

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Social Anthropology and History		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	H-213	<b>SEMESTER</b>	F
<b>COURSE TITLE</b>	Social Policy, Labour and the Labour Movement in Europe		
<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>	Elective-Special background		
<b>PREREQUISITE COURSES:</b>	None		
<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="http://www.sah.aegean.gr/course/i-213/">http://www.sah.aegean.gr/course/i-213/</a> <a href="http://www.sah.aegean.gr/course/i-231/">http://www.sah.aegean.gr/course/i-231/</a> (subscription required)		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>By the completion of the course students are expected:</p> <ul style="list-style-type: none"> <li>• Understand the European dimension of social policy and the framework of its emergence</li> <li>• Use the concepts of social policy, care and social and situate them in the historical context</li> <li>• Identify the characteristics of social policy in various European countries</li> <li>• Situate the labour movement in the economic, social and cultural framework in which it was born</li> <li>• Acknowledge gender as a central factor in the formation of labour and</li> </ul>

labour movement

- Use gender and class as analytical tools for historical analysis
- Interpret various forms of discourse and situate it in its historical context
- Analyse contemporary social question with the theoretical apparatus of the approaches of welfare state

### 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*

*.....*

*Others...*

*.....*

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

Consciousness-raising on issues related to social rights and citizenship

### (3) SYLLABUS

1. Introduction to the concepts of “social policy”, “class”, “labour movement”
2. Social policy and the “law” of Speenhamland

3. The introduction of the notion of social class in historiography
4. The political framework of the emergence of working class in Britain
5. Agricultural economy in the Industrial Revolution
6. Historicizing the Industrial Revolution
7. The early working-class movement
8. The making of the English Working Class
9. The formation of French working class
10. The European framework of social movements
11. Paid domestic work: the diaries of Hannah Cullwick
12. The Reform of Social Welfare: the New Poor Laws
13. Gender, class and the state

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>In the class the Greek- and English-speaking bibliography of the history of social policy and labour is used. Historical sites are accessed, which contain original sources on the history of the labour. Students have access to the page of the course on Eclass</p>	
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Mid-term exam	30
	Autonomous study and exam preparation	35
	Final examination	55
	Course total	160
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><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>Language of evaluation: Greek</p> <p>Method of evaluation: Written examination at the end of the semester</p> <p>Specifically-defined evaluation criteria are given in the beginning of the semester. Intermediate exam is offered (optional)</p>	

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Dick Geary, *Το ευρωπαϊκό εργατικό κίνημα*, Θεσσαλονίκη, Επίκεντρο 1988.

Goeff Eley, *Σφυρηλατώντας τη δημοκρατία: ιστορία της ευρωπαϊκής αριστεράς*. Α' τόμος (1850-1923). Αθήνα: Σαββάλας 2010.

Karl Polanyi, *Ο μεγάλος μετασχηματισμός* (μτφ. Κ. Γαγανάκης), Νησίδες.

Antonis Liakos, *Εργασία και πολιτική στην Ελλάδα του Μεσοπολέμου: Το Διεθνές Γραφείο Εργασίας και η ανάδυση των κοινωνικών θεσμών*. Αθήνα: Νεφέλη 2014 (β' έκδοση).

E.P. Thompson, *Η δημιουργία της αγγλικής εργατικής τάξης*. (Υπό έκδοση).

Carolyn Steedman, *An Everyday Life of the English Working Class. Work, Self and*

- Sociability in the Early Nineteenth Century*, Cambridge University Press, 2013.
- Marcel Van der Linden and Jurgen Rojahn (eds.), *The Formation of Labour Movements, 1870-1914*. Brill 1990.
- Ira Katznelson και Aristide R. Zolberg (επιμ.), *Working-Class Formation: Nineteenth-Century Patterns in Western Europe and the United States*, Princeton University Press, 1986.
- Efi Avdela, «Η κοινωνική τάξη στη σύγχρονη ιστοριογραφία». *Τα Ιστορικά*, 12, 22, Ιούνιος 1995. 173-204.
- Francois-Xavier Merrien, *Αντιμέτωποι με τη φτώχεια: Η Δύση και οι φτωχοί χθες και σήμερα*. Παπαζήσης 1996.
- Efi Avdela, «Το αντιφατικό περιεχόμενο της κοινωνικής προστασίας: Η νομοθεσία για την εργασία των γυναικών στη βιομηχανία (19ος - 20ός αιώνας)». *Τα Ιστορικά* 11, 1989: 336-360.
- Jacques Rancière, *La nuit des prolétaires: Archives du rêve ouvrier*. Παρίσι: Fayard, 1981 [English translation, *Nights of Labor*].
- Maria Korasidou, *Όταν η Αρρώστια Απειλεί: Επιτήρηση και έλεγχος της υγείας του πληθυσμού στην Ελλάδα του 19ου αιώνα*. Αθήνα, Τυπωθήτω.
- Kathleen Canning, «Social Policy, Body Politics: Recasting the Social Question in Germany, 1875-1900» στο L. Frader και S.O. Rose (επιμ.), *Gender and Class in Modern Europe*, Cornell University Press, 1995.
- François Ewarld, 2000. *Ιστορία του Κράτους Πρόνοιας* (μτφ. Μ. Κορασίδου). Gutenberg.
- Maria Stratigaki, 2007. *Το φύλο της Κοινωνικής Πολιτικής*, Μεταίχμιο.

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- Related academic journals:

*Journal of Social History*

*International Labour and Working-Class History*

*Economic History Review*

*History Workshop Journal*

*Gender and History*