

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	undergraduate		
COURSE CODE	METHK398	SEMESTER	6th and over
COURSE TITLE	METHODOLOGICAL ISSUES IN CONTEMPORARY HISTORICAL SOCIOLOGY (seminar)		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills Development (seminar)		
PREREQUISITE COURSES:	THEOK 106, THEOK 107, THEOK 108, ISTK 120, KISK 209		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (ERASMUS students with insufficient knowledge of the Greek language can present a written paper in English or French.)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	TBA		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>Knowledges</p> <p>After the completion of the course students are expected to:</p> <ul style="list-style-type: none"> • have become familiar with the works of important sociologists of the late 20th century who have attempted to give modern social research a historical dimension, thus reviving similar intellectual concerns of the pioneers of the 19th- and the early 20th-centuries • have a specialized knowledge of the history of the relations between History and Sociology, from the time of the Enlightenment and the emergence of Sociology as a social science to the present day and the formation of the newly established research area of Historical Sociology • have become familiar with the epistemological discussions on the distinction

between nomothetic and idiographic sciences

- have been initiated in the epistemological debate on similarities and differences regarding the subject and the research methods of History and Sociology
- have perceived the importance of the so-called "theoretical shift" that has taken place in the context of historical science in recent decades, as well as of a corresponding "historical turn" observed in modern sociology.

Skills

After the completion of the course students are expected to:

- possess specialized skills for addressing theoretical and practical problems concerning the necessity and the possibility of a convergence between History and Sociology *via* Social History and Historical Sociology
- have developed the skills that enable them to perform comparative analyses of classical and contemporary sociological theories in reference to the historical and social context of socio-theoretical thinking
- distinguish the theoretical and methodological limitations of Sociology, especially in relation to those concerning the science of History
- have developed the skills that enable them to critically address the use of historical data in the analyses of social systems.

Abilities

After the completion of the course students are expected to:

- be able to transfer their scientific knowledge on the field of Historical Sociology at an interdisciplinary level and within the framework of multidisciplinary collaborations
- have developed the ability to analyse, synthesize and critically evaluate both theoretical and empirical data regarding the historical and sociological understanding of human societies
- be able to formulate appropriate research cases and questions to address theoretical and practical problems
- compare, decide and apply different methodological and theoretical approaches, research techniques and empirical data analyses.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

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

- Criticism and self-criticism

(3) SYLLABUS

The aim of this seminar is to familiarize students with the original texts of important sociologists of the late 20th century who have attempted to give modern social research a historical dimension, thus reviving similar intellectual concerns of the founding fathers of Sociology.

Main Topics:

1) The relationship between History and Sociology: a) in the classical era of sociological theory b) under the reign of Parsonian sociology c) in the context of contemporary historical sociology. The historical concerns of the founding fathers of sociology (Comte, Marx, Durkheim, Weber). The anti-historical perspective of American structuralism and the determinism of Soviet Marxism. The "historical turn" in American sociology. The scientific "profile" of historical sociologists.

2) History, sociology; social history and historical sociology: points of convergence and divergence. The research areas and the time units (present Vs past). "Discovery" and "construction" of evidence in History and Sociology. The distinction between nomothetic and idiographic sciences. Primary and secondary sources. Theory and empirical material. Differences in emphasis, differences in professional practices and habits (professional and scientific *habitus*) between the two sciences. The concept of "scientific discipline".

3) Concepts, generalizations and comparisons in historical sociology. Explanation and understanding in historical sociology: great narrative and general theory. The problem of endogeny-exogeny in the explanatory models of modern Historical Sociology.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face																				
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students. Teaching is conducted with the use of ICT (e-learning platform) both at synchronous and asynchronous level.																				
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Study</td><td>60</td></tr><tr><td>Analysis of bibliography</td><td>26</td></tr><tr><td>Essay writing</td><td>25</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>150</td></tr></table>	Activity	Semester workload	Lectures	39	Study	60	Analysis of bibliography	26	Essay writing	25									Course total	150
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>The evaluation will be carried out in the following manner and based on the following criteria:</p> <ol style="list-style-type: none">1. Participation at the seminar meetings ----- 10%2. Subject analysis and oral presentation ----- 20%3. Subject research and essay writing -----70% <p>Language of evaluation: Greek (but ERASMUS students with insufficient knowledge of the Greek language can present a written paper in English or French.)</p>																				

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <ul style="list-style-type: none"> • Theda Skocpol (ed.), <i>Vision and method in historical sociology</i>, Cambridge: Cambridge University Press, 1984

- Peter Burke, *History and social theory*, Ithaca, New York: Cornell University Press, 1996, c1992
- Richard Lachmann, *What is Historical Sociology?*, Malden, MA: Polity Press, 2013
- Reinhard Bendix, «Concepts and Generalizations in Comparative Sociological Studies», *American Sociological Review*, 28:4 (1963), p. 532-539
- Kai T. Erikson, «Sociology and the Historical Perspective», *The American Sociologist*, 5 (1970), p. 331-338
- Philip Abrams, «The Sense of the Past and the Origins of Sociology», *Past and Present*, 55 (1972), p. 18-32
- Philip Abrams, «History, Sociology, Historical Sociology», *Past and Present*, 87 (1980), p. 3-16
- Victoria E. Bonnell, «The Uses of Theory, Concepts and Comparison in Historical Sociology», *Comparative Studies in Society and History*, 22:2 (1980), p. 156-173
- John Goldthorpe, «The Uses of History in Sociology: Reflections on Some Recent Tendencies», *The British Journal of Sociology*, 42:2 (1991), p. 211-230
- Michael Mann, «In Praise of Macro-Sociology: A Reply to Goldthorpe», *The British Journal of Sociology*, 45:1 (1994), p. 37-54
- Charles Tilly, «To Explain Political Processes», *The American Journal of Sociology*, 100:6 (1995), p. 1594-1610
- Immanuel Wallerstein, «From Sociology to Historical Social Science: Prospects and Obstacles», *The British Journal of Sociology*, 51:1 (2000), p. 25-35
- Perry Anderson, «A Culture in Contraflow - I», *New Left Review*, 180 (1990), p. 41-78
- Joseph M. Bryant, «Evidence and Explanation in History and Sociology: Critical Reflections on Goldthorpe's Critique of Historical Sociology», *The British Journal of Sociology*, 45:1 (1994), p. 3-19
- Craig Calhoun, «Explanation in Historical Sociology: Narrative, General Theory, and Historically Specific Theory», *The American Journal of Sociology*, 104/3 (1998), p. 846-871
- Daniel Chirot, «Introduction: Thematic Controversies and New Developments in the Uses of Historical Materials by Sociologists», *Social Forces*, 55/2 (1976), p. 232-241
- Randall Collins, «The Mega-Historians», *Sociological Theory*, 3/1 (1985), p. 114-122
- G. Delanty & E. Isin, «Introduction: Reorienting Historical Sociology», in, G. Delanty & E. Isin (ed.), *Handbook of Historical Sociology*, London 2003, p. 1-8
- Anthony Giddens, «Classical Social Theory and the Origins of Modern Sociology», *The American Journal of Sociology*, 81:4 (1976), p. 703-729
- Nicky Hart, «John Goldthorpe and the Relics of Sociology», *The British Journal of Sociology*, 45/1 (1994), p. 21-30
- Barrington Moore Jr., «Strategy in Social Science», in, *Political Power and Social Theory*, Cambridge, Mass.: Harvard University Press, 1962 [1958], p. 111-159
- George Steinmetz, «The Relations between Sociology and History in the United States: The Current State of Affairs», *Journal of Historical Sociology*, 20:1/2 (2007), p. 1-12
- Immanuel Wallerstein, «A World-System Perspective on the Social Sciences», *The British Journal of Sociology*, 27/3 (1976), p. 343-352

- Related academic journals:

- *Historical Social Research / Historische Sozialforschung (HSR)*
- *International Review of Social History*
- *Journal of Social History*

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| <ul style="list-style-type: none">• <i>The Journal of Historical Sociology</i> |
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