

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ISTK218	SEMESTER	5 th /6 th
COURSE TITLE	Social History: The Greek Modernity		
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>	Special background		
PREREQUISITE COURSES:			
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

Learning outcomes

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.

Consult Appendix A

- *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*

Upon successful completion of this course, students are expected to acquire the necessary knowledge to:

- Understand the historical processes that shaped modernity in Greece—across institutional, political, economic, social, and cultural domains—knowledge essential for the study of Greek society.
- Engage with contemporary historiographical approaches to the formation of the Greek nation-state and the urbanization of Greek society during the “long” 19th century and the early 20th century.
- Gain specialized insight into the major social transformations in Greece up to the early decades of the 20th century.
- Explore key issues currently at the forefront of research in Greek social and cultural history, such as:

- a. New interpretations of the 1821 Revolution;
 - b. The development of Greek nationalism;
 - c. Class and gender structures and their impact on citizenship;
 - d. Shifts in everyday life, with particular emphasis on private life, family, gender relations and norms.
- Develop a foundational understanding of social change in the Greek context and appreciate the historical nature of contemporary social phenomena and issues relevant to sociological inquiry.

Skills: Upon successful completion of this course, students are expected to:

- Strengthen their critical thinking skills and their ability to challenge widely circulated stereotypes about Greece's historical past, particularly those promoted by non-academic narratives in so-called 'public history'.
- Develop the cognitive tools necessary to engage with current academic debates on the historical processes of modernization in the Greek economy, state, and society, conducted by historians, sociologists, and political scientists.
- Identify and understand the historical factors that have contributed to shaping social and cultural inequalities in contemporary Greece.
- Cultivate interdisciplinary competencies that bridge sociology and social history, enhancing their understanding of contemporary Greek society.
- Apply interdisciplinary approaches by integrating questions and methods from social history into sociological analysis.
- Acquire foundational skills in critically analyzing historical sources, formulating new research questions based on evidence, and using relevant knowledge and methods in the context of applied social research as sociologists.

Special Skills: Upon successful completion of this course, students should be able to:

- Apply core sociological concepts and analytical tools to the study of a specific historical social formation -namely, Greek society.
- Identify and discuss particular social phenomena and transformations that are typically addressed in more abstract terms in other sociology courses.
- Understand the value of historical knowledge in sociological education more broadly and enhance their critical thinking when approaching contemporary social phenomena from a sociological perspective.

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...
.....

The course contributes to the development of the following competences and sensibilities:

- The ability to work independently
- Critical thinking and self-reflection

- The capacity for free, creative, and inductive reasoning
- An understanding of contemporary societies not only through the lens of the present but as historically shaped formations and products of specific historical processes
- The development of historical consciousness as a means of resisting nationalist prejudices
- Respect for diversity and multiculturalism

(3) SYLLABUS

Course Aim and Overview:

The course aims to introduce students to the social history of Greece, with a focus on understanding the formation of modernity within the Greek context. It explores how Greek society was shaped through complex historical processes, challenging conventional narratives and emphasizing the value of a critical, historically informed sociological perspective.

Course Topics and Structure:

Introduction: What does the social history of “modern Greece” examine?

The course begins by defining the scope and perspective of modern Greek social history, highlighting its departure from traditional, event-based historiography. Key topics include:

1. The Perspective of Contemporary Social History
 - A critical examination of how contemporary social history differs from the traditional, event-focused narratives still prevalent in school curricula and "public history."
 - Exploration of how dominant public perceptions and stereotypes about Greece's past are constructed and perpetuated.
2. Rethinking the Terms "Greece" and "Modern"
 - Why the term "Greece" cannot meaningfully refer to a unified or continuous national entity in historical periods prior to the 18th century, the 1821 Revolution, and the establishment of an independent Greek nation-state.
 - Discussion of how the idea of “Greece” as an organic, enduring national community is a construct of modern Greek national ideology, developed gradually after 1850.
3. The Nation and the State as Modern Constructs
 - Understanding Greece as a nation and state as a modern phenomenon: a historical process that extended well into the 20th century, culminating after World War II.
 - Analysis of the successive territorial expansions of the Greek state and their political, economic, and cultural implications.
 - Exploration of the processes of national homogenization, noting that these were not fully realized until relatively recently.

Part I. Revolution and Formation of the Greek Nation-State – Formation and Development of Greek Nationalism (19th – early 20th centuries):

1. Nation, nationalism, and ethnocentric history as fields of historical research and criticism:

The historicity of the nation – the French Revolution, the Napoleonic Wars, and the emergence of national movements in Europe and the Balkans – The Modern Greek Enlightenment and the birth of the Greek "national idea."

2. Revolution and state formation in Greece:

Contemporary historiographical approaches to the transition from the Ottoman Empire to the Greek nation-state, modeled on Western liberal paradigms (1821–1864) – The relationship between state and society in Greece – The class- and gender-based formation of citizenship (1864–1909).

3. Greek national ideology and its transformations:

From "antiquity" to the narrative of national "continuity," and the rise of ethnocentric history – Leading myths and symbols of Greek nationalism: a critical analysis – The national past and the nation's future "mission": meanings and politics of the "Great Idea."

Part II: People, the Economy, Social Relations, Everyday Life: Structures, Subjects, Transformations (1830–1920):

4. The long 19th century from the perspective of demographic history:

Household structures (family types) – The slow demographic transition.

5. The rural world of "old" Greece, aspects of continuity and change:

Greece as "a country of villages" – The compromise regime of the "national lands" and its consequences – The development of market-oriented farming and the first agricultural reform (1871) – Types of farms and socioeconomic disparities in the countryside – Mobility in rural areas – Banditry as a persistent structural phenomenon – Gendered social codes and identities in rural society.

6. Cities as centers of change (1830–1900):

Western European models and the development of the urban public sphere – Trade, shipping, and the early stages of industrialization: the brief "take-off" (1865–1875) – Formation of the working class and the role of philanthropy – The middle and upper classes: aspects of urban culture and values – The "women's issue": women's collective activity and the early expressions of feminist consciousness and protest (1880–1920).

(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>	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	39
	Study and analysis of bibliography	26
	Independent study and essay writing	60
	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>	Language of evaluation: Greek Evaluation procedure: <ul style="list-style-type: none"> - Active participation in the course - Written exams that include different types of questions (i.e. multiple choice questionnaires, short-answer questions, analysis of historical sources, open-ended questions). <p>Students who follow the lectures at a more regular basis may opt for an additional written essay (of approx. 2,500 words ± 10%). Their final grade will be 60% their grade in the final written examination and 40% their performance in the written essay.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Anderson, Benedict, *Imagined communities: reflections on the origin and spread of nationalism*, London: Verso, 2006.
- Agriantoni, C., E. Bournova, K. Papathanasopoulos, et al., *Eisagogi sti neoelliniki oikonomiki Istoria (18os-20os aionas)*, [Introduction to Modern Greek Economic History (18th-20th centuries)], edited by Vasilis Kremmidas, Athens 1999.
- Avdela, Efi, “Between Duties and Rights: Gender and Citizenship in Greece, 1864–1952.” In *Citizenship and the Nation State in Greece and Turkey*, edited by Faruk Birtek and Thalia Dragonas, 117–43. London: Routledge, 2005.
- Avdela, Efi and Angelika Psarra, “Engendering ‘Greekness’: Women’s Emancipation and Irredentist Politics in

- 19th-Century Greece." *Mediterranean Historical Review* 20, no. 1 (2005): 67–79.
- Christofis, Nikos (ed.), *History and Historiography in Greece: Recent Trends*, ed. Berghahn Books: New York – Oxford 2025, pp. 190-209. <https://doi.org/10.3167/9781805399865>
 - Doxiadis, Evdoxios. *The Shackles of Modernity: Women, Property, and the Transition from the Ottoman Empire to the Greek State, 1750–1850*. Cambridge, MA: Harvard University Press, 2012.
 - Fournaraki, Eleni, “‘Epi tini logo aposterein aftin psifou?': katholiki andriki psifoforia kai apokleismos ton gynaikon apo tin politiki stin Ellada tou 19ou aiona”[“Wherefore deprive her of the vote?». Universal male suffrage and the exclusion of women from politics in 19th century-Greece,”], *Mnimon* 24 (2002), 179-226. <https://doi.org/10.12681/mnimon.739>
 - Gallant, Thomas W., *Modern Greece. From the War of Independence to the Present*, Bloomsbury Academic: 2016 (in Greek: Athens 2017)
 - Gotsi, Chariklia-Glafki, Androniki Dialeti and Eleni Fournaraki (eds), *To fylo stin istoria: apotimiseis kai paradeigmata* [Gender in History: Historiographical Accounts and Case Studies], Asini: Athens 2015.
 - Hering, Gunnar, *Die politischen Parteien in Griechenland, 1821-1936*, München: R. Oldenbourg, 1992. - 2 v. (in Greek: Athens 2004).
 - *Istoria tou Neou Ellinismou* [History of Modern Hellenism] (ed. by: V. Panagiotopoulos), vol. 5: *Ta chronia tis statherotitas 1871-1909* [The years of stability 1871-1909], Athens, Ellinika Grammata, 2004.
 - Kitromilides, Paschalis M. and Constantinos Tsoukalas (eds.), *The Greek revolution: a critical dictionary*, Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 2021.
 - Korasidou, Maria, *I Athlioi ton Athninon kai oi Therapeutes tous. Ftocheia kai Philanthropia stin Elliniki Protevousa* [The Miserable of Athens and Their Healers. Poverty and Charity in the Greek Capital in the 19th Century], Athens: IAEN, 1995.
 - Kostis, Kostas, *History's Spoiled Children. The Formation of the Modern Greek State*, Hurst: 2018 (in Greek: Athens 2018)
 - Lekkas, Pantelis, *I Ethnikistiki Ideologia. Pente Ypotheseis Ergasias stin Istoriki Koinoniologia* [Nationalist Ideology. Five Working Hypotheses in Historical Sociology], Athens: Katarti, 1996 (2nd revised edition).
 - Loukos, Christos, *Mia sintomi istoria tis ellinikis epanastasis* [A Concise History of the Greek Revolution], Athens: Themelio, 2022.
 - Matthaïou, Anna. *Oikogeneia kai sexualikotita: metaxi paradosis kai neoterikotitas (ellinikes martyries, 17os–arches 19ou ai)* [Family and sexuality: between tradition and modernity (Greek testimonies, 17th to early 19th century)], Athens: Melissa, 2019.
 - Mazower, Mark, *The Greek Revolution: 1821 and the Making of Modern Europe*, Penguin: 2021 (in Greek: Athens 2021)
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 - Politis Alexis, *Romantika Chronia. Ideologies kai nootropies stin Ellada tou 1830-1880* [Romantic years. Ideologies and mentalities in Greece, 1830-1880], Athens: E.M.N.E.-Mnemon, 1998.
 - Samiou, Dimitra, *Ta politika dikaïomata ton Elinidon 1864–1952* [The Political Rights of Greek Women 1864-1952], Athens: Sakkoulas, 2013.
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 - Vassiliadou, Dimitra, *Ston tropiko tis grafis: oikogeneiakoi desmoi kai synaisthimata stin astiki Ellada, 1850–1930* [In the tropic of writing: family bonds and emotions in urban Greece], Athens: Gutenberg, 2018.
 - Woolf, Stuart (ed.), *Nationalism in Europe, 1815 to the present: a reader*, London; New York : Routledge, 1996 (in Greek: Athens 1995).