

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economic and Regional Studies		
ACADEMIC UNIT	Dept. for Balkan, Slavic, and Oriental Studies		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	BΣ 604-III	SEMESTER	3
COURSE TITLE	State, Intelligentsia, and Women's Writing in the 20 th century		
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	
	4		
<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, specialized general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/UNI360/		

(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>
<ol style="list-style-type: none"> 1. Learning to conduct research on 20th century literature, politics and society of Western and Eastern Europe. 2. Based on the study of the writings of important women thinkers and writers of post-war Europe, development of the ability to reflect and debate on historical and contemporary political developments and on the role of intellectuals in society. 3. Research in primary and secondary sources, familiarization with important Western and Eastern European databases.

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?

<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>Working independently</i>	<i>Showing social, professional and ethical responsibility and 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>Production of new research ideas</i>	<i>Others...</i>

1. Search for, analysis and synthesis of information, with the use of the necessary technology
2. Working independently
3. Developing of critical thinking
4. Text analysis through the method of "close" reading.
5. Reflecting and building argumentation on the 20th century main political events and historical/political periods with focus on women's writing
6. Presenting in front of audience

(3) SYLLABUS

The course focuses on the response of intellectuals to the political developments of the 20th century with an emphasis on the thought and writings of women who lived and wrote before and after the major events in Europe. Interest will be paid to the way in which female intellectuals approached the Russian revolution, the World War II, and the transition from socialism to capitalism after the fall of the Berlin Wall. What are the most important issues that women intellectuals from all over Europe dealt with? How did they combine their political thinking with reflection on the place of women in the world? How did their thinking diverge from that of their male companions?

The weekly meetings will be based on (a) discussion on the texts which will be given by the tutor through the open e-class platform (b) presentations by the students on subjects which will be arranged with the tutor.

Weekly discussions:

A. Introduction

B. Socialism and the Russian Revolution.

1. Rosa Luxemburg
2. Rosa Luxemburg
3. Alexandra Kollontai
4. Emma Gerstein

C. Stalinism

1. Anna Akhmatova
2. Anna Akhmatova
3. Nadezhda Mandel'shtam
4. Nina Berberova

D. World War 2 and Nazism

1. Hannah Arendt
2. Hannah Arendt

E. Soviet and post-Soviet era

1. Svetlana Alexievich
2. Svetlana Alexievich
3. Dubravka Ugresic
4. Conclusion

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p>Face-to-face, Distance learning, etc.</p>	<p>Face to face</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p>Use of ICT in teaching, laboratory education, communication with students</p>	<p>Communication through open e-class platform</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p>The manner and methods of teaching are described in detail.</p> <p>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.</p> <p>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</p>	<p>Activity</p>	<p>Semester workload</p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>The evaluation will be based upon (1) the oral presentation of given subjects in the classroom, (2) the performance in a written examination at the end of the semester relating to the discussed texts. The test will be in English and will include 1 or 2 open-ended questions on given texts.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i> Bibliography will be discussed and decided with the students, depending on their language knowledge.</p> <p>Basic literature:</p> <p>Angie Sandhu, <i>Intellectuals, and the People</i>. New York: Palgrave Macmillan 2007.</p> <p>Richard Posner, <i>Public Intellectuals: A Study of Decline</i>. Cambridge (Mass.), London: Harvard University Press 2001.</p> <p>Mary Evans, "Can Women be intellectuals?". In: <i>Intellectuals and their Publics. Perspectives from the Social Sciences</i>. Eds. Christian Fleck, Andreas Hess, E. Stina Lyon. Farnham, Surrey: Ashgate Publishing Company 2009, pp. 29-40.</p> <p>Bernard Henri-Lévy (ed.), <i>What Good Are Intellectuals? 44 Writers share their Thoughts...</i> New York: Algora Publishing 2000.</p>
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