

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	103	<b>SEMESTER</b>	4 <sup>th</sup>
<b>COURSE TITLE</b>	Formation and Principles of Modernity		
<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>	Compulsory Elective / General background		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="http://www.soc.aegean.gr/ext-files/pm/pps/2017-103-en.pdf">http://www.soc.aegean.gr/ext-files/pm/pps/2017-103-en.pdf</a>		

### (2) LEARNING OUTCOMES

#### 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*

The basic differences between the pre-modern and the modern condition.

The role of the state and the states' system in Western Europe during the Renaissance for the formation of modernity.

The processes and the mechanisms of the development of the economy, first in Britain and later in continental Europe.

The causes and the way of the development of the “new scientific method” in Britain during the 17th century and the various ways secularization emerged therein.

The deep social changes in family structures, gender roles, and education.

The role of the war as a catalyst for social development.

Ambivalence and existential insecurity as intrinsic elements of the modern condition.

### **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...*

*.....*

Working independently

Team work

Production of free, creative and inductive thinking

### **(3) SYLLABUS**

Ενδεικτικό ημερολόγιο σεμιναρίου:

1. The Western religion as a catalyst of transition to modernity (Μαραγκουδάκης, «Εισαγωγή»).
2. The bureaucratization of warfare and the development of civic bureaucracy (Hall, Stuart και Gieben Bram, Chapter 2).
3. The rise of rational-capitalist economy and the development of the state capitalism-warfare complex (Hall, Stuart και Gieben Bram, Chapter 3).
4. The emergence and formation of modern classes and gender relations (Hall, Stuart και Gieben Bram, Chapter 4).
5. The formation of secularism, religion, science, and the new cultural models in Europe and the US. (Μαραγκουδάκης, Κεφ. 5).
6. Cultural formations in the West (Hall, Stuart, and Bram Gieben, Chapter 5).
7. Modern political ideologies: liberalism, Marxism, and democracy (Hall S., D. Held και A. McGrew, Chapter 1).
8. Economic developments: Post-industrialism and post-fordism (Hall S., D. Held και A. McGrew Chapter 4).
9. The later developments in culture (Hall S., D. Held και A. McGrew, Chapter 5, Μαραγκουδάκης Κεφ. 8).
10. Restructuring of identity in late modernity (Hall S., D. Held και A. McGrew, Chapter 6).
11. The crisis of modernity (Hall S., D. Held και A. McGrew, Chapter 7, Μαραγκουδάκης, Κεφ. 10).
12. Modernity and Globalization (Hall S., D. Held και A. McGrew, Chapter 2).
13. Reflections on modernity.

#### (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, communication with students</i>		
<b>TEACHING METHODS</b> <i>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.</i>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hours
	Studying	49 hours
	Essay	30 hours
	Written Examination	32 hours
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <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>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Greek Essay Exam	
	The definition of evaluation is explicated in the studies' guide of the department	

## (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Adorno, Theodor W. 1973. *Negative Dialectics*, translated by E.B. Ashton. London: Routledge. (Originally published as *Negative Dialektik*, Frankfurt a.M.: Suhrkamp, 1966).
- Bauman, Zygmunt. 1989. *Modernity and the Holocaust*. Cambridge: Polity Press; Ithaca, N.Y.: Cornell University Press.
- Berman, Marshall. 1982. *All That Is Solid Melts into Air: The Experience of Modernity*. New York: Simon and Schuster.
- Bock, Gisela, Quentin Skinner, and Maurizio Viroli. 1990. *Machiavelli and Republicanism. Ideas in Context*. Cambridge and New York: Cambridge University Press.
- Cassirer, Ernst. 1944. *An Essay on Man: An Introduction to a Philosophy of Human Culture*. Chapter 1.3. New Haven: Yale University Press; London: H. Milford, Oxford University Press.
- Eisenstadt, Shmuel Noah. 2003. *Comparative Civilizations and Multiple Modernities*, 2 vols. Leiden and Boston: Brill.
- Gaonkar, Dilip Parameshwar (ed.). 2001. *Alternative Modernities. A Millennial Quartet Book*. Durham: Duke University Press.
- Giddens, Anthony. 1990. *The Consequences of Modernity*. Stanford: Stanford University Press.
- Giddens, Anthony. 1998. *Conversations with Anthony Giddens: Making Sense of Modernity*. Stanford, Calif.: Stanford University Press.
- Hall S., D. Held και A. McGrew 2003. *Η Νεωτερικότητα Σήμερα*. Αθήνα: Σαββάλας.
- Hall, Stuart και Gieben Bram 2003. *Η Διαμόρφωση της Νεωτερικότητας*. Αθήνα: Σαββάλας.
- Harriss, John. 2000. "The Second Great Transformation? Capitalism at the End of the Twentieth Century." In *Poverty and Development into the 21st Century*, revised edition, edited by Tim Allen and Alan Thomas, 325–42. Oxford and New York: Open University in association with Oxford University Press.
- Henry, John. 2004. "Science and the Coming of Enlightenment" in *The Enlightenment World*, edited by Martin Fitzpatrick et al.
- Kennington, Richard. 2004. *On Modern Origins: Essays in Early Modern Philosophy*, edited by Pamela Kraus and Frank Hunt. Lanham, Md.: Lexington Books.
- Mansfield, Harvey. 1989. *Taming the Prince*. The Johns Hopkins University Press.
- Norris, Christopher. 1995. "Modernism." In *The Oxford Companion to Philosophy*, edited by Ted Honderich, 583. Oxford and New York: Oxford University Press.
- Rahe, Paul A. 2006. *Machiavelli's Liberal Republican Legacy*. Cambridge and New York: Cambridge University Press.
- Rosenau, Pauline Marie. 1992. *Post-modernism and the Social Sciences: Insights, Inroads, and Intrusions*. Princeton, N.J.: Princeton University Press.
- Saul, John Ralston. 1992. *Voltaire's Bastards: The Dictatorship of Reason in the West*. New York: Free Press; Maxwell Macmillan International.
- Strauss, Leo. 1958. *Thoughts on Machiavelli*. Chicago: University of Chicago Press.
- Μαραγκουδάκης Μανούσος (2010) *Αμερικανικός Φονταμενταλισμός – Πώς οι Πολιτικές, Επιστημονικές και Θρησκευτικές Αντιπαραθέσεις στη Δύση Διαμόρφωσαν τον Μισαλλόδοξο Αμερικανικό Προτεσταντισμό*. Αθήνα: Παπαζήσης.
- Related academic journals:  
Daedalus, Thesis 11, World Politics, Sociology, Telos, European Journal of Sociology, etc.