

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	664	<b>SEMESTER</b>	8 <sup>th</sup>
<b>COURSE TITLE</b>	Sociology of Cultural Trauma		
<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="https://www.soc.aegean.gr/ext-files/pm/pps/2023-664-en.pdf">https://www.soc.aegean.gr/ext-files/pm/pps/2023-664-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*

By the end of the semester, it is expected that students:

- a) understand the basic theoretical approaches to cultural trauma;

- b) process at a theoretical level and relate to real-life situations, the analysis of cultural trauma;  
 c) understand the dimension of social research in the study and production of sociological knowledge about cultural trauma.

#### **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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Production of new research ideas
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### **(3) SYLLABUS**

The course focuses on existing theories of traumatic memory and the social implications it brings to the formation of individual and collective identities. At the same time, the importance of studying emotions in social bonding and the formation of collective memory is highlighted. In particular, the lectures will examine texts by J. Alexander, R. Eyerman, P. Sztompka, B. Giesen, etc. The course emphasizes the sociological approach to cultural trauma and, with reference to examples, highlights the ways in which the collectively expressed trauma and traumatic memory are utilized at the political level. In contrast to psychological-clinical trauma, which presupposes direct experience with a traumatic event, cultural trauma is linked to the redefinition of identity at the level of a social group and to the ways of reading the past in its connection with the present and the future. By extension, emphasis is placed on the constitution of trauma and particularly on the content of mediation and representation that frames collective memory with dynamics of reconstruction and transformation of cultural identities. During the course, students will examine the complexity of social research and the issues of research ethics and ethics that arise in the study of cultural trauma. The course consists of thirteen lectures which include the following sections:

#### **Course Outline**

##### **1<sup>st</sup> Week**

- Introduction to the content of the course. Presentation of learning objectives, lecture outline, recommended bibliography and assessment process.

2 <sup>nd</sup> Week
▪ The importance of the study of emotions in social bonding and the formation of collective memory.
3 <sup>rd</sup> -5 <sup>th</sup> Week
▪ Theoretical approaches to cultural trauma.
6 <sup>th</sup> Week
▪ The complexity of social research in the study of cultural trauma.
7 <sup>th</sup> -8 <sup>th</sup> Week
▪ Studies of the Holocaust as cultural trauma.
9 <sup>th</sup> – 10 <sup>th</sup> Week
▪ The Palestinian question.
11 <sup>th</sup> -12 <sup>th</sup> Week
▪ The case of the Greek civil war.
13 <sup>th</sup> Week
Summary of the thematic units of the course.

#### (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>	Yes	
<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	91 hours
	Essay Preparation	50 hours
	Course total	180 hours
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>	Language of evaluation: Greek  Methods of evaluation: The evaluation and grading of students results from the written examination at the end of the semester.	

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.

## (5) ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

#### a) Course Textbooks:

Δεμερτζής Ν., Πασχαλούδη Ε., Αντωνίου Γ. (Επιμ.) (2013). *Εμφύλιος, Πολιτισμικό Τραύμα*. Αθήνα: Αλεξάνδρεια.

Μαραγκουδάκης Μ. (Επιμ.) *Γενοκτονίες, Ολοκαύτωμα και Πολιτισμικό Τραύμα. Πόντιοι, Θεσσαλονικείς Εβραίοι και Γιαζίντι υπό διωγμό*. Μυτιλήνη: Mythos Books.

#### b) Supplementary bibliography:

Alexander, J. C. (2012). *Trauma: A Social Theory*. Polity Press. (Ταξιθετικός αριθμός Βιβλιοθήκης Πανεπιστημίου Αιγαίου: **909 ALE**).

Alexander, J. (2004). "Toward a Theory of Cultural Trauma". In J. Alexander et al., (Eds.) *Cultural Trauma and Collective Identity*, Berkeley: University of California Press.

Alexander, C. J. & Dromi M. S. (2015). Trauma Construction and Moral Restriction. In Eyerman, R. Alexander C. J., Butler Breese, E. (Eds) *Narrating Trauma. On the Impact of Collective Suffering*. New York: Routledge.

Demertzis, N. (2015). The Drama of the Greek Civil War Trauma. In Eyerman, R. Alexander C. J., Butler Breese, E. (Eds) *Narrating Trauma. On the Impact of Collective Suffering*. New York: Routledge.

Δεμερτζής, Ν. (2005). Το τραύμα στην κοινωνία της διακινδύνευσης, *Εκ των Υστέρων*. 13, σ. 138-148.

Eyerman, R. (2001). *Cultural Trauma – Slavery and the Formation of African American Identity*. Cambridge: Cambridge University Press.

Giesen, B. (2004). "The Trauma of Perpetrators: The Holocaust as the Traumatic Reference of German National Identity". In J. Alexander et al., (Eds.) *Cultural Trauma and Collective Identity*, Berkeley: University of California Press.

Halbwachs, M. (2013), *Η συλλογική μνήμη*, Τ. Πλύτα (μτφρ), Α. Μαντόγλου (επιμ.), Αθήνα, Παπαζήσης (Ταξιθετικός αριθμός Βιβλιοθήκης Πανεπιστημίου Αιγαίου: **153.12 HAL**).

Κορωνάκη Κ. (2015). Περί πολιτισμικού τραύματος. *Επιστήμη και Κοινωνία: Επιθεώρηση Πολιτικής και Ηθικής Θεωρίας*, 28, 207–219. <https://doi.org/10.12681/sas.825>

Smelser, J., N. (2004). "Psychological Trauma and Cultural Trauma". In J. Alexander et al., (Eds.) *Cultural Trauma and Collective Identity*, Berkeley: University of California Press.

Sztompka, P. (2004). "The Trauma of Social Change: A Case of Postcommunist Societies". In J. Alexander et al., (Eds.) *Cultural Trauma and Collective Identity*, Berkeley: University of California Press.

-Related scientific journals:

*American Journal of Cultural Sociology*

*American Journal of Sociology*

*Journal of Sociology*