

## COURSE OUTLINE

### INTRODUCTION TO MODERN EUROPEAN HISTORY

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	3 <sup>RD</sup>
<b>COURSE TITLE</b>	INTRODUCTION TO MODERN EUROPEAN HISTORY		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		3	5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	BACKGROUND		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 2. LEARNING OUTCOMES

##### Learning Outcomes

*Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

Upon successful completion of the course, students will be able to:

- Analyze the central role of the Protestant and Roman Catholic Reformations in the intellectual revival and the spread of education.
- Understand the scope of the commercial revolution following the European expansion into new markets and cultures.
- Connect the rise of absolutism with the emergence of the modern centralized state and analyze the new forms of governance in 17th-century Europe within this context.
- Follow European expansion and the dominance of Europeans beyond the European peninsula.
- Analyze and comprehend scientific developments and the new ideas that shaped the Enlightenment, as well as the impact of these ideas on the outbreak of the French Revolution.
- Articulate the reasons why these historical themes, explored in this course, were pivotal in strengthening and transforming Europe into a continent with a capitalist economy and powerful state formations, thereby understanding the shift to the modern world.
- • Become familiar with contemporary literature on these topics.

##### General Skills

*Name the desirable general skills upon successful completion of the module*

*Search, analysis and synthesis of data and information,  
ICT Use*

*Adaptation to new situations*

*Decision making*

*Autonomous work*

*Teamwork*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project design and management*

*Equity and Inclusion*

*Respect for the natural environment*

*Sustainability*

*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*

*Critical thinking*

*Promoting free, creative and inductive reasoning*

- Autonomous work

- Search, analysis and synthesis of data and information, ICT Use
- Working in an international environment
- Working in an interdisciplinary environment
- Promoting free, creative and inductive reasoning

### 3. COURSE CONTENT

<b>1</b>	Introduction to the Main Course Objectives  The Culture of the Renaissance	Course Content Overview: - The Geophysical Space of Europe - Trade Routes - Cities - Universities - Philosophy and Art in the Renaissance
<b>2</b>	The Great Voyages of Western Europeans	- The Great Voyages and New Trade Routes - The Beginning of the Slave Trade and Early Empires - The Establishment of a Monetary Economy and the "Price Revolution"
<b>3</b>	Religious Reformation	- The Institution of the Church in the 16th Century - Protestant Reformations and Revolts - The Roman Catholic Reformation and Its Global Impact
<b>4</b>	Culture and Art in the Age of Religious Reformations	- Mannerism - Baroque
<b>5</b>	Dynasties, Monarchies, and New Political Formations	- Formation and Strengthening of Monarchies - Oligarchies - Social Reconstruction - Europe at the End of the Religious Wars
<b>6</b>	Absolutism	- The Creation of the Centralized State - The Aristocracy and the Rise of the Bourgeoisie - Documentary Screening: Louis XIV (BBC)
<b>7</b>	New and Old Political Systems	- The English Civil War, New Ideas, and the Formation of the English Parliament - Oligarchies and City-States
<b>8</b>	European Expansion	- Economic Development and Social Transformations - Commercial "Revolution" or Mercantilism and Stock Exchanges
<b>9</b>	Art in the Age of the Rising Bourgeoisie	- Bourgeois Portraiture in the Low Countries - Great Masters: Rembrandt and Vermeer
<b>10</b>	Ideas and Science	- Scientific Revolution, New Technologies, and New Scientific Dominance - The Enlightenment: New Knowledge and Philosophy
<b>11</b>	Revolutions	- Political Developments in Europe and the Old Regime, Problems and Dysfunctions - The American Revolution and Its Impact on Europe
<b>12</b>	The Great French Revolution	- Crisis and Revolution - The Napoleonic Wars and the "Export" of Revolution to Europe
<b>13</b>	New Ideas	- Course Assessment: Shift to Modernity

### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face-to-Face / Classroom Delivery
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	<ol style="list-style-type: none"> <li>1. Use of PowerPoint during lectures.</li> <li>2. Posting of key course materials on e-class.</li> <li>3. Conducting literature research through electronic databases.</li> <li>4. Screening of documentaries for commentary and</li> </ol>

	discussion.	
<p><b>TEACHING ORGANIZATION</b></p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures	39
	Optional Assignment	30
	Study and Analysis of Literature	71
	Participation in Discussion with Supporting Evidence	30
	Examinations	3
	<b>Total</b>	<b>150</b>
<p><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	Final Written Examination (100% for those who have not completed an assignment, or 70% for those who have undertaken an assignment, with the assignment evaluation comprising the remaining 30%).	

## 5. SUGGESTED BIBLIOGRAPHY

1. Merry Wiesner Hanks, *Πρώιμη Νεότερη Ευρώπη 1450-1789*, εκδ. Ξιφαράς, Αθήνα 2008. (εγχειρίδιο)
2. Berstein Milza *Από την Ρωμαϊκή Αυτοκρατορία στα ευρωπαϊκά κράτη*, Αλεξάνδρεια Αθήνα 1999
3. E.M. Burns, *Εισαγωγή στην Ιστορία και τον Πολιτισμό της Νεότερης Ευρώπης*, Επίκεντρο Αθήνα. 2005
4. Charles Tilly, *Οι Ευρωπαϊκές Επαναστάσεις*, Ελληνικά Γράμματα, Αθήνα 1998
5. Jonathan Israel, *Η Ευρώπη και Ριζοσπαστικός Διαφωτισμός*, ΚΝΕ, Αθήνα 2005
6. Annie Jourdan, *Νέα Ιστορία της Γαλλικής Επανάστασης*, εκδ. Πόλις 2023.

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	A. SYRIATOY
<b>Contact details:</b>	<a href="mailto:asyriato@he.duth.gr">asyriato@he.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Optional Assignment: 30% Final Written Examination: 70% (or 100% for those who have not completed the assignment)
<b>Implementation Instructions: (3)</b>	The written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam.  The assignment must be submitted through eClass by a specified deadline.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.