**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | Human Sciences | | | | |
| **ACADEMIC UNIT** | Department of Mediterranean Studies | | | | |
| **LEVEL OF STUDIES** | Undergraduate | | | | |
| **COURSE CODE** | **DYE-09** | **SEMESTER** | | **5TH** | |
| **COURSE TITLE** | MODERN EUROPEAN HISTORY | | | | |
| **INDEPENDENT TEACHING ACTIVITIES** *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* | | | **WEEKLY TEACHING HOURS** | | **CREDITS** |
|  | | | 3 | | 5 |
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| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* | | |  | |  |
| **COURSE TYPE**  *general background,  special background, specialised general knowledge, skills development* | Special Background | | | | |
| **PREREQUISITE COURSES:** |  | | | | |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek | | | | |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | No | | | | |
| **COURSE WEBSITE (URL)** | https://eclass.aegean.gr/courses/TMS112/ | | | | |

1. **LEARNING OUTCOMES**

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| **Learning outcomes** | |
| *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.*  *Consult Appendix A*   * *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* * *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* * *Guidelines for writing Learning Outcomes* | |
| At the end of the course the student will be able to:   * Examine the development of the European continent from the nineteenth century to the end of World War II. * Interpret sources from the time period. * Identify prominent ideologies (Liberalism, Fascism, Marxism). * Prepare a research paper related to the historical topic. * Relate contemporary problems to their historical antecedents. | |
| **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…*  *…….* |
| * Search for, analysis and synthesis of data and information, with the use of the necessary technology * Adapting to new situations * Working independently * Team work | |

1. **SYLLABUS**

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| This course firstly examines early modern European history from the Renaissance to the mid-eighteenth century. As well as exploring the evolving economy and society, the course considers the impact of new religious, political, and scientific ideas, and artistic representations of the age. Then it covers European history from the French Revolution to World War Two. It explores the social, political, and cultural transformation of Europe and analyses developments such as the industrial revolution, urbanization, and imperialism. It also focuses on revolutionary movements, nationalism and nation-building, ideologies, and on the advent of a “modern” frame of mind. |

1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY** *Face-to-face, Distance learning, etc.* | Face to Face |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | **Use of the University’s e-class for communication with students** |
| **TEACHING METHODS**  *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* | |  |  | | --- | --- | | ***Activity*** | ***Semester workload*** | | Teaching | 39 | | Essay writing | 21 | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | Course total | ***60*** | |
| **STUDENT PERFORMANCE EVALUATION**  *Description of the evaluation procedure*  *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*  *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | The assessment takes place through exams at the end of the term. Essays are also evaluated. |

1. **ATTACHED BIBLIOGRAPHY**

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| *- Suggested bibliography:*   * Denis Richards, *Ιστορία της Σύγχρονης Ευρώπης, 1789-2000 (* Παπαδήμας, 2001). * Ε. Βurns, *Ευρωπαϊκή Ιστορία. Εισαγωγή στην Ιστορία και τον Πολιτισμό της Νεότερης Ευρώπης,* τ.Β. Θεσ. (Παρατηρητής 1985). * Μ. Mazower, *Σκοτεινή Ήπειρος. Ο Ευρωπαϊκός Εικοστός Αιώνας*. (Αλεξάνδρεια 2001). * Ε. Hobsbawn, *Η Εποχή των Άκρων. Ο Σύντομος 20ος Αιώνας.* (ΜΙΕΤ 1994). * D. Thomson, *Europe Since Napoleon* (Penguin Books, 1990).   *- Related academic journals:*   * Mediterranean Politics * Modern European History * Journal of Southeastern Europe and the Balkans |