

## 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>	W/S-072	<b>SEMESTER</b>	H
<b>COURSE TITLE</b>	Voluntary Associations in Greece, 20 <sup>th</sup> century: The neighbourhood associations of Athens		
<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>	Special background, skill development		
<b>PREREQUISITE COURSES:</b>	none		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="http://www.sah.aegean.gr/course/pas-072/">http://www.sah.aegean.gr/course/pas-072/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <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>								
<ul style="list-style-type: none"> <li>• The students become familiarized with two kind of sources: statutes voluntary associations and city maps</li> <li>• They become accustomed to the historical approach to the voluntary associations' phenomenon in 20<sup>th</sup> century Greece, a research field that remains mainly unexplored.</li> <li>• The acquire a good knowledge of Athenian history</li> </ul>								
<p><b>General Competences</b></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;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and</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>Decision-making</i>	<i>Respect for the natural environment</i>		<i>Showing social, professional and ethical responsibility and</i>
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<i>Decision-making</i>	<i>Respect for the natural environment</i>							
	<i>Showing social, professional and ethical responsibility and</i>							

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

Students are required to study and analyze a rich material relating to statutes of neighborhood associations in order to develop and pursue research ideas for use in the class. The seminar requires both team work and individual initiative and efforts for all participant students, pursuing to examine the relationship between urban past and urban present. The seminar encourages interdisciplinary thinking and uses influences in theory and methodology from different disciplines (history, social anthropology, geography, political science)

Students develop knowledge and sensibilities about the experience of people leaving in various neighborhoods of the Greek capital over the first postwar decades, to the social production of urban space in small scale.

**(3) SYLLABUS**

This research seminar is focused on the neighborhood associations of Athens and of its periphery during the second half of 20<sup>th</sup> century. The seminar is based on the research of local associations’ statutes, on areas maps and cartography of Athens and on studies of local history. The main purpose is to provide an understanding of the ways neighborhood space is socially and culturally produced by voluntary associations. After having located area’s needs, voluntary associations address to the state or the municipal authorities to solve these problems and their members take often the initiative to construct projects. At the same time associations’ statutes provide a meaningful framework for members and their local experiences and mobilize them in producing “spatial projects” at the small scale of the neighborhood.

The associations’ activities are multifarious, closely linked to the characteristics of every area, intertwined with other forms of the associational action and constantly changing in relation to the historical context. Together with the state, the municipalities and the citizens, neighborhood associations shape urban space since their activities take place in a period of intensive urbanization, from 1950’s to 1970’s, where Athenian periphery as wells as several parts of the city were in process of reconstruction.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education,</i>	Extensive use of power point and digital maps. Students have access to the page of the seminar in

<i>communication with students</i>	eclass.	
<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>
	Seminars	39
	Presentation of texts in class	10
	Discussion in class	10
	Analysis of visual material in class	16
	Autonomous study	40
	Final essay	40
	Course total	<b>155</b>
<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>Student evaluation is based on participation in the class, presentation of short papers in the class and final essay.</p>	

#### (5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> <li>• Έφη Αβδελά, Χάρης Εξερτζόγλου, Χρήστος Λυριντζής (επιμ.), <i>Μορφές δημόσιας κοινωνικότητας στην Ελλάδα του εικοστού αιώνα</i>, Ρέθυμνο, Πανεπιστήμιο Κρήτης 2015 (e-book)</li> <li>• Δημήτρης Φιλιππίδης, <i>Για την ελληνική πόλη</i>, Αθήνα 1990</li> <li>• Ντίνα Βαΐου, Μαρία Μαντουβάλου, Μαρία Μαυρίδου «Η μεταπολεμική Ελληνική πόλη μεταξύ θεωρίας και συγκυρίας», στο <i>Πρακτικά συνεδρίου: Η πολεοδομία στην Ελλάδα από το 1949 έως το 1974</i>, Βόλος 2000.</li> <li>• Γεώργιος-Στυλιανός Ν. Πρεβελάκης, <i>Επιστροφή στην Αθήνα. Πολεοδομία και γεωπολιτική της ελληνικής πρωτεύουσας</i>, μετ. Μάρω Πρεβελάκη, Αθήνα 2001.</li> <li>• Αλέκα Καραδήμου-Γερόλυμπου, «Πόλεις και ύπαιθρος», στο Χρήστος Χατζηιωσήφ, <i>Ιστορία της Ελλάδας του 20ού αιώνα. 1922-1940</i>, τ. Β1: <i>Ο Μεσοπόλεμος</i>, Αθήνα 2003, σ. 59-105.</li> <li>• Μαρία Μαντουβάλου - Μαρία Καλαντζοπούλου, «Πολεοδομία και πολιτικοκοινωνικά διακυβεύματα στην Ελλάδα του Μεσοπολέμου», στο <i>Πρακτικά του συνεδρίου Ελεύθεριος Βενιζέλος και Ελληνική πόλη</i>.</li> </ul>
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Πολεοδομικές πολιτικές και κοινωνικοπολιτικές ανακατατάξεις, Αθήνα 2005, σ. 85-95.

- Ελιζαμπέτ Χαϊντενραϊχ, Σωτήρης Χτούρης, Ντέτλεφ Ίψεν, Αθήνα. *Η κοινωνική δημιουργία μιας μεσογειακής μητρόπολης*, μετ. Γιώργος Σαγκριώτης, Αθήνα 2007
- Timothy Mitchell, "The Limits of the State: Beyond Statist Approaches and Their Critics", *The American Political Science Review* 85/1 (1991), σ. 77-96
- Nikolas Rose - Peter Miller, "Political Power beyond the State: Problematics of Government", *The British Journal of Sociology* 43/2 (1992), σ. 173-205
- Joe Painter, "Prosaic Geographies of Stateness", *Political Geography* 25 (2006), σ. 752-774.
- Aradhana Sharma - Akhil Gupta (επιμ.), *The Anthropology of the State. A Reader*, Οξφόρδη 2006