

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ISTK120- ERG	SEMESTER	1st
COURSE TITLE	Social History Laboratory		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<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>	General background / Skills development – Compulsory Course		
PREREQUISITE COURSES:	The Laboratory complements the course of Social History (ISTK120) - it has the same content/subtitle (<i>Modern Europe: The Birth of the Modern World</i>) with the course ISTK120 and students must take both Social History courses in the same semester.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/		

(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>1. Introduction to European History of Early Modern and Modern Times.</p> <p>2. Initiation to critical historical and sociological analysis of different kinds of historical data and, especially, different kinds of historical sources (i.e. official legal documents, normative discourses, articles in Press and other essays of opinion, testimonies of social protest, philosophical essays, autobiographical documents and testimonies, etc).</p> <p>More specifically, through the analysis of historical sources, the students:</p> <ul style="list-style-type: none"> • become active subjects of the historical knowledge, since they discover this

knowledge directly from the sources.

- develop the ability to recognize multiple social phenomena in specific contexts and to discuss these phenomena using adequate sociological notions and analytical tools.
- through discussion of written historical documents, in particular, the students are initiated in Discourse Analysis: they will learn how to analyze the argumentation, symbolic meanings and cultural values, and how to place them within broader contexts.
- develop methodological competences and especially their critical abilities as it regards the use and interpretation of empirical data: they will learn not to take for granted what their data testify; on the contrary, they become familiar with different subjective views that are presented in the sources, different representations of the social "reality"
- develop dialogue and interaction abilities between them and the teacher, and cultivate their research spirit and critical thinking.

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
.....
Others...
.....

This laboratory course contributes to students developing competences and/or sensibilities in the following:

- Team Working
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Thinking of history as a social science that poses problems in the past, open to different interpretations, and not as a dry narrative of historical "facts" that "speak for themselves", and contain the one and only "truth" about the past.
- Acquiring historical consciousness.
- Respect for difference and multiculturalism.

(3) SYLLABUS

Social History of Modern Europe: The Birth of the Modern World:

The Laboratory Course of Social History has the same content and thematic sections with the Course ISTK120, which it complements.

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>	Support of learning procedure and communication with students via online learning platform “e-learn”	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	26
	Study and analysis of sources and bibliography	60
	Independent study and essay writing	39
	Course total	125
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>	<i>Language of evaluation: Greek</i> <i>Evaluation procedure:</i> <ul style="list-style-type: none"> - Active participation in the course - Written exams in the analysis of historical sources in a specific thematic section - Optional exercise in the analysis of a historical document 	

(4) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:* [short selected bibliography]

- T.C.W. Blanning, *The Oxford Illustrated History of Modern Europe*, Oxford University Press (in Greek)
- Serge Bernstein - Pierre Milza, *Nationalismes et Concert Européen, 1815-1919*, Athens 1997 (in Greek)
- E. Burns, *Western Civilizations: Their history and culture*, Thessaloniki 2006 (in Greek)
- Carlo M. Cipolla (ed.), *The Industrial Revolution 1700-1914* (from: *The Fontana Economic History of Europe*), t. III, Sussex, Harvester Press, 1976.
- *Dictionnaire Critique de la Révolution Française*, sous la direction de François Furet & Mona Ozouf, Paris 1992
- F. Furet - D. Richet, *La Révolution Française*, Athens 1997 (in Greek)
- Stuart Hall – Bram Gieben, *Formations of Modernity*, Athens 2003 (in Greek)
- E. J. Hobsbawm, *The Age of Revolution 1789-1848*, Athens 1990 (in Greek)
- E. J. Hobsbawm, *The Age of Capital 1848-1875*, Athens 1994 (in Greek)
- Olwen Hufton, *The Prospect Before Her. A History of Women in Western Europe 1500-1800*, Athens 2003 (in Greek)

- Dorinda Outram, *The Enlightenment*, Cambridge, Cambridge University Press, 1995.
- Edward P. Thompson, "Time, Work and Industrial Capitalism", *Past and Present* 38 (December 1967) (translation in Greek: Thessaloniki 1994)
- Michelle Perrot, *Women's Work in Europe, 19th and 20th Centuries*, Hermoupolis 1988 (in Greek)
- Karl Polanyi, *The Great Transformation*, Athens 2001 (in Greek)
- Edward P. Thompson, *The Making of the English Working Class*, Penguin Books, 1968 [1st. ed. 1963] (translation in Greek: Athens 2018)
- Edward P. Thompson, "Time, Work and Industrial Capitalism", *Past and Present* 38 (December 1967) (translation in Greek: Thessaloniki 1994)
- Merry E. Wiesner-Hanks, *Early Modern Europe*, Athens 2008 (in Greek)