

## COURSE OUTLINE

### (1) GENERAL

SCHOOL		School of Social Sciences	
ACADEMIC UNIT		Department of Sociology	
LEVEL OF STUDIES		Undergraduate	
COURSE CODE		ISTK120	SEMESTER 1st
COURSE TITLE		Social History	
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
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>		General background – Compulsory Course	
PREREQUISITE COURSES:		The course has the same content/subtitle ( <i>Modern Europe: The Birth of the Modern World</i> ) with the Laboratory of Social History (ISTK120-ERG) 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		Yes (ERASMUS students who do not have sufficient knowledge of the Greek language have the option of completing assignments or taking exams in English or French.)	
COURSE WEBSITE (URL)		https://elearn.uoc.gr/course/	

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<ol style="list-style-type: none"> <li>1. Introduction to European History of Early Modern and Modern Times.</li> <li>2. Initiation to the concept of “Modernity,” its historical formation and the historicity of contemporary social phenomena and problems studied by sociologists.</li> <li>3. Understanding of specific historical processes of transformations in various fields (economy, social structures and relations, state and political power, cultural and intellectual phenomena).</li> </ol>

4. Initiation to historical methodology in general and approaches of Social History in particular (i.e. history of revolutions and social movements, labor history, gender history, cultural history, history of mentalities, history 'from below', history of everyday life etc.).
5. Competences regarding the analysis of empirical data through the initiation to the historical and sociological analysis of different kinds of historical sources.
6. Competences in using sociological notions and analytical categories in understanding historically specific social formations and complex dynamics of social change.

#### **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...*  
*.....*

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

- Working independently
- 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.
- Thinking about contemporary societies not only from a present perspective but as historically shaped societies, as products of history.
- Realizing the complexity of the historical past and the people of the past, without approaching them as "underdeveloped" in relation to the present or, conversely, projecting upon them modern values and perceptions that were not valid in other historical periods.
- Acquiring historical consciousness.
- Respect for difference and multiculturalism.

### (3) SYLLABUS

Social History of Modern Europe: The Birth of the Modern World – An Overview:  
*Main Thematic Sections*

- Brief Introduction to main terms of the course's title: *What is Social History?* - The notions of “Europe” and “Modernity”: a critical discussion.
- Brief Introduction to the “Age of Revolutions” (the French Revolution and the Industrial Revolution): *Every great revolution creates a break with the past, but has its roots in the past.*
- The “Age of Discovery” and its remarkable results (its medieval prehistory and the main period of expeditions overseas 15<sup>th</sup> and 16<sup>th</sup> centuries):
  - Voyages of exploration and expeditions overseas - Commercial and colonial spread of Europeans around the world, and its multiple economic and socio-cultural consequences.
  - Colonialism, Overseas Trade and Slave Trade (15th to 18th centuries).
- Commercial Revolution, Commercial Capitalism and Proto-industrialization (1450-1800): Economic and social transformations.
- Commercial Revolution and Transformations of the State-power:
  - The Rise of Absolutism as the first modern centralist State - the Absolute Monarchy in the context of Commercial Revolution - Mercantilism (1500-1789).
  - From the English Revolution or Civil War (1642-49) to the Glorious Revolution (1688-89): Defeat of Absolutism and the rise of rational theories of the State; the State as a Social Contract (1600-1700).
- Enlightenment from the view-point of Socio-cultural History (18th c.):
  - Enlightenment and the rise of the Public Realm and its multiple intellectual and cultural institutions (Journals, Academies, Learned Societies, Masonic Lodges, Coffee Houses, Salons, Theatre etc)
  - Enlightenment and Gender Difference - Enlightenment and Slavery
- The French Revolution and its Diffusion in Europe (1789-1815) - The Rise of Nationalisms and the Nation-States.
- The Industrial Revolution in England and Continental Europe – Consequences – The new urban societies in Europe (1780-1914)

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of learning procedure and communication with students via online learning platform "e-learn"	
<b>TEACHING METHODS</b> <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Study and analysis of bibliography	26
	Independent study and essay writing	60
	Course total	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <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>	<b>Language of evaluation:</b> Greek <b>Evaluation procedure:</b> <ul style="list-style-type: none"> <li>- Active participation in the course</li> <li>- Written exams that include different types of questions (i.e. multiple choice questionnaires, short-answer questions, small essay writing upon a given subject, open-ended questions).</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

<p>- <i>Suggested bibliography:</i> [short selected bibliography]</p> <ul style="list-style-type: none"> <li>• T.C.W. Blanning, <i>The Oxford Illustrated History of Modern Europe</i>, Oxford University Press (in Greek)</li> <li>• Serge Bernstein - Pierre Milza, <i>Nationalismes et Concert Européen, 1815-1919</i>, Athens 1997 (in Greek)</li> <li>• E. Burns, <i>Western Civilizations: Their history and culture</i>, Thessaloniki 2006 (in Greek)</li> <li>• Carlo M. Cipolla (ed.), <i>The Industrial Revolution 1700-1914</i> (from: <i>The Fontana Economic History of Europe</i>), t. III, Sussex, Harvester Press, 1976.</li> <li>• <i>Dictionnaire Critique de la Révolution Française</i>, sous la direction de François Furet &amp; Mona Ozouf, Paris 1992</li> <li>• F. Furet - D. Richet, <i>La Révolution Française</i>, Athens 1997 (in Greek)</li> <li>• Stuart Hall – Bram Gieben, <i>Formations of Modernity</i>, Athens 2003 (in Greek)</li> <li>• E. J. Hobsbawm, <i>The Age of Revolution 1789-1848</i>, Athens 1990 (in Greek)</li> <li>• E. J. Hobsbawm, <i>The Age of Capital 1848-1875</i>, Athens 1994 (in Greek)</li> <li>• Olwen Hufton, <i>The Prospect Before Her. A History of Women in Western Europe 1500-1800</i>, Athens 2003 (in Greek)</li> </ul>
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- Dorinda Outram, *The Enlightenment*, Cambridge, Cambridge University Press, 1995.
- Michelle Perrot, *Women's Work in Europe, 19<sup>th</sup> and 20<sup>th</sup> 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 [1<sup>st</sup>. 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)