**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | Economics and Peripheral Studies | | | | |
| **ACADEMIC UNIT** | Dept. of Balkan, Slavic and Oriental Studies | | | | |
| **LEVEL OF STUDIES** | Graduate | | | | |
| **COURSE CODE** |  | **SEMESTER** | | **4th** | |
| **COURSE TITLE** | Ethnographies of Postsocialism | | | | |
| **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** |
|  | | | 4 | | 6 |
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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:** | No | | | | |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | English | | | | |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes | | | | |
| **COURSE WEBSITE (URL)** | https://openeclass.uom.gr/courses/BSO255/ | | | | |

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* | |
| 1**. Intellectual Skills**  • Understanding the economic and political transformations of the so-called transition in relation to the basic anthropological concepts  • Combining interdisciplinary information stemming from the study of empirical data to reach conclusions  • Learning to formulate an argument based on bibliographical research  2. **Research Skills**  • Development of capacities bibliographical research  • Structure of an academic text  • Presentation skills using new technologies  3. **Development of Research Technologies**  • Developing digital research skills  • Deeper understanding and analysis of visual material | |
| **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* * *Independent and/or team work* * *Respect for difference and multiculturalism* * *Production of free, creative and inductive thinking* | |

1. **SYLLABUS**

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| The course examines, from the point of view of social anthropology, the different aspects of the concept of "transition" mainly in the context of the societies of the former USSR, and secondarily, the Eastern and SE Europe as well as the so-called socialist world eg. China, Cuba etc. Drawing ethnographic examples from specific countries, the course will study issues of social transformation from existing socialism to "post-communist capitalism" from the perspective of their social, political and cultural impacts on the everyday lives of citizens as well as the coping mechanisms and survival strategies devised to deal with 'social change'. The following issues are included: a) old and new conceptions of property and work in the face of rising unemployment, b) redefining the concept of collective 'belonging', c) the creation of pressure groups and 'civil society', d) survival strategies and the human cost of the "transition" e) critique of the conceptualization of "post-socialism" as a colonial conception of neoliberalism, f) emergence of new gender identities  The aim of the course is to acquaint the students with the transformations of the transition from the socialist past to the capitalist present and to draw connections from this period with the advent of neo-liberalism in the heart of Europe. The course will critically reflect on both the idea of transition, geographical and cultural area and essentialist identities. At the center of this approach will be ethnographic works in dialogue with cultural criticism, history and other interdisciplinary encounters to help student comprehend the study of everyday life, ideology, political practices and experiences  **Weekly Sessions**  1 **Introduction**  2. **Postsocialism and Postcolonial Criticism**  Transition, postsocialism and postcolonial critique  3. **From modernity to neo-liberal capitalism I (Land-Property)**  modernity, feudalism, industrialization of agriculture, collectivization, privatization, stigmatized land  4**. From modernity to neo-liberal capitalism II (Market)**  market, barter, NEP, exchange, money, consumption, the market economy, precarity  5. **From progress to ecological destruction (industrialization-workers)**  Industrialization, progress, workers/working class, development, developed socialism, ecology and indigeneity (shamanism), ecological disasters Chernobyl, Aral  **6. The alphabets of postsocialism (languages and belonging)**  indigenization, nationalism, the Soviet nation, lingua franca, affirmative action, state minorities/majorities and stateless  **7. From the women's issue to FEMEN-ism**  patriarchy, zandruga, the new proletariat, Islam in Central Asia/Caucasus-women, the 'bride-rape', Marxism and feminism, double standard (subjugation), women and religion, LGBTQI and exclusions  **8. From 'propiska' to transnational migration**  Movement, diasporas, urbanization, the socialist city, transnational migrations, internal passports (propiska), historical homelands  **9. From Socialist Brotherhood to World Socialisms I (China)**  the International, internationalism (internationalism), the brotherhood of peoples, China Maoism, the new middle class, nationalism  10. **From socialist brotherhood to world socialisms II.** (Cuba-Africa)  revolution, racism and the first/second world, the commodification of revolution, the (post)socialist periphery  11**. From popular democracy to civil society**  Positive discrimination, civil society, NGOs, the concept of democratization, Europeanization  12. **The socialist heritage, memory and tourism**  nostalgia, memory, tourism, tourism development, refinement, heritage  13**. Review-Presentations** |

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* | **ICT in teaching**  **ICT in the 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*** | | Interactive Teaching | 26 | | Seminars | 26 | | Study and Analysis of bibliography | 50 | | Writing Essay | 48 | |  |  | |  |  | |  |  | |  |  | |  |  | | Course total | ***150*** | |
| **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.* | Summative evaluation: interactive participation, presentation, written essay, smaller assignment within class  The written assignment should demonstrate that the student has understood the theoretical concerns and can comment on the ethnographic material thoroughly and critically in a text that has structured and showed examples of understanding of academic writing (eg bibliographic requirements, argumentation) . The paper will necessarily contain two of the key words of the course and will be comparative in nature, i.e. it will compare two cases from the post-socialist world  Explanation of Grading  9-10: Excellent critical analysis and argumentation, very good use and understanding of anthropological sources, coherent structure, very good use of academic language and conventions  8-7: Good critical analysis and argumentation, good use of sources and understanding of anthropological sources, structure that does not create problems of understanding although it has weaknesses, moderate use of academic language and conventions  5-6: Problematic analysis and argumentation usually contains incoherent argumentation, description without attempting a critical analysis of the sources eg emphasizing only the description of empirical examples but showing a basic understanding of the sources, structure lacking clarity and coherence  which at least presents a general argument, moderate use of sources but does not contain plagiarism and respects conventions but presents language weaknesses  4 and below No substantial attempt to use academic sources and wording eg use of main secondary electronic sources that are not confirmed either themselves or their sources or their methodology of a clear argument, problems of understanding the text due to weaknesses in the structure, plagiarism, not respecting the academic conventions, good use of language |

1. **ATTACHED BIBLIOGRAPHY**

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| *- Suggested bibliography:*  Godelier, M. Η θεωρία της μετάβασης στο Μαρξ. Γκούτενμπερτγκ.1987  Verdery, K. (1996). K. (1996). *What Was Socialism and Why did it Fail*?. Princeton: Princeton University Press.  Todorova, M. (1997). *Imagining the Balkans*. New York: Oxford University Press.  Voutira, E. A. (2006). Post-Soviet diaspora politics: The case of the Soviet Greeks. *Journal of modern Greek studies*, *24*(2), 379-414.  Ascherson, N. (1996). *Black Sea*. New York: Hill and Wang.  ***-*** *Related academic journals:*  Slavic Review  Anthropology of East Europe Review  Ab Imperio |