

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Humanities		
DEPARTMENT/MASTER	Department of Humanities / Cultural Studies: Modern Hellenism and the Balkans		
LEVEL OF STUDIES	7		
COURSE CODE	YM02	SEMESTER	1st
COURSE TITLE	Historical Culture. History, Art and Ideology in Southeast Europe		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
LECTURES		3	7,5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area and Skill Development		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES (for Greek speaking foreign students)		
COURSE URL:	https://eclass.duth.gr/courses/1431325/		

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>
<p>Upon successful completion of the course, participants will be able:</p> <ul style="list-style-type: none"> • to understand in depth the concepts of historical culture, public history, historical consciousness, historical thinking, collective memory and forgetting, historical trauma and to realize their dynamic interdisciplinary character • to correctly handle scientific terminology in their descriptive, analytical and interpretive speech, both spoken and written • to develop interdisciplinary research skills • to interpret in historical terms the birth and evolution of historical phenomena in the Balkan peninsula from the 19th century to the present day and discover their projections in the material and immaterial manifestations of modern life, public and private • to perceive, analyze and interpret the various public representations of dominant ideologies • to discover the interactions (similarities, differences and contrasts) of the historical culture of different Balkan societies and their relations with corresponding European ones • to investigate the youth cultures of the Cold War and to identify and interpret their survivals and transformations in the modern era

- to comparatively study the role of religious institutions in shaping the dominant ideology and collective consciousness
- to study how the same wars in which they were involved and the historical traumas they suffered were imprinted in the historical consciousness and culture
- to develop visual literacy skills

General Skills

Name the desirable general skills upon successful completion of the module

*Search, analysis and synthesis of data and information,
ICT Use*

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project design and management

Equity and Inclusion

Respect for the natural environment

Sustainability

Demonstration of social, professional and moral responsibility and sensitivity to gender issues

Critical thinking

Promoting free, creative and inductive reasoning

- Search, analysis and synthesis of data and information
- ICT use
- Autonomous work
- Teamwork
- Work in an international and interdisciplinary environment
- Respect for diversity and multiculturalism
- Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking

3. COURSE CONTENT

1. Analysis of the concepts: historical culture, public history, historical consciousness, historical thinking, collective memory and forgetting, historical trauma.
2. Historical painting and national movements in the 19th century in southeastern Europe. The cases of Greece and Serbia.
3. The Balkan Wars in the press and illustrated publications of the warring nations.
4. The Greek-Turkish war and the exchange of populations in public history and memory in Greece and Turkey (public monuments, school textbooks, museums, sketches in the press).
5. Asynchronous education: study of historiographical literature and historical sources posted in the e-class of the course for the period 1912-1923 and writing a short paper of 600-800 words.
6. The Holocaust in the Balkans. Historical analysis and comparative analysis of the public memory of the Holocaust in various Balkan countries (with emphasis on: Greece, Albania, Bulgaria, North Macedonia).

7. Asynchronous education: study of historiographic literature and historical sources posted in the e-class of the course on the Holocaust in the Balkans and exchange of opinions in the course chat.
8. Anti-colonial movements and national ideologies: the case of Cyprus.
9. The Cold War: public representations and youth cultures (monuments, cinema, music).
10. Asynchronous education: searching for traces in public space from the Cold War period and posting annotated photos on the e-class digital platform.
11. Crises, wars and divided societies: Cyprus and Yugoslavia.
12. Case studies I: paper presentations and discussion.
13. Case studies II: paper presentations and discussion.

4. LEARNING & TEACHING METHODS – EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Distance learning	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching <ul style="list-style-type: none"> • Digital slides • Video • MsTeams/e-class, webmail 	
TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	Lectures	39
	Final Written Assignment	70
	Bibliographic research & analysis	96
	Asynchronous Distance Learning Activities	20
	Total	225
STUDENT EVALUATION <i>Description of the evaluation process</i> <i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i> <i>Please indicate all relevant information about the course assessment and how students are informed</i>	Formative Evaluation Asynchronous Distance Learning Activities (35%) Final Written Assignment (65%)	

5. SUGGESTED BIBLIOGRAPHY

Γιώργος Αντωνίου, Στράτος Δορδανάς, Νίκος Μαραντζίδης (επιμ.), *Το Ολοκαύτωμα στα Βαλκάνια*, Επίκεντρο, Θεσσαλονίκη 2011.

Mario Carretero, Stephan Berger, Maria Grever (Eds.), *Palgrave Handbook of Research in Historical Culture and Education*, Palgrave Macmillan, London 2017.

Center for Democracy and Reconciliation in Southeast Europe, *Teaching Contemporary Southeast European History. Source Books for History Teachers*, vol. 1-2 (The Cold War 1944-1990 & Wars, Divisions, Integrations 1990-2008), Thessaloniki 2016. [η ψηφιακή έκδοση ελεύθερα διαθέσιμη και στα ελληνικά]

Council of Europe, *Shared Histories for a Europe without Dividing Lines*, Strasbourg 2014, e-book http://www.coe.int/t/DG4/EDUCATION/HISTORYTEACHING/Projects/SharedHistories/SharedHistories_en.asp

Ελληνόγλωσση ιστοσελίδα <http://www.he.duth.gr/sharedhistories>

Άγγελος Παληκίδης, *Τέχνη και ιστορική συνείδηση στην Ελλάδα του 19ου αιώνα. Εικόνα, ιστορία, εκπαίδευση*, Gutenberg, Αθήνα 2021.

Angelos Palikidis, "Tracing Roads of Nostalgia: Can there be a shared lieu de mémoire for the Turkish and Greek refugees of the Population Exchange of the Lausanne Convention (1923)?", ειδικό θεματικό τεύχος του περιοδικού MuseumEdu με θέμα *Museums, Museum Education and 'Difficult' Heritage*, Άνοιξη 2018. Διαθέσιμο στην ηλεκτρονική διεύθυνση <http://museumedulab.ece.uth.gr/main/el/node/431>

Maria Todorova, *Βαλκάνια, η δυτική φαντασίωση*, Επίκεντρο, Θεσσαλονίκη 2005.

COURSE OUTLINE ANNEX

Alternative ways of course examination in emergency situations

Course Coordinator:	Angelos Palikidis
Contact:	e-mail: apalikid@he.duth.gr
Supervisors/ Invigilators:	NO
Evaluation process:	Formative Evaluation Asynchronous Distance Learning Activities (35%) Final Written Assignment or Oral Examination by Video Conference (65%)
Notes on student evaluation:	The final written assignment must be submitted via eclass on a specified date.