

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Social Anthropology and History		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	H-228	SEMESTER	G
COURSE TITLE	The modern European city after the second world war		
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	6	
<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:	none		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.sah.aegean.gr/course/i-228/ και https://eclass.aegean.gr/modules/document/?course=SA211		

(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>
<ul style="list-style-type: none"> • The course offers students extensive knowledge of contemporary European history by discussing the urban phenomenon and the modern European city. • Students get familiar with the basic bibliography of European urbanization as a historical process. • Students learn to understand the various and multilevel transformations that took place during the postwar period and affected the urban environment in which they now live. • Students are expected to understand the important role of space in the

shaping of social relations.

- Students are also learn to recognize the complexity of historical phenomena in relation to urbanization and the politics of space responsible for managing and ordering urban space in the twentieth century.

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...

.....

Students are required to study and analyze complicate and heterogeneous material from different kinds of sources to develop and pursue research ideas for use in the class.

The course requires individual initiative and efforts for all participant students in order to understand the complexity of the European city formation.

The course encourages interdisciplinary thinking and uses influences in theory and methodology from different disciplines (history, social anthropology, geography, urban planning).

Students are expected to develop their knowledge, skills and sensibilities by thinking and discussing in the class key issues of urban transformation in contemporary Europe including the environment and gender aspects.

(3) SYLLABUS

The aim of the course is to examine the shaping of the contemporary European city through the political, social, economic and cultural changes that took place since the end of the Second WW such as: demographic increase and migration influx, peripheral development and metropolization , the end of industrial society and the supremacy of the services in urban economies, the city's spectacularisation and the politics of heritage, the globalization and the retreat of state's intervention, the new

social hierarchies and their spatialities, the new collective subjects (women, youth), work and leisure and the new expression of urban governance. Nevertheless, apart from the discontinuities and the ruptures between the post and prewar periods, continuities between them are also examined. It is striking, for example that the European urban tissue has merely been changed since the 19th century or that the prevalent ideas of urban planning over the postwar-period have their origins in the 1930's.

Specific attention is paid to the differences of landscape's configurations of various European regions. Although European cities give the impression of similarity and homogenization they did not follow the same path and in the recent past their differences, depending on their geographical position and the ways and time they were affected by various changes, were manifest.

Hence, Western Europe, Scandinavian countries, the Mediterranean South and Southeastern Europe are dissimilar as to rhythms of urbanization and their relationship with economic development, the politics of housing, the role of the market and the state intervention, the migration traits and the demographic rates – to name but a few – shaped the urban space. Recent and distant past have profoundly marked both the contemporary European metropolises and national urbanities.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Extensive use of visual material, power point, and the internet. Students have access to the page of the seminar in eclass.	
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
	Participation and discussion in class	20
	Autonomous study	31
	Preparation for the final exams	60
	Final examination	3
	Course total	153
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Student evaluation is based on participation in	

<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>the class, presentation and final paper.</p>
---	---

(5) ATTACHED BIBLIOGRAPHY

Guy Burgel, *Η σύγχρονη ευρωπαϊκή πόλη. 2. Από τον Β΄ Παγκόσμιο Πόλεμο έως σήμερα* (μτφρ. Μαρία Παπαηλιάδη), Πλέθρον, Αθήνα 2007.

Guy Burgel, *Η επιστροφή της πόλης*, εκδ. Παπαζήση, Αθήνα 2009.

Clark Peter, *European Cities and Towns 400-2000*, Oxford University Press, Οξφόρδη 2009.

Pinol Jean-Luc, François Walter, *Η σύγχρονη ευρωπαϊκή πόλη. 1. Έως τον Β΄ Παγκόσμιο Πόλεμο* (μτφρ. Μαρία Κουμπούρα), Πλέθρον, Αθήνα 2007.

Stevenson Deborah, *Πόλεις και αστικοί πολιτισμοί* (μτφρ. Ιουλία Πεντάζου), Κριτική, Αθήνα 2007