basic theoretical issues in some contemporary approaches including the metrical and autosegmental frameworks as well as optimality theory. Examples and data will be presented from a variety of languages although emphasis will be placed on English and Greek. Numerous exercises will be given to the students with the aim to reinforce the basic concepts and principles of phonological analysis introduced in the lectures. Course handouts and other materials (audio files, videos, internet sites) are uploaded on *e-class*.

Learning outcomes:

- Knowledge of key concepts and principles of phonological analysis provided by major phonological theories including generative phonology, metrical phonology, autosegmental phonology and optimality theory
- Knowledge of metalanguage and tools for the analysis of data from a variety of languages
- Ability to handle problem-solving questions and evaluate contrasting theories and approaches to phonological analysis
- Acquisition of a comprehensive background for the study of phonology at advanced/post-graduate level.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam: 1. Two theoretical questions (60%); 2. Short definitions and exemplification of phonological terms: 20% (compulsory section); 3. Phonological analysis of data: 20% (compulsory section).

### **Ling2-341: Semantics**

**ECTS Code: G-LSUD3 ThLing341E**

E. Kitis

The course explores the basic semantic structures in language at the level of words and sentences. Lexical relations, sentence-relations, sense and reference, indexicality, truth-functionality and formal representations of meaning are some of the areas that will be studied. The main objective of the course is to raise an acute awareness that meaning is fundamental in language and communication; the subject matter of the course is at the level at which language makes contact with reality.

Learning outcomes:

- An understanding of the basic issues across subdomains of semantics
- Knowledge of the terms used and of the most significant concepts
- An appreciation of the variability of semantic problems
- Ability to analyse sentences semantically (according to theories taught)
- Ability to see the relevance/significance of semantic knowledge to further data at large
- Ease to comprehend the various problems involved in the field
- Acquisition of a good background for further studies at postgraduate level
- Possibly, developing skills at adapting or incorporating semantic analyses into further analy-

ses in other domains of linguistics

- Development and consolidation of an almost automatic reflex of semantic motivation in further fields of applied knowledge and practice, most notably in language learning and FLT.

Students are urged to take this course before taking courses in pragmatics and/or discourse analysis, as knowledge of semantics is fundamental for these other courses.

**Assessment:** Final exam, hand in short exercises. This course is uploaded at the University's e-platform <https://blackboard.lib.auth.gr/>. Students must consult it weekly.

### **Ling2-350: Pragmatics**

#### **ECTS Code: G-LSUD3 ThLing350E**

E. Kitis

The purpose of this course is to provide some indication of the scope of pragmatics which deals with the question of how utterances have variable meanings in specific situations, i.e., in language usage. It will, therefore, examine utterances not in isolation from the co-text, context, and other factors, as might be done in semantics, but within their co-text and context, and in relation to a number of factors contributing to variability of meaning. Areas which will be dealt with will include speech-acts, various topics relating to presupposition and implicatures, an introduction to the principles governing conversation, and Relevance theory. This course is of immediate relevance to literary studies, linguistic stylistics, jurisprudence, language in the media, but, primarily, pragmatics constitutes the cornerstone of methodologies in language teaching. This course is both logically and methodologically dependent on prior knowledge of the fundamentals of semantics. Therefore, it is greatly urged that only students who have already passed Semantics take this course. This course should also be taken before 4-420 (Discourse Analysis)

Learning outcomes:

- An understanding of the basic phenomena of pragmatics
- Knowledge of the terms used and of the most significant concepts
- Competence to distinguish between semantic and pragmatic phenomena
- Appreciation of the interface between the domains of pragmatics and semantics and incumbent problems
- Ability to analyse contextualized sentences (utterances) and talk-exchanges pragmatically, beyond their semantic meaning, according to theories taught
- Ability to see the relevance and centrality of pragmatic knowledge to a host of other fields
- Acquisition of a good background for discourse and conversation analysis (courses of the curriculum)
- Acquisition of a good background for further studies at postgraduate level
- Possibly, developing skills at adapting or incorporating semantic analyses into further analyses in other domains of linguistics

- Develop and consolidate an almost automatic reflex of pragmatic outlook in further fields of applied knowledge and practice, most notably in language learning and FLT.

**Assessment:** Final exam, hand in short exercises. This course is at the University's electronic platform <https://blackboard.lib.auth.gr/>. Students to consult weekly.

### Ling2-370E: History of the English Language

**ECTS Code: G-LSUD3 ThLing370E**

N. Lavidas

The course connects Modern English with Indo-European through a general examination of linguistic change and accompanying phenomena. Causes of change, their correlations with the observable data and the implications for an explanatory model are examined through English texts from Old English to Modern English. The data are examined separately for phonology, morphology, syntax and semantics.

Topics:

- Overview of the History
- Pre-Old English
- Old English
- Language Contact: Viking Invasions – the Scandinavian Influence
- Language Contact: Norman Conquest
- Middle English
- Early Modern English
- Late Modern English
- Development of Standard English
- Nineteenth Century
- Spread of English
- Recent Developments.

The course assumes basic knowledge of Historical Linguistics methodology as well as of the levels of linguistic analysis (basic principles of linguistic analysis).

Learning outcomes and competences:

- An ability to analyse spelling, vocabulary, and structures from different centuries in order to identify and describe linguistic properties and developments in different stages of the English language
- An ability to examine and analyse original passages in Old, Middle, and Early Modern English and to analyse texts as evidence for historical change and contemporary variation
- An appreciation of the changing dynamic and the role of English as an international language; an understanding of the connection between contemporary language variation and historical linguistic change in English.

Course textbook and outline/list of readings are available.

**Assessment:** Final written exam and optional assignments.

**Ling2-388E: Inflectional Morphology****ECTS Code: G-LSUD3 ThLing388E**

E. Mela-Athanasopoulou

The main aim of the course is to introduce inflectional morphology and its interaction with syntax. First, an attempt will be made to distinguish it from derivational morphology. While derivational morphology is responsible for word formation, i.e. the formation of new lexical items, inflectional morphology deals with syntactically determined affixation processes. This can be seen from the behaviour of the contextual categories (dictated by syntax), such as those of person and number markers on Verbs or structural case markers on Nouns. On the other hand, the so-called inherent inflectional properties, such as the plurality of Nouns, the gender of Nouns, the comparative and superlative markers of Adjectives, the Tense and Aspect markers, participles and infinitives, will also be scrutinized in this course, as will Agreement properties assigned to Nouns and Verbs, paradigmatic relations and inflectional paradigms.

**Assessment:** 1. Final Exam, or 2. Original research presentation paper, presented and discussed in the classroom.

**Ling2-398E: Introduction to Historical Linguistics****ECTS Code: G-LSUD2 ThLing398E**

N. Lavidas

This course provides an introduction to the principles of Historical Linguistics. It examines linguistic reconstruction, the processes which trigger language change, and the methods used to account for change in language. The course deals with the most important elements of the linguistic system from which the different Indo-European languages have developed.

Topics:

## A. Comparative Reconstruction

- Classification and subgrouping
- Comparative method: i) the history of Indo-European Linguistics; ii) our main tools: sound laws and analogy
- The phonology of Proto-Indo-European (PIE)
- The PIE morphology: ablaut types, reduplication
- The PIE semantics
- The PIE syntax
- Etymology.

## B. Internal reconstruction and the use of Corpora in Historical Linguistics

- Annotated and Parsed (electronic) historical Corpora.

## C. Models of change

- Linguistic innovation, variation, and change
- Areal Linguistics and language contact
- Explaining linguistic change

- Pidgins and Creoles.

Learning outcomes and competences:

- To practise in the principles and main techniques of Historical Linguistics research (how the reconstruction of linguistic forms is done; how historical and archaeological knowledge is correlated with linguistic theory to create models of the prehistory of language families)
- To find out why some changes occur / do not occur
- To become acquainted with ways to study diachronic data electronically (e.g., Brooklyn-Geneva-Amsterdam-Helsinki Parsed Corpus of Old English; Penn-Helsinki Parsed Corpus of Middle English).

Course textbook and outline/list of readings are available.

**Assessment:** Final written exam and optional assignments.

### **Ling2-399E: Special Electives: Issues in Language Documentation and Description**

**ECTS Code: G-LSUD3 ThLing399E**

E. Mela-Athanasopoulou

This course provides an introduction to the concepts of documentation and description of languages, the relationship between the two, and their relevance for linguistics. In particular, the course will discuss the defining properties of documentary linguistics and language documentation and their emergence as a new –yet rapidly emerging– approach within linguistics. Its main aim is to provide methods, theoretical underpinnings and guidelines on how to conduct language documentation, that is, how to compile a representative and lasting multipurpose record of a natural language. This will include project design, systematic recording, transcription, translation and morphophonological analysis of primary data of spoken language samples collected within their appropriate social and cultural context. Moreover, an attempt will be made for an application of the basic annotation of dialectical and sociolectal variation within the morphophonological framework.

**Assessment:** 1. Final Exam, or 2. Continuous Assessment (provided all classes are attended), or 3. Original Research Presentation Paper, presented and discussed in the classroom.

### **Ling 2-410E: Comparative Syntax**

**ECTS Code: G-LSUD4 ThLing410E**

A. Tsangalidis

This is an advanced linguistics course, which presupposes knowledge of both Greek and English and aims at the close study of specific grammatical characteristics of the two languages. At the theoretical level, a number of questions are raised depending on different versions of cross-linguistic comparability (contrasting recent views of typology, universals and parameterization). A number of methodological issues are also addressed, relating to sampling, transcribing, glossing, as well as the use of reference grammars and of the *World Atlas of Language Stru-*



ctures. Descriptive questions will include specific morpho-syntactic features and phenomena, such as the notion 'subject' in English and Greek; word order differences; finite and non-finite forms; tense and aspect; mood and modality; the passive and related constructions; main and subordinate clause types. Students will be required to work with published papers on particular areas of the description and comparison of English and Greek as well as with the collection and analysis of actual linguistic data. By the end of the semester, students will need to be able to work with the *Leipzig Glossing Rules* and the *World Atlas of Language Structures On-line* and thus produce a typological mini-project.

**Assessment:** Final exam and optional research project(s).

### **Ling2-460E: Generative Syntax**

**ECTS Code: G-LSUD4 ThLing460E**

A. Tsangalidis

The course aims at introducing students to syntactic structure within the framework of Generative Grammar. We begin with the structure of the clause according to X-bar theory and the information contained in the linguistic Lexicon. The specific constructions analysed are passives, interrogatives (both 'yes-no' and wh-questions), relative clauses and the distribution of pronouns, reflexives and full NPs. Constraints on syntactic movement and violations at the derivational and representational level are illustrated with English examples. Some reference to syntactic differences between English and Greek will be made throughout the course.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

### **Ling 2-474: Phonological Development**

**ECTS Code: G-LSUD4 ThLing474E**

K. Nicolaidis

The aim of the course is to examine how children learn to listen like and sound like the native speakers of their language. To this end, it provides a comprehensive account of major qualitative and quantitative changes during the construction of children's phonetic/phonological system in the first years of life and throughout childhood. The course will initially address influential theoretical frameworks which have informed the study of phonological development including the behaviourist, structuralist, generative, cognitive and biological models. It will also present important methodological issues concerning the experimental procedures adopted in perception and production research for phonological development. It will proceed to a description of the perceptual capacities of the infant and early vocal production during the first year of life. The transition to language in the second year of life will follow and later developments including the emergence of the segment, vocabulary growth and prosodic development will be examined. Finally, the course will present selected characteristics of phonological disorders and some of the most influential frameworks and experimental studies regarding the ac-

quisition of second language phonology. Overall, the course will provide an overview of child phonological data and discuss its connections to phonological theory. Course handouts and other materials (audio files, videos, internet sites) are uploaded on e-class.

Learning outcomes:

- Knowledge of theoretical approaches to phonological development and ability to evaluate their contribution
- Knowledge of key concepts in infant speech perception and production
- An understanding of the factors that influence speech perception and production during infancy and childhood
- Knowledge of key methodological issues in experimental work on phonological development
- Ability to analyse child data and evaluate different approaches to phonological analysis
- Ability to critically review current research in the field of phonological development.

Course textbook and outline/list of readings are available.

**Assessment:**

Final seen exam: three theoretical questions (100%). Students will be given seven theoretical questions to prepare at home using multiple bibliographical sources including current research papers. They will be examined on three of these questions selected by the instructor. Students need to answer all three questions to pass the course.

**Ling2-480: First Language Acquisition**

**ECTS Code: G-LSUD4 ThLing480E**

I.M. Tsimpli

This course introduces students to the main questions in first language acquisition. It covers the period from one-word production to mastery of syntax, around the age of 5 years. The course begins with a discussion regarding Innateness and Modularity of the language system, then it discusses various approaches to language development including construction-grammar and usage-based accounts (Piaget, Tomasello), and then lexical development, syntactic development are presented. Finally, the course includes discussion of some linguistic properties in the behaviour of children with Autism and SLI with the aim of identifying differences and similarities with typical language development. During the course, students will be presented with child data from various stages of language acquisition in order for students to acquire hands-on experience with data observation, coding and quantitative and qualitative analyses.

- Students will become familiar with different theories of language acquisition in relation to cognitive development
- Students will become familiar with child data analysis in order to identify developmental stages.

Course textbook and outline/list of readings are available.

**Assessment:** Final written exam.

**Ling2-490E: Tense and Aspect****ECTS Code: G-LSUD4 ThLing490E**

A. Tsangalidis

Tense and Aspect are often discussed in terms of verbal morphology and are known to interact in predictable ways which affect the syntax and semantics of sentences. This course reviews a number of specific issues involved in the description of the relevant categories in English and raises a number of more general theoretical questions that relate to their cross-linguistic syntactic and semantic properties. The emphasis is placed on the syntactic effects of 'tense' choices, comparing the use of different verb forms in a number of syntactic environments in English, Greek and other languages. These include various types of main and subordinate clauses. Students will be required to analyze linguistic facts they are already familiar with in terms of well-defined theoretical predictions.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam and optional research project.

**Ling2-491E: Conversation Analysis****ECTS Code: G-LSUD4 LingSp491E**

M. Makri-Tsilipakou

As conversation is the most common of all language activities, people tend to underestimate its importance. Contrary to what you might believe, conversation is neither aimless nor random. In fact, it is a distinctive, highly organized level of language, which exhibits regularity and pattern. Participants regularly, and in orderly ways, produce mutually intelligible utterances which generate talk, bring about further talk, and shape the course of subsequent talk. This research course examines the organizational relations between utterances in a conversation and the way in which utterances are organized into conversations, by making use of authentic recorded data collected by the students themselves from naturally occurring everyday interactions. The aim is to highlight the methods which the members themselves use in order to describe conversational events, and thus expose the procedures and expectations in terms of which speakers produce their own behaviour and interpret the behaviour of others. The central tenet of Conversation Analysis is that social relationships are audibly constructed in situated conversational interaction. Relevant topics include: ethnomethodology, indexicality, turn-taking organization, transcription notation, projectability, adjacency, repair, preference, sequences, accountability etc.

Note<sub>1</sub>: This course must necessarily follow the prerequisite Ling4-463, and (optionally) precede or coincide with Ling4-440.

Note<sub>2</sub>: Students can only register for the course if they intend to be physically present every single time for in-class analysis of individually collected/transcribed data.

Course objectives:

- Familiarize students with the fundamental principles and concepts of ethnomethodological Conversation Analysis

- Give students tools to perceive aspects of everyday social interaction that are usually taken for granted by members
- Make students aware of the social construction of reality
- Offer hands-on experience in collecting, transcribing and analysing recorded conversations
- Ultimately, turn students into researchers.

Course textbook and outline/list of readings are available.

**Assessment:** Research paper.

### **Ling2-492E: Cognitive English Grammar**

**ECTS Code: G-LSUD4 ThLing492E**

A. Athanasiadou

Cognitive grammar is a model of linguistic description which combines conceptual categories and processes of the mind with linguistic form. One of its basic tenets is that the grammar of a language, just like its lexicon, is meaningful. The meanings of grammatical categories are rooted in our conceptual system. Consequently, grammar is part of cognition and makes use of the same cognitive principles that govern all our cognitive processes, such as perception and thought. Cognitive grammar accounts for both language structure and language use in an integrated fashion. Language structure reflects units and processes of the conceptual world; language use is determined by the grammatical structures available to the speaker on the one hand and his/her communicative needs and intentions on the other. In performing a communicative act, the speaker decides on the choice of the linguistic units necessary to realize his/her communicative intention and thus constructs the linguistic expression. This process of construal is what makes grammar a cognitive achievement.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam or assignment.

### **Ling2-493E: Metaphor-Metonymy**

**ECTS Code: G-LSUD4 ThLing493E**

A. Athanasiadou

Metaphor and metonymy play a central role in human thought, understanding and reasoning in the creation of our social, cultural, and psychological reality. The purpose of this course is to challenge the traditional view that metaphorical language and thought is arbitrary and unmotivated. It offers the view that both metaphorical language and thought arise from the basic bodily (sensorimotor) experience of human beings. This notion of embodiment clearly distinguishes the cognitive linguistic view from traditional ones. In particular, it is claimed that (i) metaphor as well as metonymy are properties of concepts, and not of words; (ii) the main function of metaphor is to understand one thing in terms of another, while the main function of metonymy seems to be to provide mental, cognitive access to a target entity that is less readily or easily available; (iii) while metaphor is based on similarity, metonymy is based on

contiguity, that is on elements that are parts of the same domain; (iv) metaphor and metonymy are used effortlessly in everyday life by ordinary people, not just by specially talented people, and (v) metaphor and metonymy, far from being stylistic devices, are inevitable processes of human thought and reasoning.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam or assignment.

### **Ling3-225C: Second Language Acquisition**

**ECTS Code: G-LSUD2 ApLing225C**

Faculty Members

This course introduces students to the field of second language acquisition theory. After a brief overview of first language acquisition data and theories, as well as types of bilingualism, the course focuses mainly on the following:

- Second language acquisition theories (Behaviourism, Innatism & Universal Grammar, Monitor Model, Interactionism, Information processing, Connectionism)
- Cognitive and psychological factors affecting second language learning: intelligence, aptitude, age of acquisition and the critical period hypothesis, personality, learning styles, motivation and attitudes, beliefs)
- Interlanguage (contrastive analysis, error analysis, developmental sequences, first language influence, fossilization, avoidance, vocabulary, pragmatics, phonology)
- Learning contexts (natural vs. instructional environment, traditional vs. communicative instruction)
- Types and effect of corrective feedback.

By the end of the course participants should be:

- Familiar with second language acquisition as an independent study field
- Aware of the similarities and differences between First and Second Language Acquisition
- Able to critically evaluate second language acquisition theories
- Familiar with the concept of interlanguage
- Aware of the differences between various second language acquisition contexts and types of learners, as well as how these differences may affect language learning.

Course textbook and outline/list of readings are available.

**Assessment:** Final written exams.

### **Ling3-326C: Methodology of Teaching Modern Languages**

**ECTS Code: G-LSUD3 ApLing326C**

Faculty Members

This course aims to provide students with a comprehensive and systematic description of the teaching methods that have dominated the last 30 years and which are based on theories of language acquisition. The course makes a historic overview of educational approaches with an

emphasis on language education. It is linked to Ling 2-225 (Second Language Acquisition) and both of them are foundation courses. The Methodology of Teaching Modern Languages is based on principles deriving from theories of language, language acquisition and use. As knowledge of methods is part of the knowledge base of teaching, the course aims to enable future English language teachers to make informed choices regarding teaching, taking into consideration language acquisition theories and appropriate teaching techniques and methods.

The course aims to help learners to:

- Familiarize themselves with terminology related to teaching models
- Develop their knowledge regarding the development of teaching methods and their relation to language acquisition theories
- Become aware of recent developments in teaching methodology
- Develop critical approaches to teaching methods.

**Assessment:** Final exam.

### **Ling3-327E: Strategies of Language Learning and Communication**

**ECTS Code: G-LSUD3 ApLing327E**

A. Psaltou-Joycey

The course is concerned with the special thoughts and/or behaviours that individuals use to help them comprehend, learn, and retain new information ('learning strategies'), as well as interact with other individuals ('communication strategies'). It describes the role that learning strategies, specifically language learning strategies, play in the process of second language acquisition. In particular, it examines various techniques, approaches, or deliberate actions that learners utilize as they attempt to respond to a learning or communicative need, as well as some universal language processing strategies which facilitate the learners' linguistic processing of information. Furthermore, it aims at raising student-teachers' awareness of these special ways of processing information which, under the teachers' instruction, could encourage and assist learners to become more effective and independent second language learners. Prerequisites: Ling3-326.

By the end of the course participants should:

- Become familiar with relevant terminology
- Be able to identify the function of the most frequently used second language learning strategies
- Learn how to train learners in the use of language learning strategies during instruction.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam and optional classroom presentations and/or short assignments.

### **Ling3-329C: The Classroom: Principles and Practices**

**ECTS Code: G-LSUD3 ApLing329E**

Faculty Members

This course aims to familiarize students with the principles and techniques of language teach-

ing. It will bring together current theory and research in order to encourage innovative classroom practice and it will provide students with the opportunity to relate the theoretical knowledge acquired in Ling 3-225 and Ling 3-226 to the choices and decisions English language teachers need to make in their daily teaching practice. The course will cover a wide range of topics related to the teaching of English as a foreign language to learners of different age groups (e.g., teaching the skills, grammar and vocabulary, class management, lesson planning, etc.). Prerequisites: Ling 3-225 and Ling 3-326.

By the end of the course participants should be:

- Familiar with various aspects of teaching practice
- Able to recognize the choices they have with respect to class management, lesson planning and its implementation in class
- To develop reflective thinking so as to be able to critically evaluate their choices and introduce necessary changes.

Course textbook and outline/list of readings are available.

**Assessment:** Final written exams.

### **Ling3-332E: Teaching the Pronunciation of English**

**ECTS Code: G-LSUD3 ApLing332E**

K. Nicolaidis

This course aims to (a) provide a description of major features of English pronunciation (especially the Standard Southern British variety) and (b) discuss important methodological issues in the teaching of English pronunciation to foreign (Greek) learners. The course begins with a discussion of the role of pronunciation in several major language teaching methods and an examination of major factors underlying the effective teaching and acquisition of pronunciation skills. The course proceeds to a discussion of methodological issues and techniques used in the teaching of English vowels, consonants, stress, intonation, rhythm and connected speech processes. An analysis of these aspects of English pronunciation is provided and a comparison is made to major features of Greek pronunciation. Similarities and differences between the two systems are discussed and areas of potential difficulty for Greek learners of English are identified. The course contains an extensive practical component involving (a) transcription of English sentences, (b) listening to CDs and tapes with exercises that give practice in listening discrimination, production and transcription. Students will also have the opportunity to work in groups for a research project in materials design for the teaching of pronunciation. Course handouts and other materials (audio files, videos, internet sites) are uploaded on e-class.

Learning outcomes:

- Knowledge of key concepts of theories of L2 phonological acquisition
- An understanding of major parameters underlying the acquisition of pronunciation skills
- Knowledge of key concepts regarding the methodology of teaching pronunciation to EFL learners

- Ability to design a pronunciation syllabus for the teaching of pronunciation after critical evaluation of relevant factors affecting its design
- Ability to design materials for the teaching of pronunciation within a communicative framework
- Knowledge of segmental and suprasegmental aspects of English
- Knowledge of basic features of the Greek segmental and suprasegmental system
- The ability to compare and contrast aspects of the English and Greek phonetic/phonological systems and identify areas of potential difficulty in the pronunciation of English by Greek learners
- Knowledge of the phonetic symbols and diacritics used to represent the sounds, stress and intonation of English
- The ability to do a phonetic transcription of sentences in English using the International Phonetic Alphabet (IPA).

Course textbook and outline/list of readings are available.

**Assessment:**

1. Final exam (90%):
  - a. Two theoretical questions (50%)
  - b. One case study of a Greek learner of English (compulsory):
    - part A: phonetic transcription of a sentence produced by the learner (20%)
    - part B: identification of pronunciation problems and discussion of methodology for the teaching of pronunciation (20%).
2. Research project in pronunciation materials design and oral presentation in class (optional) 10%.

**Ling3-34 IE: Cross-linguistic Influence in Language Learning**

**ECTS Code: G-LSUD3 ApLing34 IE**

A. Psaltou-Joycey

The overall objective of the course is to examine all kinds of linguistic influence which affect learners' process and degree of development in second/foreign language learning. It refers both to similarities and differences among languages and to what happens in a language learner's mind during comprehension and production of the L2. Relevant topics, such as contrastive studies, the role of the first language, bilingualism and multilingualism, the L2 learner's linguistic system (interlanguage), simplification, avoidance, fossilisation, borrowing, code-switching, learners' errors and their significance for language development, error correction, individual learner differences, etc. will be discussed and practical suggestions will be made.

Prerequisites: Ling3-225 & Ling3-326.

Learning outcomes and competences:

- To develop the ability to distinguish similarities and differences between two languages in all linguistic levels



- To be able to assess the significance of learners' errors according to the situational context
- To offer the most appropriate kind of feedback to learners' errors.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam and optional short assignments.

### **Ling3-342E: English for Specific Purposes**

**ECTS Code: G-LSUD3 ApLing342E**

E. Agathopoulou

This course addresses the growing demand for tailor-made courses in English for specific academic, professional or vocational purposes. Some examples are English for academic purposes, English for medicine, English for business communication, English for tourism etc. Main course topics:

- Definition, origins and types of ESP
- The roles of the ESP teacher
- Characteristics of 'specialised' language (e.g. academic, scientific and technical) – the relevance of register, discourse and genre analysis to the teaching of ESP
- Needs analysis models
- Approaches to ESP syllabus and course design
- ESP materials design and evaluation.

By the end of the course the participants should be:

- Familiar with central issues in ESP and types of ESP courses
- Able to carry out needs analysis for ESP
- Select and exploit specialized (genre-appropriate) texts and design ESP materials
- Able to design a short ESP course.

Course textbook and outline/list of readings are available.

**Assessment:** Final written exams. On a volunteer basis, participants may also carry out a small project relevant with one of the course topics. Depending on its length and nature, the project may count for 20-40% of the final grade.

### **Ling3-351E: Organisation and Evaluation of Teaching Materials**

**ECTS Code: G-LSUD3 ApLing351C**

A.-M. Sougari

This course focuses on the following areas: evaluation and supplementation of currently used foreign language coursebooks with materials designed according to the learners' age, needs, and level. To be more specific, the course will (i) provide an introduction to materials evaluation in order to enable prospective teachers to select or even adapt coursebook materials in ways which are appropriate in particular teaching contexts and (ii) relate materials design to current practices in ELT methodology. The course will look at materials designed for various

age groups (i.e. young learners, teenagers and adults) and various proficiency levels.

By the end of this course, the participants will be able to:

- Understand a variety of techniques for evaluating materials
- Make informed choices about appropriate teaching materials
- Adapt teaching materials for a particular teaching situation.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

### **Ling3-370E: Teaching Aids**

**ECTS Code: G-LSUD3 ApLing370E**

P. Groutka

The aim of this course is to show prospective teachers of English as a Foreign Language how they may select and integrate various teaching aids in language teaching. The course will examine how a wide range of teaching aids, ranging from the board and the overhead projector to video and the internet, can facilitate teaching and enhance learning, making them both more effective, motivating and enjoyable. Teaching is divided into two parts: a two-hour-long lecture during which practical ideas and tips are discussed by the instructor. And a one-hour-long seminar, conducted with small groups of students, during which they, individually or in teams, can present projects demonstrating how they can supplement course books with various teaching aids.

Course textbook and outline/list of readings are available.

**Assessment:** Assessment is based on a final written exam; 30% of the final grade may come from the projects presented in class.

### **Ling3-380E: Teaching and Acquisition of L2 Vocabulary**

**ECTS Code: G-LSUD3 ApLing380E**

M. Mattheoudakis

The aim of this course is to examine the area of vocabulary from three broad perspectives: (a) description, (b) acquisition, and (c) pedagogical context.

With regard to the first, the course will discuss issues such as word frequency and vocabulary size, the role of context in vocabulary learning, receptive vs. productive aspects of vocabulary.

With regard to the second, students will be exposed to recent research and theory relating to models of lexical acquisition, they will examine the structure of the mental lexicon and discuss issues related to first language influences on second language vocabulary acquisition. Finally, within the pedagogical framework, the course will provide a historical overview of vocabulary teaching; students will explore the relation between vocabulary and the syllabus and they will be familiarized with current theoretical approaches to teaching and assessment. Such theories are based on relevant theories of language acquisition and on theories of mental lexicon organization.

The course aims to help learners

- Familiarize themselves with the terminology related with the description of vocabulary
- Understand the similarities/differences between L1 and L2 mental lexicons
- Understand the results of recent research related to vocabulary acquisition and its impact on vocabulary teaching
- Make informed choices for the teaching and assessment of vocabulary.

**Assessment:** Final written exam.

### **Ling3-399E: Special Electives: Pedagogical Foundations in Learning a Foreign/Second Language I**

**ECTS Code: G-LSUD3 ApLing399**

T. Alexiou

The course aims to introduce students to the basic principles of Pedagogy that relate to children's learning process. The module aims to help students to:

- Learn the basic theories and pedagogical approaches of the major pedagogists (e.g. Comenius, Rousseau, Pestalozzi, Froebel, Dewey, Montessori) and be able to identify these in practice
- Become familiar with the main epistemological approaches and representative theories of learning (behaviourism, constructivist, experiential, cognitive, etc.)
- Understand the basic stages of cognitive and linguistic development in children as well as the pedagogical practices that facilitate their development

**Assessment:** Final written exam.

### **Ling3-427: Current Communicative Approaches**

**ECTS Code: G-LSUD4 ApLing427**

T. Alexiou

This course aims to present and discuss in detail those language teaching methods that came into prominence during the last fifteen years. After a brief presentation and revision of the classical view of communicative language teaching, we shall examine how Communicative Language Teaching philosophy has been moulded into quite diverse teaching practices. Although all these practices embody basic principles of CLT, their focus is different as it shifts from linguistic content to learning process. More particularly, the course will explore the principles of Whole language and their application to language teaching, the Task-based method, the Lexical Approach, the Content-based instruction, the Project Method and the principles of Cross-curricular teaching and learning. Finally, we shall discuss what has been termed the 'post-methods era' and the consequences of the recent changes in the status of approaches and methods on the future of the language teaching profession. Small research projects are required as part of the course.

**Assessment:** Final written exam.

**Ling3-445E: Corpora and their Use in Language Teaching****ECTS Code: G-LSUD4 ApLing445E**

M. Mattheoudakis

Over the past thirty years, research with corpora has become an amazingly fertile development. Recently, however, we have also welcomed the emergence of computer corpus as a linguistic learning resource. This course has a two-fold aim: (a) to introduce students to the development of computer corpora in linguistics, and (b) to discuss and demonstrate the possibilities that the use of corpora can offer to the language teacher. More particularly, the course will consist of a theoretical and a practical component. Within the theoretical framework we shall explore the following topics: (a) history and development of corpora, (b) types of corpora, (c) possible applications. The practical component of the course will discuss the use of corpus data for the development of teaching materials and will provide students with the methodological principles that guide the use of corpora for the teaching of languages.

By the end of the course participants should be:

- Familiar with corpus linguistics and the terminology related to corpus compilation and corpus applications
- Aware of the use and applications of corpora in lexicography, first and second language acquisition research, translation and teaching
- Able to carry out small scale research in native and learner corpora by using specialized software
- Able to design teaching materials based on corpus data.

Course textbook and outline/list of readings are available.

**Assessment:** Final written exams.

**Ling3-450E: Syllabus Design and Material Preparation****ECTS Code: G-LSUD4 ApLing450E**

E. Joycey

Students learn about the different syllabi that have appeared as the history of TEFL developed. For each syllabus, they learn its features and the factors that determined the format it takes. They examine the implications and outcomes of using a particular syllabus. The hope is that students will be able to recognize what kind of syllabus the material they have to work with is from. Objectives of the course are that students will be able to:

- Design a basic syllabus
- Adapt an adopted syllabus to suit the teaching situation they are in
- Design material that fits with the syllabus they use.

Before enrolling in the level 4 course students should have completed Ling3-329, Ling3-225C and Ling3-326C.

Course textbook and outline/list of readings are available.

**Assessment:** Final examination.

**Ling3-452E: ELT Practice in the Primary Classroom****ECTS Code: G-LSUD4 ApLing452E**

A.-M. Sougari

The course involves three weeks of classroom observations and five weeks of teaching practice in State primary schools. Student teachers are expected to work closely with the teacher of the particular class and to develop a teaching practice file, which is a record of the teaching that takes place throughout the eight weeks. To be more specific, the teaching practice file includes observation reports, lesson plans, reflective practice reports, lesson comment forms (compiled by the observers – other trainee teachers and the teacher of English) and a copy of the materials devised for the lessons. The aim of this particular course is to familiarise trainee teachers with the situation in Greek State primary schools and to acquaint them with teaching English to young learners. It is important that trainee teachers show that they can form successful lesson plans and that they can reflect clearly and objectively on their performance.

By the end of this course, student teachers will have learned how to:

- Make coherent and explicit lesson plans
- Reflect upon their own as well as others teaching in a critical way
- Select appropriate teaching materials for a given class
- Deliver effective instructions
- Teach English through English.

Course textbook and outline/list of readings are available.

**Assessment:** 1. Teaching practice file; 2. final exam.

**Ling3-456C: Practice in Teaching English as a Foreign Language****ECTS Code: G-LSUD4 ApLing456**

Faculty members

The aim of this course is to familiarise student teachers with the practicalities of teaching in the context of the primary and secondary ELT classroom in state schools. The actual procedure is the following: announcement of teaching practice course, submission of applications, assessment of applications, and announcement of results.

The following selection criteria apply: prior successful attendance of Ling1-101 Language Mastery I, Ling1-102 Language Mastery II, Ling3-225 Second Language Acquisition, Ling3-226 Methodology of Teaching Modern Languages, and Ling3-329 The Classroom: Principles and Practice. Applicants should have enrolled in their 7<sup>th</sup> or 8<sup>th</sup> semester of their studies at the time of application. This particular course is offered both in the fall (allocation to school: late October-December) and spring semester (allocation to school: March-May). More information can be found at <http://www.enl.auth.gr/pa>.

Prior to the allocation to a particular school, various seminars are offered which aim at linking theory and practice and acquainting participants with methodological issues related to teaching at a state school. The actual teaching practice lasts 8 weeks. Student teachers are expect-

ed to work closely with the teacher of the particular class and develop a portfolio, that is, a teaching practice file, which is a record of the observation and teaching that takes place during their allocation. The portfolio includes observation reports, lesson plans, reflective practice reports, and a copy of the materials designed and prepared for the lessons. It is important that student teachers show that they can form successful lesson plans and that they can reflect clearly and objectively on their performance.

By the end of this course, student teachers will have learned how to:

- Make coherent and explicit lesson plans
- Reflect upon their own as well as others' teaching in a critical way
- Select appropriate teaching materials for a given class
- Give effective instructions
- Teach English through English.

A list of recommended readings is available.

**Assessment:** Portfolio.

### **Ling3-458E: Language Classrooms Observed**

**ECTS Code: G-LSUD4 ApLing458E**

A.-M. Sougari

The aim of this course is to familiarise students with the classroom situation by watching video-taped classes and analysing the teaching situation. The students will be exposed to various teaching situations and their attention will be drawn to a number of issues; video-taped lessons will stimulate discussions which will revolve around a wide range of topics (e.g. asking questions, giving instructions, providing feedback). Through guided observation, prospective teachers are expected to gain awareness of effective teaching so that they will make conscious effort to implement some of these techniques in their future practice. As part of this course, students will be encouraged to keep a diary in which they can record their inner thoughts about the topics raised in a particular session. Throughout the course, the need for reflective teaching will be highlighted and the ways in which this can be achieved will be considered.

By the end of this course, the participants should be able to:

- Approach the teaching situation critically
- Consider a number of teaching options regarding instructions, explanations, feedback, questions, use of teaching aids that could be easily implemented in their own teaching situation.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

### **Ling3-460E: Language Course Design: Microteaching**

**ECTS Code: G-LSUD4 ApLing460E**

A.-M. Sougari

Micro-teaching denotes a context in which a teaching situation has been reduced in scope and/or simplified in some systematic way. This course will familiarise student-trainees with the

art of teaching by preparing micro-lessons, teaching the micro-class and adopting the reflective model through group discussions and keeping a teaching diary. The micro-lessons will be based on selected topics ranging from beginner to advanced learners. Peer-teaching is expected to give insights into learning problems by assuming the learners' role. Some key issues related to classroom/time management, use of activities, use of visual aids as well as the quality of input/interaction, questioning techniques, management of feedback and promotion of more realistic use of language for communication will also be raised.

By the end of this course, students will be able to:

- Make an effective lesson plan
- Select appropriate teaching aids
- Implement suitable tasks for a given situation
- Reflect upon their teaching in a critical way.

Course textbook and outline/list of readings are available.

**Assessment:** 1. micro-lesson taught; 2. lesson plan and reflective practice report; 3. participation in class discussions; 4. final exam.

### **Ling3-46E3: Testing and Evaluation**

**ECTS Code: G-LSUD4 ApLing463E**

Faculty Members

The aim of this course is to introduce students to issues related to certain general principles in summative (formal) assessment of language performance. More particularly, the course will:

- Explain language tests and their role in decision making (e.g. placement or diagnostic tests)
- Introduce the desirable qualities of tests (e.g. validity, reliability)
- Discuss the concept of backwash/washback effect
- Provide overall instructions in the use of the various types of tests
- Provide examples of types of test items that have been used in large-scale examinations
- Illustrate specific points, principles and concepts that are important to the design, the development and use of language tests
- Compare standardised tests
- Present ways which public examination organizations use to assess language skills, vocabulary and grammar.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

### **Ling3-465E: Assessment in the Classroom**

**ECTS Code: G-LSUD4 ApLing465E**

Faculty members

This course aims to:

- Enable the students to learn about the methods of assessing pupils' performance in the classroom, either during the lesson or at the end of the language course

- Introduce the different test types available and their connection with the chosen teaching method
- Explain the features of the communicative test and the criteria on which the development of the test must be based
- Enable students to make their own judgments and decisions about either selecting or developing a language test or a quiz that will be useful for a particular language situation
- Describe how to carry out a simple statistical analysis of the results and it will stress the importance of their interpretation in the most effective teaching process
- Present some alternative methods which have begun to appear in the field of assessing the performance of pupils in FLT/SLT.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

### **Ling3-473E: Information Technology in ELT**

**ECTS Code: G-LSUD4 ApLing473E**

P. Groutka

The aim of this course is to show prospective teachers of English as a Foreign Language how they may integrate Information Technology in language teaching. The course will suggest ways in which the World Wide Web can be used as a resource of material for both teachers and students. It will also discuss how teachers can engage their students in a variety of online activities and games as well as in communication and collaboration with classes from different parts of the globe. Students may opt to present in-class team projects which demonstrate how they can supplement course books with materials from the internet.

There is no textbook. A list of readings is available.

**Assessment:** Assessment is based on a final oral exam. The grade for projects presented in class counts for 30% of the students' final score.

### **Ling3-480E: Early Foreign Language Learning and Teaching**

**ECTS Code: G-LSUD4 ApLing480E**

A.-M. Sougari

This course looks at the development of children between the ages of 4 to 12 and considers the ELT implications. Taking into consideration how children think and learn, this course will provide a framework to structure thinking about children's language learning and consider teaching strategies for effective early foreign language teaching, making the link between pre-school and primary education. The course will also consider ways of (a) developing awareness in the classroom context (e.g. project work, drama, art and craft), and (b) supporting children's learning (e.g. rhymes, chants, songs, (action) games, stories, use of teaching aids, cross-curricular themes). The aim of the course is to familiarize participants with the teaching of English to very young learners and to give advice and ideas for classroom activities. Video-taped lessons



support participants' understanding of the teaching situations while looking at instances that make explicit the points raised in the lectures.

By the end of this course, the students will:

- Have a clear understanding of the techniques, materials and activities
- Be able to adopt similar practices in their own classrooms
- Be in a position to develop materials relevant to young learners' interests.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

### **Ling3-499E: Special Electives: Pedagogical Foundations in Learning a Foreign/Second Language II**

**ECTS Code: G-LSUD4 ApLing499E**

T. Alexiou

The course aims to introduce students to the various principles of Pedagogy and modern educational theories that relate to children's learning process. The module aims to help students to:

- Learn the basic theories and pedagogical approaches of the major pedagogists (e.g. Erikson, Piaget, Vygotsky, Donaldson, Freire) and be able to identify these in practice
- Become familiar with pedagogical principles in Educational Curricula and International practices related to language learning (e.g. Forest schools, Reggio Emilia schools, Montessori schools, High/Scope approach).
- Become familiar with pedagogical aspects relating to learners with special educational needs due to different ethnicity, different/special learning needs etc)

**Assessment:** Final written exam.

### **Ling4-306E: Special Areas of English**

**ECTS Code: G-LSUD3 LingSp306E**

M. Milapides

The chief objective of this course is to focus on three areas of English, namely specific parts of the grammar, the vocabulary as well as the culture of English. These areas are thought to be difficult and problematic for Greek learners. In particular, the course aims at focusing on the idiosyncrasies of English which create problems in learning but also teaching them. Phrasal verbs, prepositions, collective nouns, tail questions, negation, are cases in point as far as grammatical aspects are concerned; specialized vocabulary, idiosyncratic ways of expressing social needs, and the learning of the vocabulary via other means like songs or music are comprised in the study of the vocabulary. Finally, special cultural elements, such as gestures, clothing, facial expressions, are treated as indicative aspects of sociolinguistic interaction. The course is recommended only for students who can attend classes on a regular basis since no textbook is provided.

**Assessment:** Final exam.

**Ling4-337E: Psycholinguistics****ECTS Code: G-LSUD3 LingSp337E**

I.M. Tsimpli

The aim of this course is to introduce students to the research field of Psycholinguistics. Although this is a large research domain, the course will concentrate on outlining the most important areas which belong to the field of psycholinguistic research. These include:

- What constitutes language knowledge (i.e. the mental state attributed to a native speaker of a language)
- How this knowledge is acquired (i.e. (child) first and (adult) second language acquisition)
- How is language knowledge used in comprehension and production and, finally
- Language disorders.

The theoretical and the empirical arguments from any of these areas will be discussed in relation to current linguistic theory. Students will become familiar with the psycholinguistic areas of research responsible for language development, impairment and use.

Course textbook and outline/list of readings are available.

**Assessment:** Final written exam.

**Ling4-382E: Language and Style in the Media****ECTS Code: G-LSUD3 LingSp382E**

M. Milapides

Emphasis in this course is on current English as it is employed in mass media. The passages selected are taken from recent newspapers, magazines, and radio and television broadcasts. The ultimate goal of the course is two-fold: firstly, to enrich students' knowledge of English, particularly vocabulary, and secondly, to make students aware of the way language is exploited to create certain effects on the reader/listener; in short, it aims to develop students' ability to read between the lines. The course is intended for students who have successfully completed Language Mastery I and II and can attend classes on a regular basis since no textbook is provided.

**Assessment:** Final exam.

**Ling4-388E: Second Language Acquisition: A Principles and Parameters Approach****ECTS Code: G-LSUD3 LingSp388E**

E. Agathopoulou

This course examines second language acquisition (L2A) within the generative framework, as formulated in the Principles and Parameters Theory (Chomsky 1981, 1986) and in the Minimalist Program (Chomsky 1995). A central issue is whether L2A is constrained by the principles of Universal Grammar and whether parameter resetting is possible in L2. We discuss empirical data from the initial, intermediate and advanced stages of L2 with respect to: inflection-

al morphology, articles, the verb-movement parameter (negation, questions and adverb placement) and the pro-drop parameter. We also discuss the effect of instruction on parameter re-setting. Prerequisite courses: No, although basic knowledge of syntax is helpful.

By the end of the course, participants will gain a clear understanding of:

- Generative L2 theories
- L2 data selection methods
- Empirical and experimental L2 data
- How type of L2 language input may affect L2 acquisition
- Theoretical and pedagogical implications of generative L2 research.

Course textbook and outline/list of readings are available.

**Assessment:** Final exams.

### **Ling4-498E: Language Change**

**ECTS Code: G-LSUD4 LingSp498E**

N. Lavidas

This course will be an introduction to the study of language change. The course aims to shed light on the various factors (causes, mechanisms) –of both an external and an internal nature– that play a role in language change. We will also address some of the central problems in the study of language (syntactic, phonological, morphological, semantic) change: stability and change, the role of sociolinguistic factors, first language acquisition and ‘internal’ change, how languages begin and end.

Topics:

- A. The inevitability of language change
  - Studying changes in progress
- B. Transition
  - Syntactic change
  - Phonological change
  - Morphological change
  - Semantic change
- C. Causation
  - Sociolinguistic causes
  - Inherent causes
  - Therapeutic changes
  - Chain reaction changes
- D. Origin and ending
  - Language birth
  - Language death.

The course assumes basic knowledge of Historical Linguistics methodology and of the levels of linguistic analysis (basic principles of linguistic analysis).

Learning outcomes and competences:

- Understanding how languages change; discuss reasons for language change; identify and analyse changes in the use of spoken language at discourse, sentence and word level
- Mastering the methods of describing linguistic changes; discuss and analyse data concerning the origin and spread of language change
- Practically apply historical linguistic methodology to analyse linguistic data; understand the principle of how changes diffuse: through a speech community, from language to language, and through language structure.

Course textbook and outline/list of readings are available.

**Assessment:** Final written exam and optional assignments.

### **Ling4-420E: Discourse Analysis**

**ECTS Code: G-LSUD4 LingSp420E**

E. Kitis

The focus of the course is on analysing language in its linguistic and situational context, as used by its speakers, but also on multimodality (incorporation of various forms of discourse, such as icons, pictures, logos, visual symbols, etc.). This is a direct consequence of the view that people do not just mean but act and perform in language. This course is designed to be partly theoretical and partly practical.

In its theoretical part students will be acquainted with various modes of the analysis of discourse and text. In its practical component students are expected to develop an acute awareness of selectional issues as per genre and form their own hypotheses. Amongst other things, this course will aim at making prospective teachers of English acquire a critical stance towards reference grammars and coursebooks intended for the use of EFL and help them to develop an awareness of the need to heed and incorporate the findings of discourse analysis in their teaching strategies and materials designing. It cannot be overemphasized that an appreciation of the issues discussed in this course will greatly depend on a fair grounding in general linguistics, semantics and pragmatics. Therefore it is recommended that this course follows the above. It must also be stressed that the practical component of this course presupposes small classes.

Learning outcomes:

- An appreciation of the centrality of discourse in all forms of social life
- Competence in text analysis including multimodal discourse
- To practice knowledge acquired in various courses (mainly pragmatics, semantics) and apply it in the technique of analysis
- To comprehend and put to practice why some forms or constructions are used in specific contexts/genres rather than others, and possibly generate their own hypotheses to be put to test
- Acquisition of a critical stance in language use

- Acquisition of a good background for further studies at postgraduate level
- Possibly, to develop skills at adapting or incorporating the discursive angle into further analyses in other fields (literature, advertising, media, film studies, etc.)
- To develop and adopt as an automatic reflex the discursive outlook in further fields of applied knowledge and practice, most notably in language learning and FLT.

**Assessment:** Final assignment, hand in short assignment weekly. This course is at the University's electronic platform <https://blackboard.lib.auth.gr/>.

Consult weekly.

### **Ling4-437E: Psycholinguistics: Models of Production and Comprehension**

**ECTS Code: G-LSUD4 LingSp437E**

I.M. Tsimpli

The course presents some of the basic models of (written and spoken) language processing as well as some language production models. The aim is to familiarize students with the methodology used to investigate more and less subconscious processes of language perception and production and to discuss (and perhaps reconcile) the claims made by opposing camps as to whether language is an autonomous system of cognition or a highly interactive one.

Specifically, we look into visual and spoken word recognition as well as sentence processing concentrating on the effects of context on ambiguity resolution. Finally, we look into models of word production. Students are encouraged to design and carry out a small scale experiment in the Language Development Lab.

Students who wish to register for this course should have attended Ling4-337 Psycholinguistics.

- Students will become sensitive to issues of language use and how these inform linguistic theory
- Students will become familiar with methodology of research in language production and comprehension
- They will acquire hands-on experience with experiment design and data collection.

Course textbook and outline/list of readings are available.

**Assessment:** Either final exam or a small scale experimental study.

### **Ling4-440E: Gender & Language**

**ECTS Code: G-LSUD4 LingSp440E**

M. Makri-Tsilipakou

Language as a form of social behaviour both constructs and perpetuates deeply held cultural beliefs concerning the way women and men should view each other and themselves, and the symbolic positioning of women as inferior to men. Discrimination against women (sexism) is built into both language and social divisions and practices, which are, in turn, reinforced by language habits. By focussing on the language used *for* and *by* women and men in relation to gendered social practices, we hope to expose sexism and help change the androcentric construc-

tion of reality. Relevant topics include gender ingredients and stereotypes, language asymmetries, false 'generics', gendered talk, politeness, conversation management, non-verbal communication etc.

Note: Ideally, this course should be taken after (or together with) Ling4-463 and before (or together with) Ling2-491, without being an official con-/pre-requisite for either.

Course objectives:

- Familiarize students with the most important issues and fields in the study of language and gender
- Facilitate perception of the everyday relevance of the language-gender nexus
- Train students in applying theoretical concepts to everyday data analysis
- Help students develop critical thinking and language awareness
- Suggest social practices for gender equality
- Promote non-sexist language.

Course textbook and outline/list of readings are available.

**Assessment:** Written final exam.

### **Ling4-463E: Sociolinguistics**

#### **ECTS Code: G-LSUD4 LingSp463E**

M. Makri-Tsilipakou

Sociolinguistics challenges the asocial view of language as a homogeneous, autonomous system and argues, instead, that a theory of language (as a social phenomenon) must necessarily include the study of language in use. In everyday interactions, speakers routinely use language to send vital social messages about who we are, where we come from, and who we associate with. Also, we often infer another person's background, education, gender, ideology etc., simply on the basis of her/his use of linguistic varieties and forms –sometimes on just the choice of a single word. This course looks into the diverse uses of language as they vary with social parameters (e.g. time, geographical provenance, ethnicity, social class, age, gender, education). Topics include regional/social variation, borrowing and code-switching, communicative competence, speech events, politeness, attitudes to language, turn-taking, sociolinguistic variables etc. To this end, it offers an overview of different sociolinguistic paradigms, such as Ethnography of Speaking, Conversation Analysis, Social Psychology of Language and Urban Dialectology.

This course is a prerequisite for Ling2-491E. It is also (optionally) recommended for students who would like to take Ling4-440E next.

Course objectives:

- Familiarize students with the fundamental concepts and paradigms of Sociolinguistics
- Train students in applying theoretical concepts to everyday data analysis
- Help students develop critical thinking and language awareness
- Encourage linguistic/cultural tolerance.

Course textbook and outline/list of readings are available.

**Assessment:** Written final exam.

### **Ling4-499E: Language and Cognition**

**ECTS Code: G-LSUD4 LingSp499E**

I.M. Tsimpli

The course elaborates on the relation between language and other types of (non-linguistic) knowledge. It begins with an introduction to the architecture of human cognition discussing aspects of central and more peripheral cognitive systems. It then concentrates on work with individuals with some special *talent*, usually referred to as *savants*, and seeks to exemplify the complexity of the interaction between language and other aspects of human cognition, such as face-recognition, memory, social affect, theory of mind and visuo-spatial abilities. Discussing work with the polyglot-savant *Christopher*, we will discuss differences between first and second languages, spoken and signed.

The course Ling4-337 Psycholinguistics is a prerequisite for this course.

- Students will become familiar with possible asymmetries in the use and development of language and non-linguistic abilities in the same person showing that the human mind consists of interacting but also autonomous components underlying human linguistic and other behaviour. This will enable students to become sensitive to potentially diverse performance within the same child in school contexts.

There is no course textbook. A list of readings is available.

**Assessment:** Final written exam or small scale case-study of atypical linguistic behaviour.

### **Ling5-300E: Introduction to the (Linguistic) Research Paper**

**ECTS Code: G-LSUD3 Res300E**

The course surveys methods and designs associated with linguistic research and scholarly writing. Students are exposed to the fundamentals of the research process: research methodology, data analysis and literature review are some of the topics covered in the course. The course also offers training in gathering information systematically and evaluating sources. By the end of the semester, students will have acquired all the skills necessary to produce a well-organized, coherent research paper and incorporate sources in their writing.

**Assessment:** There will be no final exam for the course. Evaluation will be based on in-class performance and the completion of two research projects: one short research paper (5-6 typed pages) and one long research paper (9-10 typed pages).

### **Ling5-399E: Special Electives**

**ECTS Code: G-LSUD3 Res399E**

To be announced according to availability.

**Ling5-490E: Supervised Research Project (in a selected field of linguistics)****ECTS Code: G-LSUD4 Res490E**

Students who wish to do a supervised project in a selected field of Theoretical and Applied Linguistics should first discuss their plans with the staff member willing to supervise the project and get his/her approval before registration. A written statement of approval by the supervisor should be presented to the Secretariat. The project will be evaluated by the supervisor. The mark received is the final mark for the course.

**Assessment:** Research paper of around 9,000 words.

**Ling5-495E: Diploma Thesis****ECTS Code: G-LSUD4 Res495E**

This course requires a substantial piece of research, of about 12,500 words (50 typed pages, double-spaced) demonstrating scholarly ability, independent thought and a good grasp of academic style. The Diploma Thesis is meant as an opportunity for the student both to complete a large-scale project and to make use of the skills acquired in undergraduate studies. Students interested in registering for the Diploma Thesis should arrange well in advance with a member of the teaching staff to act as supervisor of the thesis. Only fourth-year students are eligible to register. Previous experience in writing research papers is required.

**Assessment:** Research paper of around 12,500 words.

**Ling5-499E: Special Electives****ECTS Code: G-LSUD4 Res499E**

To be announced according to availability.

**COURSES IN ENGLISH AND AMERICAN LITERATURE AND CULTURE****Lit1-120C: Computer Literacy and Research Skills****ECTS Code: G-LSUD1 Lit120C**

Faculty members

This course aims to instruct students in basic computer literacy and research skills. Students are required to attend workshop-style classes, as well as lessons in the computer lab and compulsory tutorials on word processing (4 hours per week). Attendance for all components of the course is mandatory. Students are also required to meet with their instructors to discuss their final assignments. The course aims to instruct students in the following:

- Computer literacy (word processing, using library catalogues, electronic databases and the Internet)
- Library resources (familiarity with the university library system and the sources available through the library's electronic databases)



- Research skills (locating relevant print and electronic sources)
- Using sources (avoiding plagiarism, referencing, quoting and paraphrasing sources, evaluating sources, citing references and bibliography)
- Research writing (developing an argument, integrating sources, treating sources critically, acknowledging and referencing sources, formatting a paper, respecting deadlines).

By the end of the course students should be able to:

- Research a topic using the university library, electronic databases and the Internet
- Produce a typed, properly formatted academic paper that uses sources
- Integrate, reference and evaluate sources effectively using the required referencing system
- Write their own bibliography page.

**Assessment:** Students are assessed on the basis of their fulfillment of in-class tasks, an in-class test and their final assignment.

### **Lit5-125C: Workshop in Critical Writing: Poetry**

**ECTS Code: G-LSUDI Lit125C**

K. Kitsi-Mitakou et al.

The aim of this course is to introduce students to the literary genre of poetry and to the main critical vocabulary used in its analysis. Students will practice on how to approach a poem and how to construct a valid interpretation both in oral and in written form considering critical concepts like the speaker, persona(e), tone, poetic metaphor, rhythm & meter, imagery, typography, etc. Moreover, students will be expected to be familiar with the poems analyzed in class each time and to take active part in class-discussions. Class attendance in this Workshop is mandatory. Expected learning outcomes:

- Familiarization of students with basic skills in the close reading of poetry
- Familiarization with the basic critical terminology used in the analysis of poetry
- Ability to compose an argumentative essay, providing a thesis and relevant textual evidence.

Students use a course booklet with selected poems. Recommended bibliography is listed in the course outline.

**Assessment:** One mid-term exam, one take-home essay, and a final exam.

### **Lit5-126C: Workshop in Critical Writing: Drama**

**ECTS Code: G-LSUDI Lit126C**

E. Sakellariidou et al.

The aim of this introductory course is mainly to develop the student's ability for critical writing and to sharpen their argumentative skills. Since its generic orientation is drama, it focuses on the analysis of exemplary theatrical texts, specially chosen to familiarize the students with the performative features of drama, which distinguish it from other forms of literary/textual writing. The teaching of this course is supplemented with audiovisual material and occasional visits

to the theatre, which enrich the students' motivation for fulfilling their oral and written assignments related to the course.

Course textbook and outline/list of readings are available.

**Assessment:** At least two mid-term papers and a final written exam.

### **Lit5-127C: Workshop in Critical Writing: Fiction**

**ECTS Code: G-LSUDI Lit127C**

Faculty Members

This course introduces students to the literary genre of fiction and to the critical concepts used to interpret narrative texts. It also teaches students how to construct a written interpretation of fictional works. Sample analyses of a range of short stories will be made in class with emphasis on the way meaning is constructed for each individual reader. Critical concepts, such as point of view, plot, theme, allegory and symbolism, and realism versus fantasy, will be discussed within the context of individual readings of stories. In addition, students will be instructed and tested on how to construct a valid written interpretation of a work of fiction. Expected learning outcomes:

- Familiarization of students with basic skills in the close reading of short fiction
- Familiarization with the basic critical terminology used in the analysis of fiction
- Ability to connect literary texts to their social-historical context
- Training in the construction of a literary critical essay, providing a thesis with relevant examples.

Course textbook and outline/list of readings are available.

**Assessment:** Two essays, one written as a mid-term test and the other written at home (with frequent consultation with the instructor), plus a final exam.

## **COURSES IN ENGLISH LITERATURE AND CULTURE**

### **Lit6-240RE: English Literature and Culture: Medieval Literature**

**ECTS Code: G-LSUD2 EnLit240RE**

K. Boklund-Lagopoulou

The purpose of the course is to acquaint students with the most important texts of English medieval literature (1375-1500) and to introduce them to medieval concepts of literary styles and genres. We study the texts in the context of the society of the late Middle Ages, examining how they functioned for the audiences they were addressed to. Our aim is an interpretation of medieval literature in its historical and social context. It is desirable, though not absolutely necessary, for students to have passed the first-year introductory literature courses and Lit 5-120 Computer Literacy and Research Skills before attempting this course. Upon completion of the course, students should:

- Be familiar with the main works of English medieval literature and be able to relate them to their socio-historical context
- Be able to recognize medieval literary genres and to read and understand medieval texts in modern translation
- Have a first acquaintance with the critical literature on at least one of the texts
- Be able to present and discuss these critical views in a brief essay.

Course textbook and outline/list of readings are available.

**Assessment:** A brief critical essay with bibliography and a written final examination.

### **Lit6-24 IRE: English Literature and Culture: The Renaissance**

**ECTS Code: G-LSUD2 EnLit24 IRE**

T. Krontiris

This course studies a range of literary and non-literary works within the context of the Renaissance or Early Modern Period in England (1500-1640). Beginning with the idea that this period was marked by profound changes (social, religious, political, economic and ideological), the course examines first these changes as well as the tendencies that prevailed. It then goes on to discuss representative literary and non-literary texts in order to show how the production of literature is related to the ideological and social structures of the 16<sup>th</sup> and early 17<sup>th</sup> centuries, on the one hand, and to the revived cultural inheritance of ancient Greece and Rome on the other. The course will include, among other works, Sidney's *Apology for Poetry*, Castiglione's *The Courtier* (esp. Book 4 on Neo-platonic love), a series of Elizabethan sonnets, a selection of lyric poems written in the early 17<sup>th</sup> Century by John Donne and his followers as a response to the conventional sonnet, and a dramatic work (possibly Shakespeare's *Romeo and Juliet*). The general aim of the course is to give students an overall view of the Renaissance and to introduce them to a socio-historical method of analyzing early-modern texts. Expected learning outcomes:

- Familiarization of students with early-modern English
- Familiarization with the changes that took place during the Renaissance in all aspects of life
- Ability to connect literary texts to their social-historical context
- Improvement of the students' critical thought.

Course textbook and outline/list of readings are available.

**Assessment:** Various quizzes during the term and an essay-type exam at the end.

### **Lit6-242RE: English Literature and Culture: The Restoration and the 18<sup>th</sup> Century**

**ECTS Code: G-LSUD2 EnLit242RE**

Faculty Members

The 'Age of Enlightenment' will be studied in the context of the sociopolitical, economic and cultural transformations, which led to the designation of this period as the 'origin' of our modern era. The course will focus on literary theory in its relation to the philosophical, scientific

and political discourses of the time, on literary movements and their developments, on the re-articulation of old genres and the production of new ones, as well as on the changing modes of literary production and consumption. Expected learning outcomes:

- Introduction of the students to the neoclassical idiom and aesthetics
- Familiarization with the historical and cultural background of the period and 'reading' the texts against the backdrop of this perspective
- Acquaintance with the variety of literary expression in an age of innovation and transition.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam (short-answer questions and an essay).

### **Lit6-243RE: English Literature and Culture: Romanticism and the Victorian Era**

**ECTS Code: G-LSUD2 EnLit243RE**

M. Schoina

This course will survey the emergence and development of the Romantic and Victorian literary traditions, starting with the latter part of the 18<sup>th</sup> and concluding with the end of the 19<sup>th</sup> century. Romanticism will be studied as the literary and philosophical movement which valorises the individual as well as collaborative dynamics, the impulse to revolt, and radical reform. This part of the course will include, among other works, poetry and prose by Wordsworth, Coleridge, Shelley, Byron, Keats and Barbauld. Victorian literature, in turn, will be viewed as reflecting an era of extraordinary complexity and variety of viewpoints resulting from the immense social changes of the time (serious questioning of, as well as hope raised by, the new sciences and social issues accompanying the new industrial conditions). In this framework, we will study the poetry of Tennyson, Arnold, the Brownings and Rossetti. Our reading of the poetry and prose of the two eras will call attention to the social and cultural contexts of literary experience. The course is also designed to develop close-reading skills; class time will therefore be devoted to the interpretation of individual texts and students will be expected to contribute their own interpretations regularly in class. Expected learning outcomes:

- Familiarization of students with traits or tendencies found in the writings of both eras
- Familiarization of students with the social, historical and philosophical contexts of the time
- Learning to read and discuss literary texts in history
- Development of close-reading skills.

Course textbook and outline/list of readings are available.

**Assessment:** Midterm and exam at the end.

### **Lit6-244RE: English Literature and Culture: The 20<sup>th</sup> Century, 1890-1950**

**ECTS Code: G-LSUD2 EnLit244RE**

K. Kitsi-Mitakou

The aim of this course is to give an overall view of English literature and culture in the first half of the 20<sup>th</sup> century. We will first examine the final decade of the nineteenth century, and the

'Late Victorians' (like Oscar Wilde, Bernard Shaw, and Thomas Hardy), a group of writers who revolted against the principles of Victorianism and were also called 'the first of the moderns.' The course will then introduce students to the traits of Modernism by studying them in relation to the major changes that took place in art, science and philosophy at that time. By closely analyzing a selection of texts from the genres of poetry, fiction and drama, we will explore how modernism both redefines most of the literary forms and conventions (such as time, point of view, character, plot, and genre), and touches upon new and radical thematic areas. The course will include, among other works, Joseph Conrad's *Heart of Darkness*, Virginia Woolf's *A Room of One's Own*, essays and poems by T. S. Eliot and W. B. Yeats, as well as short stories by D. H. Lawrence, James Joyce and Katherine Mansfield. It will also attempt to follow changing understandings of what a literary text is, how it relates to the world, as well what the role of the author and the reader is in modern literature. Expected learning outcomes:

- Familiarization of students with the late Victorian and early 20<sup>th</sup>-century period
- Familiarization with the changes that took place during the first half of the 20<sup>th</sup> century in all aspects of life
- Ability to connect literary texts to their social, cultural and historical context
- Improvement of the students' critical thought.

Course textbook and outline/list of readings are available.

**Assessment:** **A.** an essay-type exam at the end (two essays), OR **B.** (if numbers permit) 1) oral presentation on a selected topic, 2) a small written assignment, and 3) an essay-type exam at the end (one essay).

### **Lit6-245RE: English Literature and Culture: The 20<sup>th</sup> Century, 1950-2000**

#### **ECTS Code: G-LSUD2 EnLit245RE**

E. Yiannopoulou

This module surveys English literature and culture of the second half of the 20<sup>th</sup> century. Its aim is to acquaint students with the issues and debates which informed literary and cultural production in Britain during this period by examining closely selected literary, theoretical and cultural texts of the time. Emphasis is placed on (literary and visual) texts that explore the areas of postmodernism, Black British writing and gender.

By the end of the module students are expected:

- To have a thorough knowledge of the texts discussed in class
- To be acquainted with the debates and changes which surround the production of literature and culture in Britain in the second half of the 20<sup>th</sup> century
- To have a good knowledge of the social, cultural and historical trajectory of Britain in the same period
- To have begun to explore the interface between literary and cultural critique.

Course textbook and outline/list of readings are available.

**Assessment:** Evaluation is by final exam.

**Lit6-320E: Theatre History****ECTS Code: G-LSUD3 EnLit320E**

E. Sakellaridou

The aim of this course is to give a historical and critical survey of the development of western theatre from antiquity to the modernist period. The course will be based on the reading of representative dramatic texts from different periods and countries as much as on theoretical and critical essays and relevant visual material on stage history, including new trends in acting, directing, scenography and theatre architecture. An effort will be made to devote a couple of sessions to a brief introduction to other non-western theatre traditions and performance practices which have often inspired, influenced and invigorated the language of western theatre. Course textbook and outline/list of readings are available.

**Assessment:** 2 essays (2,000 words each) or final written exam or a combination of the two.

**Lit6-322E: Elizabethan and Jacobean Drama****ECTS Code: G-LSUD3 EnLit322E**

T. Krontiris

This course studies 3-4 dramatic works written by well-known playwrights of the Elizabethan and Jacobean period (Marlowe, Shakespeare, Webster, Marston, and others). It discusses important issues, such as the disjunction between the Renaissance idea of man as a being of infinite capabilities in a divinely sanctioned universe and the ideology of the hegemonic elite, which placed all sorts of restrictions on the individual subject. Special attention is given to the representation of dependent social groups, such as women and the unemployed, as well as to the deconstruction of the period's social and ideological structures. The general aim of the course is to determine the position of the dramatic texts vis-à-vis the crisis of values that informed the early 17<sup>th</sup> century and the subject's relation to the socio-political system depicted in the dramas. Expected learning outcomes:

- Ability of students to read critically the theatrical plays of the early 17<sup>th</sup> century
- Ability of students to interpret the plays in relation to the period in which they were written, that is, to connect the issues and questions raised in the texts of the plays with the ideological and sociopolitical issues of the author's own time (drawing the necessary parallels with our own era).

Course textbook and outline/list of readings are available.

**Assessment:** Various quizzes during the term and an essay-type exam at the end.

**Lit6-324E: Comedy of Manners****ECTS Code: G-LSUD3 EnLit324E**

E. Sakellaridou

The course will look at the special features of the Comedy of Manners as it emerged during

the Restoration period in contrast with other prior forms of comedy and in relation to the socio-cultural setting of the age. New trends in the acting profession, the emergence of a strong theatre industry and the changing character of the audience will be considered as important parameters for the formation of new theatrical conventions and the production of specific types of theatrical texts. A list of representative plays ranging from the late 17<sup>th</sup> century to the present will offer the textual background for the discussion of the thematic and aesthetic displacements of this theatrical sub-genre through different historical ages.

Course textbook and outline/list of readings are available.

**Assessment:** 2 essays (2,000 words each) or final written exam or a combination of the two.

### **Lit6-330E: The 18th-century Novel**

**ECTS Code: G-LSUD3 EnLit330E**

Faculty Members

The course looks at the emergence, development, diffusion and popularity of the novel in 18<sup>th</sup>-century Britain. It examines the formal characteristics that differentiate the novel from earlier forms of prose fiction and the relation between culture and genre, i.e. the novels' response to changing modes of perception as these were affected by the new philosophy and science, the rise of the middle classes and free trade ideas, the influence of the Press and the taste of new reading publics. Focusing on the work of major canonical writers (Defoe, Fielding, Richardson), we shall examine how their novels relate to such changes in outlook, values and practices, what image of 'reality' and 'human nature' they construct, and how the novels reflect, respond to or try to resolve the tension between traditional orthodoxies and new developments. Expected learning outcomes:

- Acquaintance of the students with the work and literary idiom of major 18<sup>th</sup>-century novelists
- Understanding to what extent the modern novel incorporates elements of earlier forms of fictional narratives and traditions, and to what extent it articulates its own discourse
- Ability to relate the novel to changing modes of perception and see to what extent it functions as an ideological instrument.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam (in-class essays).

### **Lit6-335E: Literature of the Fantastic**

**ECTS Code: G-LSUD3 EnLit335E**

Faculty Members

The course explores 18<sup>th</sup>- and 19<sup>th</sup>-century Gothic novels –Horace Walpole's *The Castle of Otranto*, Mary Shelley's *Frankenstein* and Bram Stoker's *Dracula*– within a broader context of questions relating to the appeal of horror throughout human history. Use is made of psycho-analytic concepts, such as the unconscious, the erotic and death drives, and the uncanny, along with anthropological, architectural and political theories, especially in relation to space and spa-

tial haunting. At the same time, attention is given to the way the fantastic mode challenged developing conventions of 18<sup>th</sup>- and 19<sup>th</sup>-century realism in fiction. Each text is explored within the specific socio-historical conditions which produced it, in particular in relation to the rise of capitalism and changing gender codes in the period. The course also aims to develop students' skills in close textual analysis, with texts being read for the way their formal features (structure, word choice, tone, imagery, gaps and omissions, etc.) elicit particular forms of emotional and intellectual response.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam and an optional essay of around 3,500 words (written under supervision, with minimum three compulsory meetings with the instructor).

### **Lit6-336E: Nineteenth-Century Realism and the English Novel**

**ECTS Code: G-LSUD3 EnLit336E**

K. Kitsi-Mitakou

Through a close reading of three 19<sup>th</sup>-century English novels, *Pride and Prejudice*, *Hard Times* and *The Mill on the Floss*, this course will explore the complexity, slipperiness, and elasticity of the term 'realism'. Although realist fiction is undoubtedly committed to a historical particularity, as a form of mimesis realism can never be identical with that which it represents, since its tools, i.e., language/words, can never function as flawless, objective mirrors. The serious artistic treatment of ordinary people and their experience, linear plots, omniscient narrators, round characters are of course elements associated with a realistic mode of representation. Yet, the British 19<sup>th</sup>-century realist project is not explicit, this course aims to show, and British realist writers seem to exploit narrative techniques in ways that acknowledge the impossibility of a hundred percent objective representation and even question the nature of reality. The use of Free Indirect Speech in Austen, for example, the circularity of time in Eliot, or the mixing of literary genres in Dickens, both anticipate modernist writing and complicate the historical moment they represent. Expected learning outcomes:

- Familiarization of students with the term 'realism' in art and the narrative conventions of realism in literature
- Ability of students to perceive realism in relation to the literary modes that preceded it and those that followed it
- Familiarization of students with the political, social, and cultural context of the novels discussed, and ability to judge how it is reflected in them.

Course textbook and outline/list of readings are available.

**Assessment: A.** an essay-type exam at the end (two essays), or **B.** (if numbers permit) 1) oral presentation on a selected topic, 2) a small written assignment, and 3) an essay-type exam at the end (one essay).



**Lit6-340E: Topics in English Literature & Culture I: Medievalism****ECTS Code: G-LSUD3 EnLit340E**

K. Boklund-Lagopoulou

The course examines a series of myths, legends, and literary themes that appear in contemporary popular literature and culture but have their origins in the Middle Ages. We will examine what these myths may have meant in their original context and how their meaning changes as they are used in contemporary fiction and cinema. We will also consider the ideological implications of the presence of such material in contemporary popular culture. It is desirable, though not absolutely necessary, for students to have passed Lit 6-240 Medieval Literature, or an Introduction to Cultural Studies, before attempting this course. Upon completion of the course, students should:

- Be familiar with various medieval myths, legends and literary themes and how they are re-worked in contemporary popular fiction
- Be able to recognize medieval motifs in modern texts and contexts
- Be aware of the ideological implications of these motifs for the Middle Ages and for contemporary society
- Be able to present and discuss such motifs in a brief critical essay.

Course textbook and outline/list of readings are available.

**Assessment:** A brief critical essay with bibliography and a written final examination.

**Lit6-359E: Contemporary Cinema, Gender and Sexuality****ECTS Code: G-LSUD3 EnLit359E**

N. Rehling

This course aims to introduce students to the basic tenets of feminist film theory and the politics of representation. It analyses representations of gender and sexuality in contemporary Hollywood and non-Hollywood texts, and explores the relationship between the two. The course consists of a screening once a week, followed by a lecture and discussion of the set film along with relevant critical articles. The following areas will be explored:

- Gender, the gaze and identification
- Gender, sexuality and fantasy
- The specificity of cinematic signification
- The screening of the female and male body
- Cinematic representations of maternity and paternity
- The intersection of race, sexuality, class and gender on screen
- Cinematic representations of 'masculinity in crisis'
- Cinema and 'post-feminism'
- Male and female authorship.

By the end of the course, the students should be able to:

- Analyse filmic representations of gender and sexuality using a suitable theoretical framework

- Compare different cinematic texts in terms of their treatment of gender and sexuality
- Deconstruct the ideological implications of a film text in terms of its representations of gender and sexuality
- Express their ideas about filmic representations of gender and sexuality competently in an oral and written capacity.

No textbook is distributed. An outline and list of readings are available.

**Assessment:** Students are assessed on the basis of the final exam and an optional research paper.

### **Lit6-363E: Spenser and Milton: Gender, Power and Violence, 1550-1665**

**ECTS Code: G-LSUD3 EnLit363E**

K. Boklund-Lagopoulou

Edmund Spenser and John Milton, two of the most significant authors of the Early Modern period, worked within a cultural tradition that has become almost completely foreign to us. However, many of the issues that concerned them –the nature and limits of political power, the relationship between the sexes, the role of sensuality, the link between gender, power, and violence– are as relevant to today’s world as they were in the 16<sup>th</sup> and 17<sup>th</sup> centuries. The aim of the course is to help students understand and appreciate these two classical writers in relation to the culture and society of their times. It is desirable, though not absolutely necessary, for students to have passed Lit 6-241 Renaissance Literature before attempting this course. Upon completion of the course, students should:

- Be familiar with the main works of Spenser and Milton and their historical context
- Be able to read and understand these texts with the help of notes, and to comment intelligently on their form and content
- Be acquainted with the basic critical literature on some aspect of either Spenser or Milton
- Be able to present and discuss critical opinions in a brief researched essay.

Course textbook and outline/list of readings are available.

**Assessment:** A brief critical essay with bibliography and a written final examination.

### **Lit6-375E: English Romanticism: Literature and Politics (1780-1832)**

**ECTS Code: G-LSUD3 EnLit375E**

M. Schoina

The course provides students with an advanced introduction to the scholarly and critical study of poetry and other writings (non-fiction prose, short fiction, drama) written in the British Romantic era (1780-1832). Informed by recent scholarship in Romantic studies, our reading of selected texts will attend closely to the historical, political, social, economic and cultural contexts in which the literature is embedded. Specifically, we will concentrate on the themes of revolution, gender, empire, exoticism, identity, authorship and genre. Along with the poetry and prose we will read contemporary theoretical texts that address these areas. The writers

to be studied will include Blake, Barbauld, Robinson, Byron, Baillie, Beckford, Coleridge, Shelley, Hemans, Clare, Wordsworth and Keats. Expected learning outcomes:

- Ability to map and interpret the movement of English Romanticism and its social-political dimension through the reading of selected literary and historical texts
- Familiarization of students with the broad cross-section of writers working in the years between 1789-1832
- Familiarization of students with theoretical texts and ability to connect them with the literature examined.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam and an essay of around 3,000 words.

### **Lit6-378E: Beckett and After**

**ECTS Code: G-LSUD3 EnLit375E**

E. Sakellaridou

The main aim of this course is to examine the so-called 'absurdist' tradition in contemporary Anglophone theatre and its evolution into postmodern theatre. Starting from a general survey of the philosophical and aesthetic aspects of the 'absurd' as framed by M. Esslin, it will proceed to question the efficacy of the term by introducing phenomenological notions of Artaudian theatre regarding the physicality of the stage and the concept of performance as lived experience and highlighting the actor-audience interaction. Excerpts from the writings of other contemporary theorists and practitioners of the stage will supplement the analysis of theatrical texts by Beckett, Pinter, Stoppard, Bond, Barker, Churchill, Crimp, Marber and others. The course will expose the students to new writing for the stage as well as contemporary performance theory and practice.

Course textbook and outline/list of readings are available.

**Assessment:** 2 essays (2,000 words each) or final written exam or a combination of the two.

### **Lit6-389E: Postcolonial Re-Visions**

**ECTS Code: G-LSUD3 EnLit389E**

E. Yiannopoulou

This is a third-year module which discusses the ways in which recent postcolonial writers have re-written key texts of the English literary canon. The aim is to explore the unspoken assumptions concerning racial and cultural difference which inform and shape the production and the critical reception of selected 18<sup>th</sup>- and 19<sup>th</sup>-century novels in Britain. Emphasis is placed on the postcolonial re-readings which unmask the (textual and ideological) processes whereby racist and xenophobic discourses become naturalised and invisible in the eyes of readers. The novels to be studied in class are Daniel Defoe's *Robinson Crusoe*, J.M. Coetzee's *Foe*, Charlotte Bronte's *Jane Eyre* and Jean Rhys's *Wide Sargasso Sea*. By the end of the module students are expected to have:

- Very good knowledge of the novels discussed
- Sufficient knowledge of the history of British colonialism of the 18<sup>th</sup> and 19<sup>th</sup> centuries
- Some knowledge of contemporary postcolonial theories
- Gained insights into the mutually interactive relationship which exists between literary texts and their cultural and historical contexts.

Course textbook and outline/list of readings are available.

**Assessment:** Evaluation is by presentation, essay and final exam (optional), or by final exam only.

### **Lit6-429E: Stage Representations of Gender and Sexuality**

**ECTS Code: G-LSUD4 EnLit429E**

E. Sakellariou

During the 1970s feminist theatre research, in conjunction with the feminist movement and the parallel development of feminist theory, introduced to the theatrical field the perspective of gender difference and sexual desire, thus complicating the problematics of representation and the identity of the gaze in the construction and reception of the spectacle. This quest led to specific aesthetic forms and strategies of representation, which have now been modified and are extensively used by diverse marginalized social groups for the deconstruction of gender and other identity stereotypes of the dominant culture. Their common target is to promote new alternatives of multivalent representation that take into account such parameters as gender, race, ethnicity and sexual preference. The course will be taught through the analysis of representative theatrical scripts and a parallel discussion of relevant theoretical texts. It will thus familiarize the students both with new theatre practices and strategies of representation but also with the ideological and theoretical framework in which these alternative theatres are taking place.

Course textbook and outline/list of readings are available.

**Assessment:** 2 essays (2,000 words each) or final written exam or a combination of the two.

### **Lit6-436E: Modernism and the English Novel**

**ECTS Code: G-LSUD4 EnLit436E**

E. Yiannopoulou

This module introduces students to the narrative strategies with the help of which modernist novels undermine the ideas of writing and reading as established by classical Realism. Focusing on novels by Joseph Conrad, James Joyce, Virginia Woolf and Jean Rhys, the module raises questions, in particular, about the politics of modernist experimentation. To that end, it engages with critiques and defenses of modernism's ideological positions by reading closely theoretical texts by Woolf, Georg Lukács and Bertolt Brecht. By the end of the module students are expected to have read and thought about:

- The epistemological question at the heart of Modernism (how texts represent the world)
- The ideological significance of its textual experimentations, especially modernist fiction's relationship with the early 20<sup>th</sup>-century discourses of imperialism, gender and race

- The limits of the modernist canon and the changing character of modernism's own literary identity.

Course textbook and outline/list of readings are available.

**Assessment:** Evaluation is by presentation, essay and final exam (optional), or by final exam only.

### **Lit6-458E: Woolf and Bloomsbury**

#### **ECTS Code: G-LSUD4 EnLit458E**

K. Kitsi-Mitakou

Early in the 20<sup>th</sup> century, the Bloomsbury Group, a group of literary and artistic people, proclaimed sexual freedom, agnosticism, and rejection of the ethical canons for men and women. Virginia Woolf, one of the most important members of Bloomsbury, found in the group a supportive environment, and was at the same time greatly influenced by their philosophical and aesthetic beliefs. While Roger Fry was renouncing photographic representation in art, Woolf was reacting against the materialism of the Edwardian writers, the artificial story line, the well-structured plot, and recorded external events in her novels only so that they would release inner processes. Practising fusion of narrative voices and time, and multipersonal representation of consciousness, Woolf's aim is to get to the mind's experience. Focusing on some of her most representative texts (novels, short stories, and essays), our aim will be to explore Woolf as a modernist, and also as a woman writer. We will trace in her texts her struggle to break away from Victorian notions of femininity, gender identities, and history written from a male perspective, and also her attempts to tell the truth about the female body, and discover her own voice/language as a woman writer. Expected learning outcomes:

- Familiarization of students with the socio-cultural context (new developments in art, science, philosophy) of the early 20<sup>th</sup> century, and ability to judge how it is reflected in Woolf's works
- Familiarization of students with the term 'modernism' in art and the narrative conventions of modernism in literature
- Ability of students to perceive the notions of female writing, performativity of gender, and history as narrative.

Course textbook and outline/list of readings are available.

**Assessment:** **A.** an essay-type exam at the end (two essays), or **B.** (if numbers permit) 1) oral presentation on a selected topic, 2) a small written assignment, and 3) an essay-type exam at the end (one essay).

### **Lit6-468E: Writing and Gender in the Renaissance**

#### **ECTS Code: G-LSUD4 EnLit468E**

T. Krontiris

Although the Renaissance has been known as a time of exclusively male literary activity, it is now established that some women of that period also wrote and published literary works,

which remained in obscurity for centuries. This course will study the writings of several Renaissance women –Elizabeth Cary, Mary Wroth, Aemilia Lanyer, Louise Labé, among others– and will relate them to the ideological and social restrictions under which they were produced, as well as to male-written texts of the same genres. It will explore the ways in which women responded to the restrictions, the writing strategies they used, and the themes they dealt with. Drawing on 16<sup>th</sup> and early 17<sup>th</sup> century theoretical and historical sources, the course will focus on the interconnection between gender, writing, and culture. Expected learning outcomes:

- Familiarity with issues of gender in the early modern period
- Development of critical thought through careful textual analysis
- Understanding of the relationship between writing, gender, and socio-economic conditions.

Course textbook and outline/list of readings are available.

**Assessment:** Oral presentation on a selected topic; a small written assignment; essay-type exam at the end of term.

### **Lit6-469E: Postmodernism in Women's Fiction**

**ECTS Code: G-LSUD4 EnLit469E**

Faculty Members

This course studies short stories and novels by representative British and Canadian women writers in the last 20-30 years, with particular emphasis on women writers' attempt to reconstruct female subjectivity through the use of earlier myths and fairy tales. We make comparative readings of early written fairy tales (by Charles Perrault and the Grimm brothers) and recent revisions by writers, such as Margaret Atwood and Angela Carter. In addition, Jeanette Winter-son's re-writing of the early books of the Old Testament in *Oranges Are Not the Only Fruit* is analysed in terms of feminist revisionism and inter-textuality. Through this process, analysis is made of changing constructions of femininity within on-going debates about its genetic, psycho-analytic and cultural determinants. The other main focus of the course is on postmodernity as a cultural phenomenon which has established new theories of authorship, readership and textuality. The course also aims to develop students' skills as close readers, with texts being read for the way their formal features (chapter organization and structure, word choice, tone, imagery, silences, etc.) elicit particular forms of emotional and intellectual response.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam and an optional essay of around 3,500 words (written under supervision, with minimum three compulsory meetings with the instructor).

### **Lit6-471: Chaucer**

**ECTS Code: G-LSUD4 EnLit471E**

K. Boklund-Lagopoulou

The course is a study of the main works of Chaucer in relation to the social environment in which he worked and the medieval literary genres he drew upon. Readings will include two ear-

ly dream visions (*The Book of the Duchess* and *The Parliament of Fowls*), *Troilus and Criseyde*, selections from *The Canterbury Tales*, and some of the shorter lyrics. The textbook for the course is *The Riverside Chaucer*. Translations of the *Canterbury Tales* may be used as a supplement to the original text; however, in class and for exams we use the original Middle English text. It is desirable, though not absolutely necessary, for students to have passed Lit 6-240 Medieval Literature before attempting this course. Upon completion of the course, students should:

- Be familiar with the main works of the Chaucer canon and the most important critical approaches to them
- Be able to read and understand Chaucerian texts in the original Middle English with the help of marginal glosses and footnotes and comment intelligently on their form and content
- Be acquainted with the basic critical literature on some aspect of Chaucer's work
- Be able to present and discuss critical opinions in a brief researched essay.

Course textbook and outline/list of readings are available.

**Assessment:** A brief critical essay with bibliography and a written final examination.

### **Lit6-472E: Shakespeare: Text, Performance, and Film**

**ECTS Code: G-LSUD4 EnLit472E**

T. Krontiris

This course studies a number of Shakespeare plays (usually three or four) in relation to the genre they belong to, the theatrical conventions they employ, and the themes they deal with. The texts of the Shakespearean plays are analyzed not as static entities but in a dialogue with the era that produced them and with ours that consumes them. Thus close textual analyses will be supplemented by extensive references to significant theatrical productions and cinematic interpretations. Specific films will be viewed in accordance with the themes to be explored in the course. Expected learning outcomes:

- Understanding of the social, political, and theatrical conditions in which the plays were produced.
- Ability of students to read the Shakespearean texts in their original language and to interpret them critically.
- Ability of students to relate the plays to the period of the Renaissance and to our times.

Course textbook and outline/list of readings are available.

**Assessment:** Essay-type exam at the end of term.

### **Lit6-478E: Theatre and Ideology**

**ECTS Code: G-LSUD4 EnLit478E**

E. Sakellariou

The course examines the tension between theatre and political propaganda as it is manifested especially in the British socialist theatre of the '60s and the '70s (Bond, Brenton, Hare, Edgar,

McGrath, Churchill etc). The point of departure is the appropriation of the Brechtian canon by contemporary British socialist dramatists. A distinction is also made between the more sophisticated epic-dialectical form and the more simplistic agitprop method of political theatre. The central issue discussed is whether ideological or aesthetic principles should be the measure of success of a political theatrical text. The argument will culminate in the current debate on the necessity and efficacy of explicit and extreme stage violence ('in-yer-face theatre' aesthetic) introduced by the new generation of British playwrights (Kane, Ravenhill, etc.). Textual study will be supplemented by a parallel discussion of relevant secondary material.

Course textbook and outline/list of readings are available.

**Assessment:** 2 essays (2,000 words each) or final written exam or a combination of the two.

### **Lit6-494E: Intercultural Voices on the Contemporary Stage**

**ECTS Code: G-LSUD4 EnLit494E**

E. Sakellariou

The course will focus on the ways in which cultural specificities cross with the writing of the dramatic text, the preparation of the mise-en-scene and the actual performance. The basic inquiry will be the cross-cultural tensions in the whole process of the theatrical praxis from the creation of the dramatic text to its transposition into stage language and its final production for and reception by the audience. This long process often involves divergence and displacement (geographical, historical etc.) from the original cultural identity of the text. In this sense, the theatre event may be seen as a continuous flow of translation and semantic displacement through a variety of codes and carriers of signification, involving equally playwright, director, actors and spectators. The teaching of the course is based on the juxtaposition and comparative analysis of suitable theatrical scripts and relevant theoretical texts. Its aim is to expose the students to the complexities of cross-cultural representation in the theatre.

Course textbook and outline/list of readings are available.

**Assessment:** 2 essays (2,000 words each) or final written exam or a combination of the two.

## **COURSES IN AMERICAN LITERATURE AND CULTURE**

### **Lit7-245RE: History of American Literature and Culture (17<sup>th</sup>-18<sup>th</sup> centuries)**

**ECTS Code: G-LSUD2 AmLit245RE**

S. Yemenedzi-Malathouni

This interdisciplinary course explores the foundations of the American ideology and identity in these two centuries of colonization, expansion and revolution. Through a variety of literary and popular forms, we will trace the emergence of the first modern state and the struggle to consolidate a new polity which would develop into the ideology of the new empire. By the end of the term students:



- Will have acquired a basic knowledge of the foundations of American history, literature and culture which were meant to exert their influence on the coming ages
- Will be able to trace the development of basic American concepts into the literary and cultural trends of the 21<sup>st</sup> century.

Course textbook and outline/list of readings are available. Information about the course can be found at the university blackboard site.

**Assessment:** Final Exam/term papers for students with special needs.

### **Lit7-247RE: American Literature and Culture: the 19<sup>th</sup> century**

**ECTS Code: G-LSUD2 AmLit247RE**

D. Pastourmatzi

The aim of the course is to introduce students to the historical, socio-political and cultural context in which the 19<sup>th</sup> century United States transformed itself from an agricultural nation to an industrial giant. Through the study of selected works of significant American essayists, philosophers and writers, students will be able to familiarize themselves with the main principles, beliefs and ideology of Transcendentalism, Romanticism, Realism and Naturalism. Attention will also be paid on the gender-based and/or racially-based perspectives of the particular works. Learning outcomes and competences:

- Basic knowledge of the major historical events in the 19<sup>th</sup> century
- Basic knowledge of the main principles and key concepts of each literary movement and of their differences in perspective
- Good understanding of the influence of Emerson and Thoreau on the American mindset
- Familiarization with the works of various writers which have contributed to the formation of an American literary tradition
- Development of a critical approach to literature.

Course textbook and outline/list of readings are available.

**Assessment:** Final examination.

### **Lit7-247RE: American Literature and Culture: the 19<sup>th</sup> century**

**ECTS Code: G-LSUD2 AmLit247RE**

Z. Detsi

This course aims to introduce students to the 19<sup>th</sup> century American literature and culture through the movements of Transcendentalism, Romanticism, Realism and Naturalism. The course focuses upon selected works by major American writers like Ralph Waldo Emerson, Walt Whitman, Henry David Thoreau, Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, Ambrose Bierce, Charlotte Perkins Gilman, Jack London, Bret Harte, and others. This course will:

- Offer students a comprehensive view of the American society of the time; the various socio-political, economic, and cultural transformations that led to the emergence and development of these movements

- Develop the students' reading skills as well as their critical capacity through in-depth analyses of the texts
- Encourage students to use an array of bibliographical and digital resources for the purpose of in-class presentations.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam on all assigned texts.

### **Lit7-248RE: Contemporary American Literature and Culture**

**ECTS Code: G-LSUD2 AmLit248RE**

S. Patsalidis

The main objective of this course is to provide undergraduate students with a general overview of not only American Drama but American culture as well (19<sup>th</sup> and 20<sup>th</sup> centuries). In other words, each text will be used as our springboard to:

- Talk about drama theory and theatre practice
- Get into other things that have to do with ideology, economics, politics, race, gender etc.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

### **Lit7-249RE: American Literature and Culture: The 20<sup>th</sup> Century**

**ECTS Code: G-LSUD2 AmLit249RE**

T. Rapatzikou

This course sets to explore some central themes and concepts that define 20<sup>th</sup> century American literature, history and culture. A few of the topics to be studied include: land, gender, urbanism, violence, race, politics, commodity culture and so on. In particular, students:

- Will practice reading closely literary texts, films, speeches, newspaper clippings
- Will gain knowledge of certain key historical, social and political events that influenced American literary production
- Will re-evaluate and re-assess certain important notions as mentioned above.

Course textbook and outline/list of readings are available.

**Assessment:** Presentations/Reports; Final Exam.

### **Lit7-314E: Approaches to American Studies**

**ECTS Code: G-LSUD2 AmLit314E**

Faculty members of the Department of American Literature

This course aims at introducing students to the basic theories that led to the development of American Studies during the 20<sup>th</sup> century and hence to the development of Cultural and Atlantic Studies by looking at various primary sources. In particular, students:

- Will study concepts, such as religion, identity, immigration, gender and sexuality, technology, popular culture, politics and so on

- Will collaborate with a different member of staff for each thematic section
- Will study both theoretical and literary texts

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

### **Lit7-315E: Studies in American Culture**

**ECTS Code: G-LSUD3 AmLit315E**

Fulbright Scholar

The content of this course will be determined by the research interests of Fulbright Scholars visiting the department.

**Assessment:** To be decided.

### **Lit7-316E: Early American Poetry: From Puritans to Romantics**

**ECTS Code: G-LSUD3 AmLit316E**

S. Yemenedzi-Malathouni

This course aims to study the literary innovations of early American poets within the historical and cultural context of their time. Beginning with the Puritans and the age of colonization, the course will move through the tumultuous period of the age of Rationalism and the period of the American War for Independence to the period of the American Civil War and American Romanticism. Although not a prerequisite, it will be to the students' advantage to have some prior knowledge of the literary trends and cultural perspectives of these three centuries studied in the survey courses that the Department of American Literature offers. By the end of the term students:

- Will have acquired a basic knowledge of the poetic aesthetics of Puritanism, of the American Enlightenment and of the New Nation.

Course textbook and outline/list of readings are available. For information about the course, please visit the university blackboard site.

**Assessment:** Active class participation 20%, two in-class presentations 30% each, final exam/term paper 20%.

### **Lit7-317E: Early 20<sup>th</sup> century American Poetry: 1914-1950**

**ECTS Code: G-LSUD3 AmLit317E**

T. Rapatzikou

This course examines the formation and development of American Modernist poetry as well as the various trends that appeared during the period of 1914-1950 by American poets who lived both in the U.S. and Europe, and concludes with references to the Beat Generation poetry. In particular, students:

- Familiarize themselves with the close reading and analysis of various poetic styles as these

are formulated by various practicing poets coming from various social, cultural and ethnic groups

- Examine the development of poetic writing in conjunction with various social/political/artistic developments and events
- Familiarize themselves with the reading and interpreting of essays that the poets themselves have written.

Course textbook and outline/list of readings are available.

**Assessment:** Presentations, reports, final exams and/or essays.

### **Lit7-329E: Contemporary American Theatre**

**ECTS Code: G-LSUD3 AmLit329E**

S. Patsalidis

The main objective of this course is to help undergraduate students get acquainted with a variety of styles developed and practiced by male and female, mainstream and non mainstream dramatists of the last five decades in the US. Emphasis will also be placed on the development of interpretive and critical skills in evaluating contemporary drama. Among the authors to be studied are: Edward Albee, Luis Valdez, Amiri Baraka, Maria Irene Fomes, Elizabeth Wong, David Henry Hwang and Sam Shepard.

Course textbook and outline/list of readings are available.

**Assessment:** Final class exam.

### **Lit7-336E: Race and Ideology in 19<sup>th</sup>-century American Literary and Dramatic Texts**

**ECTS Code: G-LSUD3 AmLit336E**

Z. Detsi

This course aims to trace the contradictory representations of the racialized 'other' in 19<sup>th</sup>-century American literature and culture. The course will:

- Explore the new nation's attempt to constrict the boundaries of American identity into a fixed, pure, and homogenous body of values
- Examine the multicultural complexities of American nationality as well as the political forces of cultural exclusion
- Study a number of texts by white American authors as well as Native American, Irish, and African American.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

### **Lit7-340E: Introduction to the Literature of the American South**

**ECTS Code: G-LSUD3 AmLit340E**

Y. Theodosiadou

The course is designed to give students an overview of the literature of the American South

from colonial times up to the 20<sup>th</sup> century. It will trace the development of different social, political, and philosophical issues as they are reflected in ante-bellum fiction, Civil War fiction, slave narratives, the oral tradition, the varieties of local color writing, the myths of the Old and New South. Required primary reading includes the work of William Byrd, Thomas Jefferson, Augustus Baldwin Longstreet, Johnson Jones Hooper, Harriet Jacobs, William Faulkner, and Martin Luther King, Jr. It is strongly recommended that students who intend to register for Lit7-476E take this course beforehand in order to be better prepared for the fourth year course. Learning outcomes and competences:

- Knowledge of the literary production in the American South for four consecutive centuries
- A deeper understanding of the complex social, political and historical circumstances which led to the configuration of today's culture in this region of the USA.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam (written).

### **Lit7-347E: Modernism and Prose in the USA**

**ECTS Code: G-LSUD3 AmLit347E**

Y. Kalogeras

This course concentrates on major figures of twentieth century American literature and culture, such as W.E.B. DuBois, Gertrude Stein, Henry Adams, Edith Wharton, F. Scott Fitzgerald, Richard Wright, Anzia Yeziarska, Ernest Hemingway, William Faulkner, Willa Cather among others. Their work is discussed primarily as representative of the aesthetics informing the dual tradition of American literary modernism, either as conventional or avant-garde. Furthermore, it is analyzed as shaped by forces of modernization which involve the reconsideration of such major issues as race, ethnicity and gender politics.

Students are expected to have acquired:

- Knowledge of political and cultural choices of the literary establishment of the USA between the two World Wars.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

### **Lit7-348E: Contemporary American Fiction: 1945-2000**

**ECTS Code: G-LSUD3 AmLit348E**

T. Rapatzikou

This course focuses on key contemporary American fiction writers, such as Saul Bellow, Philip Roth, John Updike, Norman Mailer, William Gibson, Leslie Marmon Silko, Annie Proulx and so on, covering the period between 1945-2000. In particular, students will:

- Focus on the close textual analysis and discussion of short stories, novels and hypertexts as well as on the commentary of various theoretical essays dealing with the postmodern condition or postmodern writing

- Familiarize themselves with various postmodern writing practices, experimentation and non-linear textuality
- Get informed about the various socio-cultural trends and the political context that formulates the writing style of each one of the writers under consideration.

Course textbook and outline/list of readings are available.

**Assessment:** Presentations, reports, final exam and/or essays.

### **Lit7-365E: American Culture and Melodrama in the 19<sup>th</sup> century**

**ECTS Code: G-LSUD3 AmLit365E**

Z. Detsi

This course aims to introduce students to the genre of melodrama, the most widely-accepted form of popular entertainment on the 19<sup>th</sup>-century American stage. The students will study a number of early American melodramas ranging from Royall Tyler's *The Contrast* (1787) to George A. Aiken's *Uncle Tom's Cabin* (1852), Anna Cora Mowatt's *Fashion* (1845), Bartley Campbell's *My Partner* (1879), and others. The students will:

- Become familiar with the role of 19<sup>th</sup>-century American theatre as a powerful political and ideological tool through the study of both the aesthetics and ideological parameters inherent in these melodramatic plays which focus upon a number of contentious issues of the time, such as nationalism and political propaganda, slavery, the myth of the American West, women's position in American society, the emergence of class and ethnic hierarchies
- Become acquainted with the social, political, and cultural discourses of the 19<sup>th</sup> century from which melodrama sprang and to which it contributed
- Develop reading, writing, and speaking skills by means of textual analysis, essay-writing, and in-class oral assignments
- Develop their critical ability by drawing connecting lines with the role of melodrama (theatre, film, media) in contemporary society and its impact on the mentality and psychology of the people.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

### **Lit7-369E: The Politics of Race and Gender in American Culture:**

#### **African American Writers**

**ECTS Code: G-LSUD3 AmLit369E**

D. Pastourmatzi

The course aims at introducing students to the African-American literary tradition. It examines critically various texts (slave-narratives, poems, short stories, novels, autobiographies, political documents and speeches) written in the 19<sup>th</sup> and 20<sup>th</sup> centuries. It probes into the diachronic experiences of African-Americans and examines their racial identity and their relations with

'white' Americans. Particular emphasis will be given to the interrelation of the factors of race, gender, class, sexual identity, and to their impact. The course also tackles the question of what it means to be 'black,' 'colored,' or a 'member or a minority.' Finally, it deals with the politics of skin color and the diachronic consequences of sexism and racism. Learning outcomes and competences:

- Good knowledge of the institution of slavery, of the living conditions of slaves and of their struggle for liberation
- Understanding the racist theories and laws that supported slavery
- Understanding the cultural concepts of race (blackness/whiteness), gender, and sexual identity
- Good knowledge of the political activities and strategies of important African American leaders
- Understanding the consequences of sexism and racism on the psycho-emotional state of individuals and on interracial relations
- Understanding the impact of various forms of violence
- Good knowledge of the political and social context of the literary texts and if the issues examined by significant Black writers.

Course textbook and outline/list of readings are available.

**Assessment:** Final examination and/or research project.

### **Lit7-419E: Contemporary American Poetry: 1950-present day**

**ECTS Code: G-LSUD4 AmLit419E**

T. Rapatzikou

This course focuses on the study of the most representative movements in contemporary American poetic production covering the period between 1950-present day within the broader context of postmodern theory. In particular, students will:

- Focus on the understanding of experimental writing and the close reading of poems coming from the Beat Generation, Black Mountain Poetry, Confessional Poetry, first and second generation of the New York School of Poetry, Performance Poetry with special reference to African-American female poets, Hypertext and Electronic Poetry and so on
- Familiarize themselves with the reading of various essays written by the poets themselves and consider them within the broader context of postmodern theory
- Get informed about the socio/cultural/artistic trends and the political context that influenced the formation of the writing style of each one of the poets under consideration.

Course textbook and outline/list of readings are available.

**Assessment:** Presentations, reports, final exam and/or essays.

**Lit7-427E: Reviving the Classics****ECTS Code: G-LSUD4 AmLit427E**

S. Patsalidis

A major issue in theatre studies today is the re-interpretation of the classics. The primary aim of this course is to examine the fundamental questions related to the possible interactions between a classical text and its modern revival(s) and/or appropriation(s). While investigating the past and present scope of this issue, we will explore the way this intercultural traffic affects every aspect of theatre practice and theory. As you can very well see from the reading list, the texts chosen originate from different cultural traditions and backgrounds. This is done deliberately because it is important to see how each culture revisits and reinterpretes tradition.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

**Lit7-428E: Experimental Theater: Avant-Garde and Postmodernist Innovations****ECTS Code: G-LSUD4 AmLit428E**

S. Patsalidis

The course is primarily set up to:

- Familiarize the student of drama with the cultural, ideological and aesthetic forces that shaped the experimental theatre of our times
- Focus upon the most important difference(s) between the traditional avant-garde and postmodernism.

Students who register for the course are expected to read a number of plays that cover the period between 1890 through 2010. Each play is designed to give students an overview of the different aspects of theatrical innovation in 20<sup>th</sup> century. The course's reading list begins with Alfred Jarry's much discussed *Ubu Roi*, quickly travels through the intricate paths of cabaret performance, surrealism, dadaism, futurism, expressionism, to end with the study of contemporary postmodernist works by artists like Megan Terry, Suzan-Lori Parks, Guillermo Gomez-Pena, Adrienne Kennedy, Karen Finley and Charles Mee, among others.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

**Lit7-437E: Topics in American Literature I: Literature of Horror****ECTS Code: G-LSUD4 AmLit437E**

S. Yemenedzi-Malathouni

This course aims to study the fantastic in American Literature with emphasis on the Gothic texts written during the 19<sup>th</sup> century in the USA, and the development of the genre into the literature of horror in general in the 20<sup>th</sup> and 21<sup>st</sup> centuries. The course focuses on major American writers of the fantastic who have initiated the American gothic mode and its distinct



American characteristics. The prescribed list includes works of 19<sup>th</sup>-century writers, such as Nathaniel Hawthorne, Edgar Allan Poe, Charles Brockden Brown, Washington Irving, of the early 20<sup>th</sup>-century, such as Henry James, and of the late 20<sup>th</sup>-century, such as Stephen King. By the end of the term students will have acquired:

- A basic knowledge of the fantastic poetics in general and
- Of the distinct American characteristics developed during the last three centuries.

Course textbook and outline/list of readings are available. Information about the course is also available at the university blackboard site.

**Assessment:** Final exam/term paper for students with special needs.

### **Lit7-444E: Creative Writing Workshop**

**ECTS Code: G-LSUD4 AmLit444E**

Writers or Fulbright Artists in Residence

This workshop offers students the opportunity to collaborate with visiting American writers or artists for the reading of and commentary on various literary works in order to:

- Cultivate their own creative thinking and writing ability
- Compose their own original poems, short stories or drama monologues
- Gain editorial practice
- Participate in the process of publishing their texts at the departmental online creative writing magazine *Echoes* which is available via the American Studies Resource Portal <<http://my.enl.auth.gr/asrp>>.

Photocopied material and outline/list of readings are available.

**Assessment:** Written work and presentations original compositions, editorial practice.

### **Lit7-451E: Minority Discourse in American Literature**

**ECTS Code: G-LSUD4 AmLit451E**

Y. Kalogeras

This course focuses on the literary production of the Native Americans and Mexican Americans. It attempts through historical, anthropological and sociological references and discussions to approach the literary texts of these groups and situate them within the literary canon of the USA. Emphasis on the different discourse they enunciate and 'relativize' the dominant discourse of the USA Literary Canon. Films produced by the groups themselves as well as films produced about them by Hollywood studios are included in the course and comparisons are attempted.

- Knowledge of generally unknown literary canon
- Knowledge of the history and anthropology of these groups
- Deconstruction of popular stereotypes.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

**Lit7-474E: Ethnic Studies I: The Greek-American Paradigm****ECTS Code: G-LSUD4 AmLit474E**

Y. Kalogeras

This course familiarizes the students with the concepts of ethnicity and diaspora. Required primary reading includes the work of Konstantinos Kazantzis, Demetra Vaka Brown, Theano Papazoglou Margaris, H. M. Petrakis, Olga Broumas, Irini Spanidou, Helen Papanikolas, Zeese Papanikolas and others. We also screen documentaries (*The Journey* [2007], *The Greek Americans* [1998], *Δεύτερη πατρίδα* [2002]) as well as feature films by directors and script writers, such as William Kyriakis *Dark Odyssey* (1957), Elia Kazan (*America-America*, *The Arrangement*), A. I. Bezzerides (*Thieves Highway*, *Beneath the Twelve Mile Reef*), H. M. Petrakis (*A Dream of Kings*). Issues discussed involve ethnicity and gender, cultural 'transliterations,' identity politics, constructions and deconstructions of 'home.'

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

**Lit7-476E: Southern Studies****ECTS Code: G-LSUD4 AmLit476E**

Y. Theodosiadou

The course focuses on the era of modernism in the American South and especially the period of the Southern Renaissance. This period is characterized by certain predominant traits, most notably a critical reexamination of southern history, a preoccupation with the negative impact of slavery, a fascination with the grotesque, a focus on the community and a more realistic representation of social conditions in the American South. The work of three important southern women writers, Eudora Welty, Flannery O'Connor and Carson McCullers will be studied. Major topics that will be analyzed include physical and psychological violence, the grotesque, crossing gender boundaries, ethnicity, identity politics, and myths relating to the American South. The challenges that these authors encountered in defining the feminine self will be explored within the context of the southern literary tradition. It is strongly advised that students who take this course attend Lit7-340E first, in order to acquire a general background and a better understanding of the literature and culture of the US South. Learning outcomes and competences:

- The study and familiarity with important texts of the period of the Southern Renaissance
- An understanding of the social conditions that existed in the American South during the 20<sup>th</sup>-century
- An understanding of the circumstances that contributed to the formation of the feminine identity as it is revealed in the specific texts.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam (written).

**Lit7-477E: Topics in American Literature II: Science Fiction****ECTS Code: G-LSUD4 AmLit477E**

D. Pastourmatzi

The course examines a popular genre of the 20<sup>th</sup> century American literature. It studies briefly the origins, history and development of science fiction. Through the critical analysis of selected short stories, novels and films the course examines the impact of science and technology on the individual and society, the creation of alternative worlds and socio-political systems, and the conceptualization of new gender relationships. It also explores the question what it means to live in a technologically and scientifically advanced culture (techno-culture). Emphasis will be given on the relationship between machines (robots, androids, cyborgs, artificial intelligence) and human beings and on the ramifications of new disciplines like robotics, cloning, biomedicine, biotechnology and computer science. The course studies the transformation of human subjects into superhumans or posthumans and the technological transformation of the human biological body into a techno-body. Learning outcomes and competences:

- Good understanding of the value of science fiction as a critical tool through which to approach the social changes and problems stemming from the application and consumption of new technologies
- Good understanding of the value of science fiction as a forum of ideas and philosophical speculation
- Good understanding of the consequences (both positive and negative) of specific scientific and technological developments
- Good understanding of dilemmas and the problematics deriving from rapid technological progress
- Good understanding of the factors gender, race, class, identity in the formation of a technologically constructed existence.

Course textbook and outline/list of readings are available.

**Assessment:** Final examination and/or research projects.

**Lit7-479E: Topics in American Cinema and Literature I: Politics and Paranoia****ECTS Code: G-LSUD4 AmLit479E**

Y. Kalogeras

The USA in the 1960s was still under the influence of the cold war politics, while the counter-cultural movement was gaining momentum and a youthful society of “baby-boomers” began challenging authority, social practices of the silent 50s, USA neo-colonialism (the Vietnam War, CIA intervention in third world countries), USA internal colonialism and racism. Writers and film directors responded by creating dark, uncompromising visions of a USA society of affluence but of limited personal choices. The course will focus on novels, such as Thomas Pynchon’s *The Crying of Lot 49*, and films, such as *(The Manchurian Candidate, The Parallax View, The Conversation, The Three Days of the Condor)*, that explore the no way out of individuals aware but

unable to circumvent political and social realities predominant in the 1960s and early 1970s. Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

### **Lit7-480E: Literary Politics and the Civil Rights Movement**

**ECTS Code: G-LSUD4 AmLit480E**

Υ. Theodosiadou

The course will explore the politics, popular culture and social life of the Civil Rights Movement as it developed from 1954 to 1965 and focus on the ways these are reflected in literary works which deal with that era. It will begin with a brief overview of the social, economic, and political conditions of African Americans after the Civil War and the circumstances that led to the disfranchisement and segregation of blacks at the turn of the century. The ideology of black leaders, such as Martin Luther King, Malcolm X, Stokely Carmichael and others will be examined as well as certain events which had an enormous impact on the development of the movement: the Brown vs. Board of Education decision, the lynching of 14-year old Emmett Till, the bus boycott in Montgomery, Alabama, Freedom Rides, the Voting Rights Act. Among the writers that will be studied in this course are Bebe Moore Campbell, Thulani Davis, Anthony Grooms, and Lewis Nordan. Moreover, students will be required to study poems, essays, and short excerpts by other writers. The screening of two films will also be included in the course material.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam (written).

## **COURSES IN RESEARCH THEORY AND PRACTICE**

### **Lit9-386E: 20th Century Literary Theory**

**ECTS Code: G-LSUD3 TheRes386E**

K. Boklund-Lagopoulou

The course is planned as an approximately chronological, thematic survey of the main critical and theoretical approaches of the 20<sup>th</sup> century, grouped into formalist, historicist, post-modernist (deconstruction, psychoanalysis) and feminist trends. The reading list includes original theoretical essays and applied criticism by such major 20<sup>th</sup>-century critics as Eliot, Leavis, Shklovsky, Wimsatt and Beardsley, Brooks, Saussure, Jakobson, Lévi-Strauss, Barthes, Eco, Frye, Lukács, Bakhtin, Williams, Foucault, Greenblatt, Said, Iser, Fish, Culler, Derrida, Lacan, Kristeva, Schweickart, Gilbert, Spivak, and Baudrillard. Upon completion of the course, students should:

- Be familiar with the main trends in contemporary literary theory
- Be able to recognize theoretical issues debated in contemporary critical contexts
- Be aware of the implications and logical consequences of different theoretical positions

- Be able to present and discuss theoretical issues in an intelligent manner
- Be familiar with the principal concepts used in literary theories, and have some sense of how they can be applied in analysis of literary texts.

Course textbook and outline/list of readings are available.

**Assessment:** Evaluation is through written final examination.

### **Lit9-390E: Introduction to the Research Paper**

**ECTS Code: G-LSUD3 TheRes390E**

N. Rehling, Y. Kalogeras et al.

This course aims to instruct students in the basics of literary research and scholarly writing. A workshop-style lesson is held once a week and class attendance is mandatory. Students are also required to meet with the instructor regularly throughout the term and to bring outlines and drafts of their research papers. They are also obliged to attend a compulsory library seminar on using electronic courses. Students are required to write two research papers on literary or cultural topics, the first on a set text and the second on a topic of the student's choice (subject to the instructor's approval). By the end of the course students should be able to:

- Use the library and electronic databases effectively
- Engage in independent research
- Critically evaluate secondary sources
- Organize and develop a thesis
- Support their arguments through detailed primary text analysis as well as secondary sources
- Reference and format their work in accordance with the MLA referencing system
- Manage their time effectively and respect deadlines
- Write a research paper with minimal help or guidance.

Course textbook and outline/list of readings are available.

**Assessment:** Students are assessed on the basis of their research papers, as well as on their participation in class discussions and tasks. The late submission of papers results in penalization. Plagiarism results in automatic failure. There is no final exam.

### **Lit9-489E: Theatre Workshop**

**ECTS Code: G-LSUD3 TheRes489E**

E. Sakellaridou, S. Patsalidis, K. Kitsi-Mitakou

The function of this course is directly associated with the current productions of our departmental theatre group. Students who register for the course will be given a credit for their practical work with the group and an additional written project related to the specific production they are involved in. Before registration students should first consult the instructor(s) responsible for the course.

There is no course textbook. There is a variable list of readings, depending on the nature of the project undertaken. Course Outline is available.

**Assessment:** Both practical and written work.

**Lit9-490E: Research Paper**

**ECTS Code: G-LSUD4 ComThe490E**

This module requires more advanced work on the part of the student both at the level of reading and that of scholarly production. It is a module recommended to students who have already taken Lit9-390E, and the procedure for registration and assessment is the same as for that module. Students are expected to have regular weekly contact with their supervisor throughout the semester.

**Assessment:** Research paper of around 9,000 words.

**Lit9-495E: Diploma Thesis**

**ECTS Code: G-LSUD4 ComThe495E**

This module requires students to undertake and produce a substantial piece of research, of about 12,500 words (50 typed pages, double-spaced) demonstrating scholarly ability, independent thought and a good grasp of academic style. The Diploma Thesis is meant as an opportunity for the student both to complete a large-scale project and to make use of the skills s/he has acquired from his/her undergraduate studies. Students interested in registering for the Diploma Thesis should arrange well in advance with a member of the teaching staff to act as supervisor of the thesis. Students are expected to have regular weekly contact with their supervisor throughout the semester. Only fourth-year students are eligible to register. Previous experience in writing research papers is required. It is highly recommended that students have taken Lit9-390E beforehand.

**Assessment:** Research paper of around 12,500 words.

## COURSES IN TRANSLATION AND INTERCULTURAL STUDIES

**TISI-118C: Introduction to Translation Studies**

**ECTS Code: G-LSUDI IntroTISI18C**

K. Kourouni

The aim of this course is to introduce students to the concept of translation in general and Translation Studies as a discipline, to elucidate students' encyclopaedic knowledge (HLJ 2005: 361). The history of the discipline, major schools of translation theory and main theoretical concepts will be presented. Major genres of translation and trends in current translation affairs will be highlighted. There is no prerequisite for this course. Students will:

- Become familiar with key theoretical concepts in Translation Studies
- Become familiar with current translation affairs and practices
- Acquaint themselves with various genres and forms of translation
- Be aware of key historical events

- Be able to critically discuss various approaches to translation
- Be able to use metalanguage related to Translation Studies
- Be able to understand the social nature of translation by linking the theoretical component with the practical
- Prepare themselves effectively for the practice of translation later on.

Course textbook and list of readings are available.

**Assessment:** Final exam.

### **TISI-358E: Introduction to Cinema**

**ECTS Code: G-LSUD3 IntroTIS358E**

M. Kokonis

The course focuses mainly on the basic elements that constitute the 'language' and the art of cinema. Through extensive viewing of numerous clips from a wide selection of feature-length fiction films the course aims to introduce the student to the major cinematic concepts, principles and techniques that explain how movies work and how they affect us. The scope of the course is limited to the communicative, narrative and aesthetic properties of film, especially of the feature film (both commercial and arty); references to the technological and socio-historical development of film, to its relationship with other art forms, and to major schools of criticism and theory will be made occasionally. By the end of the course students are expected to have acquired:

- A general knowledge about film as an art form in relation to other art forms
- A general knowledge about cinematic language, that is:
- Basic film language units (frame, scene, sequence) and modes of transition between them.
- A notion about the aesthetics of the image (image composition)
- Basics of film syntax (e.g. montage) and of film narrativity.
- Basics of film criticism.

(Note: 4 hours per week of instruction. Attendance is essential, as the mode of the course is entirely audiovisual.)

Course textbook and outline/bibliography (6-7 book titles) are available.

**Assessment:** Continuous with 2 in-class tests or take-home essays, no final exam.

### **TISI-380E: Introduction to Cultural Studies**

**ECTS Code: G-LSUD3 IntroTIS380E**

N. Kontos

This course will introduce students to key concepts in cultural studies. We will begin by briefly looking at 'classic' texts in cultural studies –Kant, Marx, Freud– and then move on to the establishment of cultural studies as a discipline, looking at texts from the Frankfurt School, the Birmingham School, Raymond Williams, Clifford Geertz and others. The rest of the course will chart the areas modern Cultural Studies are covering, looking at topics such as (new) media,

consumption cultures, cyborgs, post-modernism, gender studies, etc.

Learning outcomes:

- Students will learn to differentiate key concepts of cultural analysis and familiarize themselves with its various research methodologies
- The introduction to cultural analysis will inform the student's understanding of cultural phenomena. S/he will learn to take a critical approach to the cultural sphere.

Course textbook and outline/list of readings are available.

**Assessment:** Final Exam.

### **TISI-390E: Introduction to Visual Culture**

**ECTS Code: G-LSUD3 IntroTIS390E**

N. Kontos

This course is a comprehensive introduction to visual culture that explores the ways we use and understand images. It looks at painting, photography, film, television, musical video clips, and new media (e.g. the World Wide Web, You Tube, etc.). Students will be introduced to the diverse range of approaches to visual analysis that have emerged in the last few decades. As we cover the current theoretical debates concerning visual culture, we will also incorporate them by looking at numerous examples of image practices.

Course textbook and outline/list of readings are available.

**Assessment:** Final exam.

### **TISI-406E: Introduction to Interpreting Studies**

**ECTS Code: G-LSUD4 IntroTIS405E**

F. Apostolou

Interpreting studies is a comparatively young discipline (or sub-discipline) that has only recently been introduced into academic curricula. This course attempts a comprehensive overview of interpreting studies and the new directions the field is taking in the 21st century. As with translation studies, research in the field involves a number of disciplines (linguistics, psychology, cultural studies, political science, etc.); the potential dynamics of an interdisciplinary approach to interpreting will be discussed in the course. Students will also be introduced into different types of interpreting: court interpreting, community interpreting, liaison interpreting, media interpreting, diplomatic interpreting, business interpreting, psychiatric interpreting. By the end of the course students are expected:

- To be familiar with the history and present condition of interpreting studies
- To be acquainted with different types of interpreting
- To be aware of new trends in interpreting studies.

No course textbook is provided. Course outline and recommended bibliography are available.

**Assessment:** Final exam.



**TIS2-214C: Translation Methodology****ECTS Code: G-LSUD2 ThApTIS214C**

D. Connolly

The course will focus on translation as a problem-solving process and examine a range of strategies for dealing with practical translation problems. The emphasis will be on the process and product of translation, though theoretical issues will be discussed where these are relevant. Each lesson will outline a set of related notions and problems and will lead to practical work and related translation tasks, though students will not be required to translate texts. Examples will be drawn from a variety of material, from literary works to technical and commercial texts. Students will:

- Acquire the skills necessary to deal with a wide range of practical translation problems
- Develop a self-awareness of what they do when they translate, how they do it and why they do it one way rather than another
- Have the tools to analyze, assess and comment on the products of translation.

(Note: attendance is essential. Instruction is carried out in English and Greek)

Course textbook and outline/list of readings are available.

**Assessment:** Written examination in the form of a translation commentary.

**TIS2-310E: Translation History****ECTS Code: G-LSUD3 ThApTIS310E**

D. Connolly

The course will examine the more important statements on translation from Roman times to the early 20th-century. The approach will be both chronological and geographical and focus on specific traditions including the Latin, British, French and German traditions in translation. Particular emphasis will be given to the history of translation theory and practice in Greece and to the importance of intralingual translation in this tradition. Bible translation will also be examined as one of the main incentives to early thought concerning translation. Students will become aware of the main issues of concern to translators throughout the centuries and of the important role played by translation in the dissemination of literature, ideas, religion and culture.

Course textbook and outline/list of readings are available.

**Assessment:** Written exam.

**TIS2-325E: Translation and Institutions in the EU****ECTS Code: G-LSUD3 ThApTIS3250E**

F. Apostolou

The EU policy of communicating in 23 official languages (multilingualism policy) is unique in the world and gives a new dimension to translation practice. All official languages enjoy equal status. EU citizens in the 27 member countries can use any of them to communicate with the

European Institutions, which helps to make the Union more open and more effective. The course will focus not only on the translation of texts concerning the European Union and its institutions (from English into Greek only), but it will help students have a better understanding of the institutions of the European Union, as well as the political, social, cultural, and economic aspects of European life. By the end of the course students are expected:

- To be familiar with EU institutions
- To be acquainted with EU terminology
- To be aware of the translation tools provided by the EU.

No course textbook is provided. A course outline is available.

**Assessment:** Translation projects and final exam.

### **TIS2-352E: Literary Translation Criticism**

**ECTS Code: G-LSUD3 ThApTIS352E**

N. Kontos

The purpose of this course is to acquaint students with the critical evaluation of translated literary texts. The rendering of a literary source-text into a target-text is a complex performance and our objective is to undertake a close reading of the re-written text in juxtaposition with the original. We will compare English literary texts that have been translated into Greek and vice versa. The goal is to focus on the language system, the style and the cultural context of the literary text in order to apply critical standards in determining the adequacy and/or appropriateness of the translation. There will be a comparison of two or more translations of a source-text (poetry, fiction, drama) and this exercise will allow students to judge the quality of these particular translations. Finally, the Theory of Literary Translation will be introduced to function as a supplement in expanding horizons concerning the literary hermeneutics and aesthetics of texts that have been translated into either Greek or English.

Course outline and list of readings are available.

**Assessment:** Final exam.

### **TIS2-398E: Popular Culture: The Audio/Visual Experience**

**ECTS Code: G-LSUD3 ThApTIS398E**

N. Kontos

This course studies British and American popular culture, exploring the ways in which each of us is both a user of and is used by popular culture. Popular culture is all around us, influencing how we think, how we feel, and how we live our lives in countless ways. We will look primarily at television (e.g. soap operas, situation comedies, reality shows, cartoons, MTV clips, etc.), film, commercials, and popular music. In the process, analysis will be made of how such critical factors as gender, class, age, race, ethnicity, region, and sexuality are shaped by and reshaped in popular culture.

Course outline and list of readings are available.

**Assessment:** Final exam or one critical essay.

### **TIS2-421E: Translation Theory: Cultural and Interdisciplinary Approaches**

**ECTS Code: G-LSUD4 ThApTIS421E**

F. Apostolou

This course will introduce students to cultural and interdisciplinary approaches in Translation Theory. Students will become familiar with such diverse trends in translation studies as translation and gender, postcolonial translation theory, philosophical theories of translation among others. This interdisciplinarity breaks down barriers and reflects the fluidity of imposed boundaries that always prove arbitrary and confining, while it promotes new links between different types of knowledge and technologies. In an increasingly globalised environment, this interaction between disciplines in translation studies shows that this field can bring together approaches from a wide range of language and cultural studies, modifying them for its own use and developing new models specific to its own requirements. By the end of the course students are expected:

- To be familiar with cultural and interdisciplinary approaches in Translation Theory
- To be acquainted with examples of contemporary interdisciplinary research, combining linguistic, literary and cultural theory
- To be aware of the interaction between translation and culture.

No course textbook is provided. Course outline and recommended list of readings are available.

**Assessment:** Final exam.

### **TIS2-424E: Semiotics and Rhetoric**

**ECTS Code: G-LSUD4 ThApTIS424E**

N. Kontos

This course introduces the student to the study of communication not only as a process, but as a generation of meaning. For communication to take place one has to create a message out of signs. Terms like sign, signification, icon, index, symbol, denotation, connotation refer to various ways of creating meaning. We will focus on these terms as structural models and analyze them as a structured set of relationships which enable a message to signify something. The first part of the course will concentrate on the processes of sign production. In the second part, students will be introduced to the workings of figures of speech (tropes) and rhetorical schemes so as to gain insight into the art of persuasive composition. The impact of rhetoric, as it is received through its many manifestations, depends on a type of language (or images) that essentially 'moves, instructs and delights.' Hence, we will take this effect into account with various texts that will be studied.

Course outline and list of readings are available.

**Assessment:** Final exam.

**TIS2-468E: Hollywood Renaissance****ECTS Code: G-LSUD4 ThApTIS468E**

M. Kokonis

This course is set to examine a radical change that occurred in the history of American cinema in the brief period between the mid-sixties and early-seventies, generally known as Hollywood Renaissance. The entire motion picture industry went through a radical transformation and re-organization due to a deep-seated crisis that had its roots back in World War II. The scope of this course is to trace the political, economic, social, technological and cultural changes in society and culture in order to assess their impact on the Hollywood industry's transition from the classical to the post-classical era. The rebirth that the American Cinema experienced in this brief historical period can be seen as a yardstick for measuring Old and New Hollywood practices and cultural values. By the end of the course students should be able to:

- Demonstrate knowledge of central features, aspects and trends of American cinema post-1948 (factors that have affected the transition from Old to New Hollywood: The Paramount Decree, HUAC, TV, The Hays Office, Politics and Social Movements, Box-Office Decline)
- Identify industrial changes in post-1948 American cinema (Dissolution of homogenized audience, Restructure of the Studios, Problem and Cult Movies, Roadshows, Multinational Take-overs, Independents)
- Analyse form and themes of particular films in relation to a variety of industrial, social and cultural contexts. (A truly American, Independent, Arty Cinema).

(Note: 4 hours of instruction per week)

A course textbook is available and other material found at e-class.auth.gr. There is a course outline and an extensive list of more than 10 key- book titles provided.

**Assessment:** A 2½ hour final exam or take-home (upon special agreement with the instructor).

**TIS2-478E: The Art of Adaptation: From Book to Screen****ECTS Code: G-LSUD4 ThApTIS478E**

M. Kokonis

The aim of the course is to offer a survey of the key approaches and debates surrounding adaptations and to explore what happens to texts, both novels and films, when they are transformed from a medium into an entirely different one. After a brief account of the major theoretical approaches to adaptation, the course will examine special case studies exploring the popularity of both 'high' and 'low' culture texts subjected to the adaptation process. The course will also consider the practice of adaptation in reverse: why novelists tend to incorporate cinematic techniques into their work, or what prompts the novelization of successful or popular films. By the end of this course students are expected to have acquired:

- A general knowledge of the theory of narrative fiction
- A deeper insight into the theory of media studies and theories of adaptation

- Basic skills in a comparative analysis of different media-based texts with special focus on modes of adaptation.

Course textbook and outline/list of readings (more than 10 key-book titles) as well as relevant filmography are available.

**Assessment:** A 2½ hour final exam or take-home (upon agreement with instructor).

### **TIS2-481E: Music in Social Movements**

**ECTS Code: G-LSUD4 ThApTIS481E**

N. Kontos

It has long been noted that social movements typically create movement cultures, but the actual use of music as a cultural form is only beginning to receive attention. Is it only used to reaffirm the faith of those already committed to a movement, as some argue, or does it serve other functions, such as aiding education, recruitment, and mobilization? When, where, and why might each of these uses of music develop? We will look at a number of theoretical and activist approaches and then apply these to movements in the United States (including the labor, civil rights, New Left, women's, and current inner city movements) and elsewhere.

Course outline and list of readings are available.

**Assessment:** Final exam or optional term paper.

### **TIS2-485E: Hollywood Film Genres: the Western, the Musical and the Family Melodrama**

**ECTS Code: G-LSUD4 ThApTIS485E**

M. Kokonis

This course is offered to students who have preferably taken the Introduction to Film Course and will be helpful with other courses (e.g. gender film studies). It aims to introduce students to the notion of genre as a system of film criticism by enabling them to recognize the aesthetic, social and cultural conventions underlining the formulaic narrative structure of particular types of films. A brief introduction to genre theory will accommodate the student within the appropriate theoretical framework that examines genre films in a tri-partied relationship between production, text, and consumption. The scope of the course will be limited to an examination of the three film genres featuring in the title and the focus will be mainly directed to the screening and analyzing of key-works that define the birth and the historical evolution of each genre. Students are expected to have acquired:

- A general knowledge about film genre theory and criticism
- A general knowledge about the birth and development of the genres under study in this course
- Basics of film genre criticism.

Course textbook and outline/bibliography (6-7 book titles) as well as an extensive filmography are available.

**Assessment:** A 2½ hour final exam.

**TIS2-488E: Narratology in Cinema and the Novel****ECTS Code: G-LSUD4 ThApTIS488E**

M. Kokonis

This course is offered for further specialization in the study of narrative and is recommended to students who have already taken relevant courses (related to the study of narrative). After defining the theoretical field within which it becomes possible to examine novels and films on an equal basis –despite any differences in media manifestation, that is, verbal or (audio)visual– the course will focus on a comparative analysis of the narrative structure of sample texts, short-stories and novels, films, even comic strips. The emphasis falls on the examination of novels and films as primarily narrative texts. An analysis of textual relationships, such as those between author and text, reader and text, the fictional and the 'real,' will aim to explore the essence of narrative fiction and to show that the same, more or less, aesthetic, rhetorical and other artistic issues apply to the construction of narrative text, whether literary or cinematic. Students are expected to have acquired:

- A general knowledge of the theory of narrative fiction
- A deeper insight into the theory of media studies, semiotics and play and game theory
- Basic skills in a comparative analysis of different media-based texts.

Course textbooks and outline/list of readings (more than 10 key-book titles) are available.

**Assessment:** Final exam.

**TIS3-301E: General Translation Workshop****ECTS Code: G-LSUD3 PraTIS301E**

K. Kourounis

The course is intended to provide students with a comprehensive foundation in translating. The students will be asked to translate various types of texts that will cover a range of thematic areas (legal, EU, financial, capital markets, technical, etc.), so that they are better prepared for the real market conditions which demand familiarization with a plethora of subjects. Moreover, the course will focus on the use of modern technologies (internet, data bases) in the service of translation. Students will be encouraged to discuss problems encountered in the course of translation, such as text analysis, register, language usage, terminology, as well as cultural aspects of translation. By the end of the course students are expected:

- To have an understanding of how translation works
- To be acquainted with different thematic areas
- To be aware of the proper use of modern technologies
- To consider possible strategies for the solution of problems.

No course textbook is provided. Course outline is available.

**Assessment:** Translation projects and final exam.

**TIS3-306E: Economic Translation Workshop****ECTS Code: G-LSUD3 PraTIS306E**

F. Apostolou

The course aims to introduce students to the general principles of economic translation, a major field of specialization for translators, to provide them with the knowledge and skills necessary for economic translation, and to help them develop the skills necessary to undertake independent research in the domain economic translation. The selection of the SL texts covers a variety of areas within the economic discipline such as: Economic Theory, Marketing, Financial Reports, Banking, International Trade, Fiscal Policies and Accounting. During the semester, students will undertake translation exercises from economic sources (English into Greek). On successful completion of this course, students will be able to develop analytical skills applied to practical problems in connection with economic translation, demonstrate knowledge of basic economic terms in Greek and English and gather and utilize information from relevant databases and sources.

Course Objectives: By the end of the course students are expected to have acquired

- The analytical skills necessary for addressing problems in texts of economic translation
- Familiarization with relevant economic terms in Greek and English
- The methodology of utilizing information from relevant databases and sources.

**Assessment:** Project: Translation of an economic text (30%). Final exam (70%).

**TIS3-311E: Literary Translation Workshop****ECTS Code: G-LSUD3 PraTIS311E**

Faculty Members

The course is a literary translation workshop which engages in the practice of literary translation from an intercultural perspective. The course modules include the theoretical principles of literary translation, the linguistic and extra-linguistic parameters that shape the translation product, the role and history of translation in the Greek literary production as well as the idiosyncratic forms of translation language (idiomatic usage, puns, humour, metaphors). The course studies translation in all three literary genres (prose, poetry and theatre) and is based on the presentation and comparative analysis of the students' translation work.

**TIS3-322E: Scientific and Technical Texts Translation Workshop****ECTS Code: G-LSUD3 PraTIS322E**

K. Kourouni

The aim of this course is to develop and refine the specific skills needed by translators working with scientific and technical material. Students will deal with a variety of literature and topics ranging from articles to product catalogues and from information technology to chemistry, gaining an understanding of technical/scientific terminology and style through practical translation work. Translation strategies will be highlighted and reference works, dictionaries and other

sources will be presented. Related issues, such as editing and proof-reading, will also be highlighted. The course is addressed to students who have successfully passed the courses Introduction to Translation Studies and Translation Methodology. 1/3 of class time is spent in the computer lab. Attendance is essential. On successful completion of the course, students understand and are aware of:

- The concepts of text function and genre
- The relation among text function, topic and structure
- The relation between text topic and special language usage
- Basic professional practices and conventions.

Students are also able to:

- Translate based on Skopos Theory
- Translate (short) specialized texts
- Proof-read/evaluate translation work by them or others

and they will:

- Have improved their IT skills, touch-typing skills
- Have developed their teamworking and cooperation skills.

(Note: Instruction is carried out in Greek)

There is no course textbook. A list of readings is provided.

**Assessment:** Continuous assessment along with final exam depending on number of students.

### **TIS4-320E: Translation Technology**

**ECTS Code: G-LSUD3 TechTIS320E**

K. Kourouni

Course description and objectives: The course is addressed to those students/future translators with basic IT skills who have successfully passed the courses Introduction to Translation Studies and Translation Methodology. The aim of this course is to familiarise students with state-of-art translation aids and tools. During workshops, emphasis is placed on the ability to use tools effectively while carrying out practical translation assignments. Topics covered: a) Introduction to the use of computers/Internet, b) Use of information sources, e-dictionaries, translation lists, search engines and search techniques, c) Translation Memories; Machine Translation (pending on software availability). Attendance is essential. On successful completion of this course, students will:

- Be able to use PC/Internet and a variety of professional e-tools for translation purposes
- Be able to know the basic functions as well as the limitations of above tools
- Be able to critically select and use a variety of e-tools and resources used by professional translators
- Have improved their IT skills, touch-typing skills
- Have developed their teamworking and cooperation skills.

(Note: Language of instruction is in English and Greek)



There is no course textbook. A list of readings (mainly e-sources) is provided.

**Assessment:** Continuous.

### **TIS4-431E: Audiovisual Translation Workshop**

**ECTS Code: G-LSUD4 TechTIS431E**

Faculty Members

The course aspires to introduce, analyse and explain the basic parameters that interfere with the process of translating audiovisual material (full-featured films, cinema movies, video material, DVDs, television, documentaries, news and entertainment bulletins, cartoons etc.). Special attention is placed upon subtitling, yet the modes of revoicing (dubbing, narration, free-commentary) are also widely discussed. Topics to be analyzed include: History of AVT, Subtitles Layout and Format, Cueing and spatiotemporal constraints, Intralingual subtitling, types of Synchrony in Dubbing. Though mainly based on theory, students of this module will have the chance to get acquainted with software used in DVD subtitling. In-class discussion of theoretical issues is enhanced with the study and analysis of concrete audiovisual-material extracts. At the end of the semester the students will have a thorough knowledge of the mechanics of each method and a clear view of how the industry operates on a domestic and/or international level.

**Assessment:** Project + Final Exam.

Project: Translation of film extract (about 150 subtitles)-40%

Final Exam: Answer 2 questions (out of three) on topics delivered in class-60%.

### **TIS5-390E: Supervised Research Project**

**ECTS Code: G-LSUD3 CulRes390E**

Faculty Members

Students who wish to undertake a supervised reading in an area not covered by the regular courses of the Department should first discuss their plans with a staff member willing to supervise the reading and get his/her approval before registration. A written statement of approval by the supervisor should be presented to the Secretariat. Students are expected to have regular weekly contact with their supervisor throughout the semester. The reading program should result in a research paper of about 30 typewritten pages, to be evaluated by the supervisor. The mark on this paper is the final mark for the course.

Course objectives: By the end of the course students are expected to have acquired

- Greater competence in writing a research paper
- A general knowledge about the particular subject in their preferred area of study
- An improvement in their reading, research and writing skills.

**Assessment:** Research paper of around 9,000 words.

**TIS5-490E: Advanced Supervised Research Project****ECTS Code: G-LSUD4 ResTIS490E**

This course requires more advanced work on the part of the student both at the level of reading and that of scholarly production. It is a course recommended to students who have already taken Cul9-390E, and the procedure for registration and assessment is the same as for that course. Students are expected to have regular weekly contact with their supervisor through the semester.

**Assessment:** Research paper of around 9,000 words.

**TIS5-495E: Diploma Thesis****ECTS Code: G-LSUD4 ResTIS495E**

This course requires students to undertake and produce a substantial piece of research, of about 12,500 words (50 pages typed, double-spaced) demonstrating scholarly ability, independent thought and a good grasp of academic style. The Diploma Thesis is meant as an opportunity for the student both to complete a large-scale project and to make use of the skills s/he has acquired from his/her undergraduate studies. Students interested in registering for the Diploma Thesis should arrange well in advance with a member of the teaching staff to act as supervisor of the thesis. Students are expected to have regular weekly contact with their supervisor throughout the semester. Only fourth-year students are eligible to register. Previous experience in writing research papers is required.

**Assessment:** Research paper of around 12,500 words.



Ακαδημαϊκό Ημερολόγιο  
Academic Calendar

## Ακαδημαϊκό Ημερολόγιο 2012-2013

Σεπτέμβριος	2012	3-28	Εξεταστική Περίοδος Σεπτεμβρίου
Οκτώβριος	2012	1	Έναρξη Μαθημάτων Χειμερινού Εξαμήνου 2012-13
Οκτώβριος	2012	26-28	Τριήμερος Εθνικός Εορτασμός – Αργία
Νοεμβριος	2012	17	Ημέρα Πολυτεχνείου – Αργία
Δεκέμβριος	2012	24/12-7/1	Διακοπές Χριστουγέννων
Ιανουάριος	2013	11	Λήξη του Χειμερινού Εξαμήνου
Ιανουάριος	2013	21/1-8/2	Εξεταστική περίοδος Χειμερινού εξαμήνου
Ιανουάριος	2013	30	Των Τριών Ιεραρχών – Αργία
Φεβρουάριος	2013	11	Έναρξη Μαθημάτων Εαρινού εξαμήνου
Μάρτιος	2013	14-19	Αποκριά – Αργία
Μάρτιος	2013	25	Εθνική Εορτή – Αργία
Απρίλιος-Μάιος	2013	29/4-13/5	Διακοπές Πάσχα
Απρίλιος-Μάιος	2013	*	Φοιτητικές Εκλογές – Αργία
Μάιος	2013	1	Πρωτομαγιά – Αργία
Μάιος	2013	24	Λήξη Εαρινού Εξαμήνου
Ιούνιος	2013	24	Του Αγίου Πνεύματος – Αργία
Ιούνιος	2013	3-21/6	Εξεταστική Περίοδος Εαρινού Εξαμήνου

\* Η ακριβής ημερομηνία θα ανακοινωθεί κατά την διάρκεια του Εαρινού Εξαμήνου.

## Academic Calendar 2012-2013

September	2012	3-28	Re-sit Exam Period
October	2012	1	Winter Semester Classes Begin
October	2012	26-28	National Holiday – No classes
November	2012	17	Polytechnion Day – No classes
December	2012	24/12-7/1	Christmas Holidays – No Classes
January	2013	11	Winter Semester Classes End
January	2013	21/1-8/2	Winter Semester Exams
January	2013	30	Trion Hierarchon Day – Holiday
February	2013	11	Spring Semester Classes Begin
March	2013	14-19	Spring Break – Carnival Week – No Classes
March	2013	25	National Holiday – No Classes
April-May	2013	29/4-13/5	Easter Break – No Classes
April-May	2013	*	Student Election Day – No Classes
May	2013	1	Labour Day – No Classes
May	2013	24	Spring Semester Classes End
June	2013	24	Pentecost Monday – No Classes
June	2013	3-21/6	Spring Semester Exams

\* Exact dates to be announced during the Spring Semester.





Χρήσιμες υπηρεσίες  
Useful Services

# Χρήσιμες υπηρεσίες του ΑΠΘ προς τους φοιτητές

Όλοι οι φοιτητές του ΑΠΘ έχουν τη δυνατότητα να ζητήσουν τη συνδρομή, για συγκεκριμένο κάθε φορά λόγο, ειδικών Υπηρεσιών του Πανεπιστημίου προκειμένου να τους συνδράμουν σε προβλήματα που αντιμετωπίζουν κατά τη διάρκεια των σπουδών τους ή ακόμη και να γίνουν οι ίδιοι εθελοντές προσφέροντας τις υπηρεσίες τους σε συναδέλφους/συμφοιτητές τους που τις έχουν ανάγκη.

## Επιτροπή Κοινωνικής Πολιτικής & Υγείας

Η επιτροπή Κοινωνικής Πολιτικής και Υγείας, έχει ως στόχο να δημιουργήσει συνθήκες που θα καταστήσουν το Πανεπιστήμιο χώρο προσβάσιμο σε όλα τα μέλη της πανεπιστημιακής κοινότητας με ιδιαίτερη έμφαση στην πρόσβαση των ΑμεΑ, όπου η δυσκολία προσβασιμότητας στο χώρο καθιστά δύσκολη και την προσβασιμότητα στη γνώση.

Για το λόγο αυτό φοιτητές με προβλήματα όρασης εκπαιδεύονται από ειδικευμένα μέλη ΔΕΠ στη χρήση ηλεκτρονικών μηχανημάτων σε ορισμένες βιβλιοθήκες του ΑΠΘ όπου υπάρχουν εκτυπωτές Braille. Επίσης φροντίζει –στο μέτρο του δυνατού– και για τη διευκόλυνση χορήγησης σε αυτούς συγγραμμάτων με φωνητική απόδοση.

Παρέχει λεωφορείο ΑμεΑ, για την καλύτερη δυνατή εξυπηρέτηση των φοιτητών με αναπηρίες, ώστε να διευκολύνεται η μετακίνησή τους κατά τη διάρκεια της ακαδημαϊκής χρονιάς και κατά τη διάρκεια της εξεταστικής περιόδου. Στο πλαίσιο αυτό εντάχθηκε και το Πρόγραμμα Προαγωγής Αυτοβοήθειας ΑΠΘ, το οποίο διαθέτει ομάδα εθελοντών, που ως επί το πλείστον είναι φοιτητές. E-mail: [selfhelp@auth.gr](mailto:selfhelp@auth.gr).

Επίσης, η Επιτροπή Κοινωνικής Πολιτικής και Υγείας έχει εδώ και χρόνια καθιερώσει στο ΑΠΘ το θεσμό της **Εθελοντικής Αιμοδοσίας** και την ως εκ τούτου δημιουργία Τράπεζας Αίματος στο ΑΧΕΠΑ, ενώ από το Μάιο του 2007 ιδρύθηκε και Τράπεζα Αίματος στο ΤΕΦΑΑ Σερρών σε συνεργασία με την ΕΚΠΥ και το Γενικό Νοσοκομείο Σερρών. Η εθελοντική αιμοδοσία πραγματοποιείται δυο φορές το χρόνο, κατά τη διάρκεια των μηνών Νοεμβρίου και Απριλίου, στο χώρο της Αίθουσας Τελετών του Α.Π.Θ. με απώτερο στόχο –εφικτό και άμεσο– οι ανάγκες σε αίμα να καλύπτονται αποκλειστικά από την Εθελοντική Αιμοδοσία, η οποία σήμερα καλύπτει γύρω στο 40% των συνολικών αναγκών. Συμμετοχή στην αιμοδοσία, η οποία είναι μια ασφαλής διαδικασία χωρίς επιπλοκές, μπορούν να έχουν όλοι και όλες πάνω από 18 ετών που δεν έχουν ειδικά προβλήματα υγείας.

E-mail: [socialcom@ad.auth.gr](mailto:socialcom@ad.auth.gr), [fititikiline@ad.auth.gr](mailto:fititikiline@ad.auth.gr)

Website: <http://spc.web.auth.gr>

Τηλ./Fax: 2310 99 5386, 2310 99 5360



### **Παρατηρητήριο της Ακαδημαϊκής Πορείας Φοιτητών που ανήκουν σε Ευαίσθητες Κοινωνικές Ομάδες του ΑΠΘ**

Το Παρατηρητήριο της Ακαδημαϊκής Πορείας των Φοιτητών που ανήκουν σε Ευαίσθητες Κοινωνικές Ομάδες έχει ως κύριο στόχο του να συνδράμει στα προβλήματα που αντιμετωπίζουν κατά τη διάρκεια των σπουδών τους:

- Οι φοιτητές με αναπηρία
- Οι αλλοδαποί φοιτητές
- Οι μειονοτικοί και οι ομογενείς ή παλιννοστούντες φοιτητές
- Αλλά και οποιαδήποτε άλλη κατηγορία φοιτητών, που κατά τη διάρκεια της φοίτησής τους παρουσιάζουν κάποιο ανασταλτικό για την πρόοδο των σπουδών τους πρόβλημα.

Οι ως άνω φοιτητές μπορούν να ενημερώνουν απευθείας την Επιτροπή του Παρατηρητηρίου –όπως επίσης να ενημερώνουν και τους Συμβούλους Σπουδών του Τμήματός τους– για τυχόν σοβαρά προβλήματα που ανακύπτουν κατά την πορεία των σπουδών τους και τα οποία προκύπτουν είτε λόγω της ιδιότητάς τους ως φοιτητών ΑμεΑ, είτε ως αλλοδαπών φοιτητών ή ακόμα ως μειονοτικών φοιτητών (π.χ. προβλήματα με την ελληνική γλώσσα, ανάγκη για παροχή εξειδικευμένης ορολογίας), είτε λόγω έκτακτων προβλημάτων υγείας τους.

E-mail: [stud-observ@ad.auth.gr](mailto:stud-observ@ad.auth.gr)

Website: <http://acobservatory.web.auth.gr>

Τηλ./Fax: 2310 99 5360.

### **Επιτροπή Συμβουλευτικής και Ψυχολογικής Υποστήριξης**

Η Επιτροπή Συμβουλευτικής και Ψυχολογικής Υποστήριξης έχει ως στόχο την καλύτερη οργάνωση και λειτουργία των δομών που προσφέρουν ψυχολογική βοήθεια και συμβουλευτική στήριξη στους φοιτητές του ΑΠΘ μέσω του Κέντρου Συμβουλευτικής και Ψυχολογικής Υποστήριξης (ΚΕ.ΣΥ.ΨΥ.) που λειτουργεί στο Πανεπιστήμιο.

Οι υπηρεσίες του ΚΕ.ΣΥ.ΨΥ. παρέχονται όχι μόνο στους φοιτητές και φοιτήτριες του ΑΠΘ, αλλά και στο προσωπικό του Πανεπιστημίου.

Συnergάζεται στενά με άλλες Επιτροπές συναφούς αντικειμένου και διοργανώνει Ημερίδες για διάλογο με τους φοιτητές/φοιτήτριες, όπως και με το διοικητικό και λοιπό προσωπικό της πανεπιστημιακής κοινότητας.

Στους άμεσους στόχους του ΚΕ.ΣΥ.ΨΥ. είναι η δυνατότητα έναρξης λειτουργίας Ανοικτής τηλεφωνικής γραμμής στο Πανεπιστήμιο, με σκοπό την άμεση βοήθεια σε άτομα που βρίσκονται σε κρίση και σε άτομα με προσωπικές δυσκολίες, που σε πρώτη φάση αισθάνονται μεγαλύτερη ασφάλεια να μιλήσουν για τα προβλήματά τους όταν υπάρχει ανωνυμία και απουσιάζει η οπτική επαφή.

Το ΚΕ.ΣΥ.ΨΥ. βρίσκεται στο ισόγειο της Κάτω Πανεπιστημιακής Φοιτητικής Λέσχης, στο χώρο της Υγειονομικής Υπηρεσίας, στα γραφεία 5 & 8.

E-mail: [vpapadot@ad.auth.gr](mailto:vpapadot@ad.auth.gr)

Τηλ.: 2310 99 2643 & 2310 99 2621

Fax: 2310 99 2607 & 2310 992621

### **Επιτροπή Εθελοντισμού**

Η Επιτροπή Εθελοντισμού ως κύριο στόχο της έχει την προώθηση στα μέλη της πανεπιστημιακής κοινότητας της ιδέας του εθελοντισμού και την καλλιέργεια αυτής ως σύγχρονου αιτήματος.

Με βάση το στόχο αυτό η Επιτροπή Εθελοντισμού έχοντας και ως κίνητρό της τη βελτίωση της καθημερινότητας όλων όσοι βρίσκονται στο ΑΠΘ –φοιτητές, καθηγητές και εργαζόμενοι– με μικρές αλλά ουσιαστικές ενέργειες σε τομείς όπως είναι τα φοιτητικά θέματα, το περιβάλλον και η κοινωνική προσφορά, ενθαρρύνει όλα τα μέλη της πανεπιστημιακής κοινότητας να πάρουν πρωτοβουλίες, καταθέτοντας ιδέες και προτάσεις ξεκινώντας από τα απλά, μικρά και υλοποιήσιμα.

Για το σκοπό αυτό έχουν ήδη αρχίσει να δημιουργούνται Δίκτυα Εθελοντισμού ανά Τμήμα/Σχολή καταρχάς από ένα μέλος ΔΕΠ και ένα φοιτητή, προκειμένου μέσω ενημερωτικών εκδηλώσεων, να δημιουργηθεί σώμα εθελοντών στο κάθε Τμήμα/Σχολή του ΑΠΘ.

E-mail: [vrect-ac-secretary@auth.gr](mailto:vrect-ac-secretary@auth.gr)

Τηλ.: 2310 996713, 2310 99 6708

Fax: 2310 99 6729

# Useful Services to Students

Anyone studying at Aristotle University of Thessaloniki may request the assistance of special university services in order to solve various problems they may face during their studies. They can also become themselves volunteers by offering their services to other colleagues or fellow students in need.

## **Social Policy and Health Committee**

The Social Policy and Health Committee (SPHC) aims to create conditions that will make the University an accessible area to all members of the university community, by giving priority to space (and therefore knowledge) accessibility to disabled persons.

For this reason, qualified members of the teaching staff can train students with visual impairment to use electronic equipment linked with Braille printers installed in some of the University libraries. Also the SPHC, to its best, tries to ensure the granting of books with voice output to these students.

The SPHC also provided a bus disabled persons, in order to facilitate their movement in campus for classes and exams during the academic year. In this context the University has created a Program for the Promotion of Self-Help, which is basically run by a team of volunteers, the majority of whom are students. E-mail: [selfhelp@auth.gr](mailto:selfhelp@auth.gr).

Many years ago the Social Policy and Health Committee established the institution of Voluntary Blood Donation, which also led to the creation of a Blood Bank in AHEPA hospital. Since May 2007, a second Blood Bank was founded too, in the Department of Physical Education in Serres with the collaboration of the Social Policy and Health Committee and the General Hospital of Serres. Voluntary blood donation takes place twice a year during the months of November and April, at the Ceremony Hall of Aristotle University. The immediate target is to cover all needs for blood through voluntary blood donation, which currently covers 40% of total needs. Volunteering for blood donation, which is a safe and without complications procedure, is open to every person above 18 years of age, who does not have special health problems.

E-mail: [socialcom@ad.auth.gr](mailto:socialcom@ad.auth.gr), [fititiline@ad.auth.gr](mailto:fititiline@ad.auth.gr)

Website: <http://spc.web.auth.gr>

Tel./Fax: 2310 99 5386, 2310 99 5360

### **Observatory for the Academic Progress of Students belonging to Vulnerable Social Groups**

The role of the Observatory is to assist:

- Students with disabilities
- Foreign students
- Minority students, foreign students of Greek descent or repatriate students
- As well as any other category of students who face problems hindering their studies.

The above mentioned students can inform directly the Observatory –and also inform the Student Advisors of their Department– of any serious problem that they might face in the course of their studies, which arise either because of their disability or because of cultural or language or health problems.

E-mail: [stud-observ@ad.auth.gr](mailto:stud-observ@ad.auth.gr)

Website: <http://acobservatory.web.auth.gr>

Tel./Fax: 2310 99 5360

### **Counseling and Psychological Support Committee**

The Counseling and Psychological Support Committee aims to the better organization and function of the university structures that offer psychological assistance and counseling to AUTH students.

The services provided by the University Center for Counseling and Psychological Support are offered to students and university staff alike.

The Committee works closely with other related Committees and organizes dialogue workshops with students, as well as with the administrative and other staff of the university community.

Among the future aims of ΚΕ.ΣΥ.ΨΥ. is the operation of a campus hotline, in order to provide immediate assistance to people in crisis and to those facing personal difficulties that could feel safer to talk about their problems in anonymity and in absence of visual contact.

ΚΕ.ΣΥ.ΨΥ. is located on the ground floor of the Lower University Student Club, in the Sanitary Service Section, offices 5 & 8.

E-mail: [vpapadot@ad.auth.gr](mailto:vpapadot@ad.auth.gr)

Tel.: 2310 99 2643 & 2310 99 2621

Fax: 2310 99 2607 & 2310 99 2621

**Volunteer Committee**

The Volunteer Committee has as its main goal to promote to the members of the university community of AUTH the idea of volunteering as a contemporary social demand.

With this aim, the Volunteer Committee having also as its motivation the improvement of the daily life of everyone working in Aristotle University –students and teaching and administrative staff– in areas such as student affairs, environmental issues and social aid, encourages all members of the university community to take initiative by submitting ideas and suggestions.

To this end, some Networks of Volunteers in Departments and Faculties have already been created, consisting of a faculty member and a student, in order to develop a body of volunteers in each Department/Faculty of AUTH.

E-mail: [vrect-ac-secretary@auth.gr](mailto:vrect-ac-secretary@auth.gr)

Tel.: 2310 99 6713, 2310 99 6708

Fax: 2310 99 6729