

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ΙΣΤΚ386	<b>SEMESTER</b>	6 <sup>th</sup> and over
<b>COURSE TITLE</b>	Greek Society in the Interwar Period		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Skills Development (SEMINAR)		
<b>PREREQUISITE COURSES:</b>	Social History: the Greek Modernity (ΙΣΤΚ218) Sociology of Collective Action and Social Movements (KINK246) Sociology of Genders (ΦΥΠΚ293) Sociology of Leisure (ΕΛΕΚ215) or Sociology of Nationalism (ΕΘΝΚ295)		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course">https://elearn.uoc.gr/course</a>		

### (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

#### Course Object

This seminar explores Greek society during the interwar period, focusing on social dissent and various social movements—including labor movement, socialist and communist activism and protest, as well as feminist and student movements. It also examines forms of public sociality among young people, with particular attention to different youth organizations.

### Knowledge and Learning Outcomes

Upon successful completion of the course, students will be able to:

- Demonstrate familiarity with the key aspects and social issues of Greek society during the interwar period, as these were expressed in the public sphere and through forms of collective action.
- Understand contemporary historiographical and theoretical perspectives on forms of collective action in interwar Greece that can be characterized as 'social movements.'
- Acquire specialized knowledge of the development of specific social movements in interwar Greece, based on the latest historical research—particularly those centered on wage labor.
- Develop a foundational understanding of the radically new conditions under which the "women's question" emerged in interwar Greece, and recognize how it gave rise, for the first time, to a broad middle-class women's movement advocating for full citizenship.
- Develop an understanding of how youth is conceptualized as a social—and therefore historical—category in both historiographical and sociological scholarship.
- Become familiar with historical research and critical reflections on the conditions that led to youth, and the social control of its leisure and sociality, emerging as a distinct 'social issue' in the Greek public sphere during the interwar period. Students should also understand how this development is reflected in the formation of various youth organizations for both genders.
- Gain knowledge of the history of collective student action in Greece, focusing on its significant development and organizational structure during the interwar years.

### Skills – Specific Abilities

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

- Enhance their historical understanding of contemporary forms of collective action, social contestation, and social movements, deepening their perspective as emerging sociologists by integrating historical context into the study of these phenomena today.
- Gain familiarity with the historical development of specific forms of collective action and social movements in Greece, and develop the ability to compare historical empirical material with contemporary data used in sociological research.
- Acquire the analytical skills necessary to compare and critically assess the approaches of social history and sociology in the study of both social movements and youth-related public sociality and collective action.
- Acquire the analytical skills to distinguish, through the historical example of the women's and feminist movements of the interwar period, between general forms of women's collective action and movements explicitly shaped by a feminist identity.
- Develop the ability to engage with methodological and historical questions within the sociological discourse on feminism and its historical manifestations.
- Understand the historicity of youth as a social category, and become familiar with the theoretical and methodological issues involved in studying how and when youth is constituted as a distinct social group and collective actor within a given society—particularly through the analysis of their collective activities.
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### 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?*

**Διεργασία 4. Εσωτερική Αξιολόγηση**  
**Αναμόρφωση του Προγράμματος Προπτυχιακών Σπουδών**  
**Υπόδειγμα Β5 ΑΔΙΠ**

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<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<b>The course contributes to the development of the following competences and sensitivities:</b> <ul style="list-style-type: none"><li>• Searching, analyzing, and synthesizing data and information</li><li>• Working independently</li><li>• Working in a team</li><li>• Exercising critical and self-critical thinking</li><li>• Promoting free, creative, and inductive thinking</li><li>• Generating new research ideas</li><li>• Project planning and management</li><li>• Respect for diversity and multiculturalism</li><li>• Demonstrating social, professional, and ethical responsibility and sensitivity to gender issues</li></ul>	

**(3) SYLLABUS**

**Course Overview:**

This seminar aims to familiarize students with the interwar period in Greece (1922–1940) and its contemporary historiographical interpretations, particularly as one of the most socially turbulent eras in Greek history prior to the 1940s. The course provides a foundational overview of the key economic, political, and social challenges faced by Greek society during this period. Special emphasis is placed on the currents of social dissent and the distinct social movements that emerged, including the labor movement, the civil service movement, and the women's suffrage movement. The course also explores how, in interwar Greece, youth came to be viewed as a social "problem," a matter of special concern for adult society and various socio-political forces. Particular attention is given to the student movement, as well as to the various youth associations—often overseen or controlled by adults—that emerged during this time.

**Course Thematic Sections and Main Topics:**

[With the exception of the introductory section, students may choose the topic of their oral presentation and written assignments from the main thematic sections 2, 3, and 4.]

**Introduction: General issues in the history of Greek society, 1910–1940**

**1a. The period 1910–1922:** Key aspects of political, constitutional, and diplomatic history – Economic and social history of the early 20th century: the first appearance of the "social question" as a class issue – The transitional nature of the period 1912–1922: a decade of "national schism" and continuous military involvement of the country.

**1b. The Greek Interwar Period (1923–1940):** Key aspects of political, economic, and social history – After the defeat in the Greco-Turkish War in Asia Minor: population shifts, arrival/resettlement of refugees from Asia Minor, and population exchange; the social, economic, and political significance of these developments – A "different Greece" during the interwar period: key issues based on contemporary historical research – New versions of the "social question."

**2. The labor and civil service movements of the interwar period**

**2a. Historiographical/theoretical background:** From the history of trade unionism to the history of labor.

**2b. Main issues of historical research:** The world of wage labor and its characteristics – Forms of protest in industry and services – The relationship between the labor movement and socialist or communist movements – The veterans' movement – The civil service issue/movement – Internal hierarchies within movements: the intersection of class, gender, and ethnocultural differences – The state's stance toward the world of wage labor: pro-labor legislation, social control, and repression.

**3. Feminism and women's collective action in interwar Greece**

**3a. Historiographical/theoretical background:** Greek historiography on women and gender, and the study of women's protest and feminism.

**3b. Main issues of historical research:** Women as a social issue – Feminism in interwar Greece: ideological trends, publications, key demands, and fields of action – A women's movement for the vote (1920–1930): women's organizations and international collaborations, forms of action, internal differences – Wage labor: the divisive issue of protecting women's labor – Civil rights: family law, education – State regulation of prostitution and feminist responses – The political sphere's position on women's political rights: a) bourgeois forces; b) socialist and communist forces.

**4. Youth public sociality and collective action: various organizations targeting "youth" – student collective action**

**4a. Historiographical/theoretical background:** The concepts of "public sociality" and "voluntary associations" – The social issue of "youth": a new "problem," a new social/collective subject of the 20th century, and a distinct object of social history.

**4b. Main issues of historical research:** The student movement before and during the interwar period – Youth and sports: the significance of gymnastics and athletics in controlling young people's leisure time (1890–1940), as well as their role in the emergence of youth-oriented organizations (1910–1936) – Various forms of youth public sociality: sports clubs and youth – Youth organizations with international networks and nationwide presence, controlled by adults and targeting both boys and girls (Scouts/Guides, Christian Youth Brotherhood, Young Women's Christian Association, Lyceum Club of Greek Women) – Left-wing activism and youth participation in political action – The dictatorial and "fascist" regime of I. Metaxas and its mechanisms for controlling youth: the Ethniki Organosis Neolaias (EON) [National Youth Organization].

#### (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 - Discussions	39
	Analysis of bibliography	26
	Oral presentation	25
	Independent study and essay writing	60
	Course total	<b>150</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>	<i>Language of evaluation: Greek</i>  <i>Evaluation procedure: Evaluation of Student Performance (Total: 100%)</i>  <ol style="list-style-type: none"> <li>1. Participation in classroom discussions of scholarly texts – 10%</li> <li>2. Oral presentation on a selected topic – 20%</li> <li>3. Research and written assignment on a chosen topic – 70%</li> </ol>	

#### (5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>- <i>Studies originally written in Greek are listed with their titles translated into English, followed by the note: (in Greek).</i></p> <p>Agriantoni, C., E. Bournova, K. Papathanasopoulos, et al., <i>Introduction to Modern Greek Economic History (18th-20th centuries)</i>, edited by Vasilis Kremmidas, Athens 1999 <b>(in Greek)</b></p> <p>Angelis, Vangelis, "Why are people happy and smiling, father...". "National education lessons" and youth propaganda during the Metaxas dictatorship, Athens 2006 <b>(in Greek)</b></p> <p>Avdela, Efi, "Wage labor as a field for the formation of social movements in the interwar period," <i>Elliniki Epitheorisi Politikis Epistimis</i> 8 (1996): 83-99 <b>(in Greek)</b></p> <p>_____, "Between Duties and Rights: Gender and Citizenship in Greece, 1864–1952." In <i>Citizenship and the Nation State in Greece and Turkey</i>, edited by Faruk Birtek and Thalia Dragonas, 117–43. London: Routledge, 2005.</p> <p>Avdela, Efi and Angelika Psarra (eds.) <i>Feminism in Greece during the interwar period. An Anthology</i>, Athens 1985 <b>(in Greek)</b></p> <p>Avdela, Efi, Haris Exertzoglou, Christos Lyrintzis (eds.), <i>Forms of Public Sociality in Twentieth-Century Greece</i>, University of Crete, Athens 2015 <b>(in Greek)</b>: e-book <a href="http://www.public-sociality.uoc.gr/index.html">http://www.public-sociality.uoc.gr/index.html</a></p>
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- Fournaraki, Eleni, "Bodies that Differ: Mid- and Upper-Class Women and the Quest for 'Greekness' in Female Bodily Culture (1896-1940)". In E. Fournaraki and Z. Papakonstantinou (eds.), *Sport, Bodily Culture and Classical Antiquity in Modern Greece*. London - N. York: Routledge, 2011, 49-85.
- Gallant, Thomas W., *Modern Greece. From the War of Independence to the Present*, Bloomsbury Academic: 2016 (Greek edition: Athens 2017)
- Gotsi, Chariklia-Glafki, Androniki Dialeti and Eleni Fournaraki (eds.), *Gender in History: Historiographical Accounts and Case Studies*, Athens 2015 **(in Greek)**
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- Hadziiosif, Christos (ed.), *History of Twentieth-century Greece*, v. A1-A2: *The Beginnings. 1900-1922*, v. B1-B2: *The Interwar*, Athens [2000] and 2002 **(in Greek)**
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