

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	History and Archaeology		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	HAC109	SEMESTER	3rd
COURSE TITLE	Aspects of Public History in Modern City		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
<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>			
Lectures	2	10	
<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 and English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</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"> • <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> 						
<p>Students are expected:</p> <ul style="list-style-type: none"> - to learn about the relationship between History and Public History, - to acquire knowledge about controversial or "sensitive" issues of contemporary history and about the ways in which these are approached through the channels of Public History, - to familiarize themselves with the importance and the possibilities offered by the urban space as a field of detection and study of various aspects of Public History. 						
<p>General Competences</p> <p><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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>		<i>Respect for the natural environment</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>					
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>					
	<i>Respect for the natural environment</i>					

<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	<i>.....</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	<i>.....</i>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology.
- Working independently.
- Working in an international environment.
- Working in an interdisciplinary environment.
- Production of new research ideas.
- Criticism and self-criticism.
- Production of free, creative and inductive thinking.

(3) SYLLABUS

The course examines, through specific axes and examples, the possibilities offered by the urban space for bringing into light, studying and understanding various aspects of Public History.

In particular, in the first section the notion and the content of Public History are examined, as well as the relationship between History, Public History and memory, the concept of the controversial and/or traumatic issue and its importance for shaping narratives about the past, and the role of the urban landscape as a field of Public History, especially regarding its importance for the critical approach and comprehensive understanding of contested and conflictual issues.

The second section highlights the specific characteristics of the city as an analytical unit, as a field of coexistence and convergence of multiple identities, and as a vector of memory in all its forms. Particular emphasis is placed on the analysis of the components of urban identity, the typology of memory, and the basic forms of imprinting memory in the urban landscape.

The third section explores the specific characteristics recorded in the study of the paths of memory, History and Public History in the Greek urban landscape, through the analysis of the cases of Athens, Thessaloniki and other Greek cities.

Finally, in the fourth section, modern trends in international historiography regarding the management of the memory of cities are studied, focusing on certain important examples (Berlin, Paris, etc.)

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face and distance learning, group and individual tasks of bibliographical overview, small-scale seminars.</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Support of the learning process through the digital platform e-class. • Selective use of ICT. 	
<p style="text-align: center;">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></p> <p><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></p>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	26
	Seminars	62
	Project	50
	Essay writing	112
<p>Course total (25 hours of workload per credit)</p>	250	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Greek and English.</p> <p>Evaluation of active participation in seminars.</p> <p>Evaluation of active participation in field work with project.</p> <p>Evaluation of written essay.</p> <p>The process and the criteria of evaluation are presented and explained to the students during the first meeting of the course.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Ανδρέου Αντρέας, Κακουριώτης Σπύρος, Κόκκινος Γιώργος, Λεμονίδου Έλλη κ.ά. (επιμ.), *Η Δημόσια Ιστορία στην Ελλάδα. Χρήσεις και καταχρήσεις της Ιστορίας*, Επίκεντρο, Θεσσαλονίκη 2015.
- Βαν Μπούσχοτεν Ρίκι, Βερβενιώτη Τασούλα, Λαμπροπούλου Δήμητρα (επιμ.), *Η μνήμη αφηγείται την πόλη, Προφορική Ιστορία και μνήμη του αστικού χώρου*, Πλέθρον, Αθήνα 2016.
- Δρουμπούκη Άννα-Μαρία, *Μνημεία της Λήθης. Ίχνη του Β΄ Παγκοσμίου Πολέμου στην Ελλάδα και στην Ευρώπη*, Πόλις, Αθήνα 2014.
- Εξερτζόγλου Χάρης, *Η Δημόσια Ιστορία. Μια εισαγωγή*, Εκδόσεις του Εικοστού Πρώτου, Αθήνα 2020.
- Κόκκινος Γιώργος, Λεμονίδου Έλλη, Αγτζίδης Βλάσης, *Το Τραύμα και οι πολιτικές της Μνήμης*, Ταξιδευτής, Αθήνα 2010.
- Λεμονίδου Έλλη, «Ο Β΄ Παγκόσμιος Πόλεμος: ιστοριογραφία, δημόσια ιστορία και

ιστορική εκπαίδευση», in Άγγελος Παληκίδης (επιμ.), *Κριτικές προσεγγίσεις του ναζιστικού φαινομένου. Από την ιστοριογραφία και την πολιτική θεωρία στη σχολική ιστορική μάθηση*, Θεσσαλονίκη, Επίκεντρο, Θεσσαλονίκη 2013, 43-56.

- Λεμονίδου Έλλη, «Δημόσια ιστορία: Η διεθνής εμπειρία και το ελληνικό παράδειγμα», in Αντρέας Ανδρέου, Σπύρος Κακουριώτης, Γιώργος Κόκκινος κ.ά. (επιμ.), *Η Δημόσια Ιστορία στην Ελλάδα. Χρήσεις και καταχρήσεις της Ιστορίας*, Επίκεντρο, Θεσσαλονίκη 2015, 83-98.

- Τενεκετζής Αλέξανδρος, *Τα Μνημεία για τον Β΄ Παγκόσμιο Πόλεμο. Εικονομαχίες στη Ευρώπη του Ψυχρού Πολέμου (1945-1975)*, Ασίνη, Αθήνα 2020.

- Φλάισερ Χάγκκεν, *Οι πόλεμοι της μνήμης. Ο Β΄ Παγκόσμιος Πόλεμος στη Δημόσια Ιστορία*, Νεφέλη, Αθήνα 2008.