

COURSE OUTLINE

(1) GENERAL

LECTURER	ARIS TSANTIROPOULOS		
SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ANTHK224	SEMESTER	5
COURSE TITLE	PAST AND PRESENT: ANTHROPOLOGICAL APPROACHES		
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	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>	(SPECIALISED) GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	E-LEARN: MOODLE		

(2) LEARNING OUTCOMES

Learning outcomes <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> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
• To have knowledge related to the value of oral history as research data • Development of thinking on the relationship between the past and the present as a dialectical process with social and political dimensions • To have knowledge about the politics of forgetting in modernity • To develop knowledge about collective traumas, their consequences, and ways of managing them
General Competences <i>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?</i> <i>Search for, analysis and synthesis of data and</i> <i>Project planning and management</i>

information, with the use of the necessary technology Adapting to new situations Working independently Team work Working in an international environment	Decision-making Working in an interdisciplinary and self-critical Production of new research ideas Production of free, creative and inductive thinking Others...	Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and social sensitivity Production of new research ideas Production of free, creative and inductive thinking Others...
	The course aims at the following general competencies of the students: -Ability to search, analyze and synthesize data and information on oral history Exercise of criticism and self-criticism Promoting free, creative and inductive thinking Respect for diversity and multiculturalism Respect for the history of everyday people Demonstration of social, professional and moral responsibility and gender sensitivity Development of critical thinking and criticism	

(3) SYLLABUS

The subject of the course is the role of social memory in contemporary society. There are two main thematic units. The first focuses on the main theoretical approaches to the formation of collective memory (and forgetting) as ways in which individuals, groups, or communities give meaning to the past, their contemporary identity, and the world. The second thematic unit will examine specific issues related to the formation and transmission of social memory: biography, memory and transmission of trauma, ethnic or social identities and the management of the historical past, the “places” of social memory production (monuments, museums, etc.), folk tradition, etc.

Modules

- The concepts of social and collective memory
- Oral history
- Collective trauma
- Politics of memory and forgetting
- “Places of memory” in modernity
- Ethnographic research on issues of social memory

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	TAUGHT COURSE DELIVERED IN LECTURE ROOM	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	USE OF POWERPOINT IN TEACHING, COMMUNICATION WITH STUDENTS VIA EMAIL, E-LEARN-MOODLE.	
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. 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
	AUTONOMUS STUDY	83
	FINAL EXAM	3
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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 Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The grade depends on the final exam (100%) THE WRITTEN FINAL EXAMINATION (100%) INCLUDES OPEN CRITICAL QUESTIONS	

(5) ATTACHED BIBLIOGRAPHY

Aarelaid-Tart A. *Cultural Trauma and Life Stories*, Kikimora Publications, 2006

Abramns Lynn, *Θεωρία προφορικής ιστορίας*, Πλέθρον

Alexander J. "Toward a Theory of Cultural Trauma", στο: Alexander J. κ.ά. (εκδ.), *Cultural Trauma and Collective Identity*, University of California Press: Berkley, Los Angeles, London, σελ. 1-30, 2004

Collard A (1993), «Διερευνώντας την 'κοινωνική μνήμη' στον ελλαδικό χώρο», στο: Παπαταξιάρχης Ε., Παραδέλλης Θ., *Ανθρωπολογία και παρελθόν. Συμβολές στην Κοινωνική Ιστορία της Νεότερης Ελλάδας*, εκδ. Αλεξάνδρεια, Αθήνα, σελ. 356-389.

Connerton Paul, *Μνήμη και λήθη στη νεωτερικότητα και την ύστερη νεωτερικότητα*, Gutenberg.

Connerton Paul, *How societies remember*, Cambridge University Press

Eyerman Ron, 2003 *Cultural Trauma. Slavery and the Formation of African American Identity*. Cambridge University Press.

Halbwachs Maurice ([1925] 2013). *Τα κοινωνικά πλαίσια της μνήμης*, Νεφέλη.

Hassoun J. 1996, *Το κοντραμπάντο της μνήμης*, μετάφρ. Α. Ασέρτ, εκδ. Εξάντας, Αθήνα

Van Boeschoten Riki 2003, *Ανάποδα χρόνια. Συλλογική μνήμη και ιστορία στο Ζιάκα Γρεβενών (1900-1950)*, εκδ. Πλέθρον, Αθήνα.

Βαν Μπουσχότεν Ρίκη , Βερβενιώτη, Τασούλα , Βουτυρά, Ευτυχία , Δαλκαβούκης, Βασίλης , Μπάδα, Κωνσταντίνα (επιμ.) 2008, *Μνήμες και λήθη του ελληνικού εμφυλίου πολέμου*, εκδ. Επίκεντρο, Αθήνα.

Δεμερτζής Νίκος «Το πολιτισμικό τραύμα στις συλλογικές ταυτότητες: περιπέτειες της μνήμης και διαδρομές της συγκίνησης», Νίκος Δεμερτζής κ.ά, (επιμ): *Εμφύλιος. Πολιτισμικό τραύμα*, εκδ. Αλεξάνδρεια, σελ. 19-42.

Παραδέλλης Θεόδωρος 1999, «Ανθρωπολογία της μνήμης», στο: Ρ. Μπενβένιστε, Θ. Παραδέλλης, *Διαδρομές και τόποι της μνήμης. Ιστορικές και ανθρωπολογικές προσεγγίσεις*, Αλεξάνδρεια, Αθήνα, σελ. 27-58.

Περιοδικό: *Επιθεώρηση Κοινωνικών Ερευνών*, τεύχος 107 Α' 2002, Ειδικό τεύχος: Όψεις της προφορικής ιστορίας στην Ελλάδα.