

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	<b>SOCIAL SCIENCES</b>		
<b>ACADEMIC UNIT</b>	<b>DEPARTMENT OF CULTURAL TECHNOLOGY AND COMMUNICATION</b>		
<b>LEVEL OF STUDIES</b>	<b>UNDERGRADUATE</b>		
<b>COURSE CODE</b>	<b>POL226</b>	<b>SEMESTER</b>	<b>60</b>
<b>COURSE TITLE</b>	<b>MEMORY AND IDENTITIES</b>		
<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>	
	<b>3</b>	<b>5</b>	
<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>	<b>General background</b>		
<b>PREREQUISITE COURSES:</b>	<b>none</b>		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	<b>Greek</b>		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	<b>yes</b>		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.aegean.gr/courses/131278/">https://eclass.aegean.gr/courses/131278/</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>
<p>Upon completion of the course, students are expected:</p> <p>To view memory of the past as a way for individuals and collectivities to treat ‘the present’ considering their ongoing interaction within the multiple social and cultural contexts in which they feel they belong and the interpersonal relationships they develop/maintain.</p> <p>To recognize the relationship between the selective recall of the past (remembering and forgetting) and the reconstruction of individual and collective identities, a process which is durable and which also remains in constant negotiation with 'our own people' and ‘the others’.</p>

To consider oral narration/narrative interview not only as a way to raise information for 'the present' and 'the past', not only as a way to understand *what* is said, but also *why* it is said and what it *means*.

To become familiar with the basic terminology of social sciences associated with the above in order to refer to the relevant theoretical approaches and use the respective research/methodological practices.

### **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...*  
*.....*

**Respect for difference and multiculturalism.**

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

**Criticism and self-criticism.**

**Production of free, creative and inductive thinking.**

### **(3) SYLLABUS**

This course explores the contribution of memory to the construction of personal and collective identity as it is through the uses of 'social' or 'collective memory' in everyday life that people shape their perceptions of themselves, others, and the objectives for which they are fighting. The course also examines the main theoretical approaches that illuminate the ways in which individual and collective memory are interwoven and lead not to recall, but to reconstruct the past from the present point of view: the reconstruction of the past always happens 'here and now' and within the social framework of collective memory of social groups to which people feel they belong. In addition, the course introduces students to research and theoretical approaches which examine issues associated with the relation among oral urban memory, space and otherness, as well as with the power relations emerging during the creation and interpretation of oral narratives, mainly when these narratives aim at the public recognition of those aspects of collective identity and experience that have been ignored or suppressed.

#### (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 lectures																										
<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>	Use of ICT in teaching as well as in communication with students.																										
<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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures :</td> <td style="text-align: center;">13* 3hours= 39 h</td> </tr> <tr> <td>Lectures' study:</td> <td style="text-align: center;">13* 3hours= 39 h</td> </tr> <tr> <td>Essay writing:</td> <td style="text-align: center;">13 h</td> </tr> <tr> <td>Study for the Final Written Evaluation :</td> <td style="text-align: center;">39 h</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;"><b>130</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures :	13* 3hours= 39 h	Lectures' study:	13* 3hours= 39 h	Essay writing:	13 h	Study for the Final Written Evaluation :	39 h															Course total	<b>130</b>
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<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>Evaluation Methods: mid-term evaluation with written work (30%) and final evaluation with multiple choice questionnaire and / or short-answer questions (70%).</p> <p>Specifications on the course as well as the evaluation criteria are presented in detail during the first lecture and remain available in the e-class of the course afterwards.</p>																										

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Abrams, L. 2014. *Θεωρία Προφορικής Ιστορίας*, εκδ. Πλέθρον.

Βαν Μπούσχοτεν, Ρ., Βερβενιώτη, Τ., Λαμπροπούλου, Δ., Μούλιου, Μ. & Χαντζαρούλα, Π. (επιμ.) 2016. *Η μνήμη αφηγείται την πόλη*, εκδ. Πλέθρον

Thompson, P. 2002. *Φωνές από το παρελθόν. Προφορική Ιστορία* [μτφρ. Ρ. Β. Μπούσχοτεν – Ν. Ποταμιάνος, επιμέλεια Κ. Μπάδα – Ρ. Β. Μπούσχοτεν]. Αθήνα: Πλέθρον

Βαν Μπούσχοτεν, Ρ., Βερβενιώτη, Τ., Μπάδα, Κ., Νάκου, Ε., Πανταζής, Π. & Χαντζαρούλα, Π. (επιμ.) 2013. *Γεφυρώνοντας τις γενιές: διεπιστημονικότητα και αφηγήσεις ζωής στον 21ο αιώνα, Προφορική ιστορία και άλλες βιο-ιστορίες*. Πρακτικά Διεθνούς Συνεδρίου (Βόλος, 25-27 Μαΐου 2012). Ένωση Προφορικής Ιστορίας.

Μπενβενίστε, Ρ. και Παραδέλλης, Θ. (επιμ.) 1999. *Διαδρομές και τόποι της μνήμης. Ιστορικές και Ανθρωπολογικές Προσεγγίσεις*. Αθήνα: Εκδόσεις Αλεξάνδρεια & Παν/μιο Αιγαίου

Bruner, J. 2004. «Η Αφηγηματική δημιουργία του εαυτού». Στο *Δημιουργώντας Ιστορίες. Νόμος, Λογοτεχνία, Ζωή* [μτφρ. Β. Τσούρτου, Κ. Πολυδάκη, Γ. Κουγιουμουτζάκης, επιμέλεια έκδοσης Γ. Κουγιουμουτζάκης]. Αθήνα: Ελληνικά Γράμματα, σ. 111-139

Τσιώλης, Γ. & Σιούτη, Ε. (επιμ.) 2013. *Βιογραφικές (ανα)κατασκευές στην ύστερη νεωτερικότητα*. Αθήνα: Νήσος

Green, A. 2011. "Can Memory be Collective?". In Donald Ritchie (ed), *The Oxford Handbook of Oral History*. Oxford University Press, p. 96-111

- *Related academic journals:*  
Oral History  
The Oral History Review