COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences & School of Fine Arts, University of the Aegean – University of Western Macedonia
ACADEMIC UNIT	Department of Sociology – Department of Visual and Applied Art
LEVEL OF STUDIES	Postgraduate
COURSE CODE	4 **SEMESTER** 2nd
COURSE TITLE	Action of Sociology and of Art for Social Change: Collectivities, Empowerment, Advocacy and Counselling

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**
	3	7,5
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*	Mandatory / Special background, skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	http://www.soc.aegean.gr/ext-files/pm/mps/ekkt-2017-b-4-en.pdf

(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*

- Understanding of complex social issues,
- Social analysis of relations and structures at micro and macro level,
- Interpersonal communication and cooperation with the interest parts at local and organizational level,
- Empowerment of individuals and groups,
- Planning of interventions at micro and macro level.

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	*Project planning and management*
	Respect for difference and multiculturalism
	Respect for the natural environment
Adapting to new situations	*Showing social, professional and ethical*
Decision-making	*responsibility and sensitivity to gender issues*
Working independently	*Criticism and self-criticism*
Team work	*Production of free, creative and inductive*
Working in an international environment	*thinking*
Working in an interdisciplinary environment	*……*
	Others…
Production of new research ideas	*…….*

- Search for analysis and synthesis of data and information,
- 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,
- Showing social, professional and ethical responsibility and sensitivity of gender issues,
- Criticism and self-criticism.

(3) SYLLABUS

This course is based on action research and on collectivities that organize themselves in order to cope with issues of their concern. It is expected that social scientist will react as an artist, which means that will develop the most creative dimensions of his presence and will listen to the voice of the oppressed social groups. At the same time, the artist is expected to react as a social scientist that is aware of the structure and the dynamics of the social issues under concern. The intervening as well as the participatory character of this course inspires from the foundations of the science of sociology, as the tradition of Durkheim and then was followed by the School of Chicago. The basic principles were the social participation and the production of new theory being a synergestic field of action.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face and distance learning
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	

Use of ICT in teaching, laboratory education, communication with students	

TEACHING METHODS	

Activity	Semester workload
Lectures	39 hours
Laboratory Practice	30 hours
Clinical Practice	40 hours
Study	50 hours
Essay writing	50 hours
Course total	209 hours

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

STUDENT PERFORMANCE EVALUATION	Written work/essay /report Art work

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.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Beer, J., E., Packard, C., C., Stief, E. (1997). The Mediator's Handbook. Gabriola Island, British Columbia, Canada: New Society.

Bourriaud, N. (2002). Esthétique relationnelle. Dijon: Les Presses du réel .

Bruhn, J., G. & Howard M., R. (1996). Clinical Sociology: An Agenda for Action. New York: Plenum.

Fritz, J., M. (2005). "The Scholar-Practitioners: The Development of Clinical Sociology in the United States". in Blasi. A., J. (ed.) Diverse Histories of American Sociology. Leiden, Netherlands: Brill, pp. 40–56.

Ζήση, Α. (2001). Χρόνιοι Ψυχικά Πάσχοντες και Κοινωνική Επανένταξη, Πολίτης, 93: 5-7.

Ζήση, Α. (2002). Επανένταξη Χρόνιων Ψυχικά Πασχόντων: Εμπειρικά Ευρήματα, Νέες Προσεγγίσεις και Προοπτικές. Αθήνα: Gutenberg.

Marstine, J. (2017). Critical Practice: Artists, museums, ethics (Museum Meanings). New York: Routledge.

Χτούρης, Σ. & Ζήση, Α. (2015). Η οντολογία του κοινωνικού δεσμού: Θεωρητικές και εμπειρικές δοκιμές για την οντολογία του κοινωνικού δεσμού. 15ο Πανελλήνιο Συνέδριο Ψυχολογικής Έρευνας, 27-31 Μαΐου, Λευκωσία, Κύπρος.

Χτούρης, Σ. (2004). Ορθολογικά συμβολικά δίκτυα: Global states και εθνικά Χόμπιτ. Αθήνα: Νήσος.

Χτούρης, Σ. & Ζήση, Α. (2012). Νεολαία και τόπος: Κατασκευάζοντας τρόπους ύπαρξης στον κόσμο. Στο Κ. Τσουκαλά & Χ. Παντελίδου (Επιμ.) Νεολαία.www.Δημόσιος Χώρος. Άτακτες συναθροίσεις και Λοξές Διελεύσεις (σελ. 93-117). Θεσσαλονίκη: Επίκεντρο.

Χτούρης, Σ. (2009). Η χωρική διάσταση του κοινωνικού-πολιτισμικού κεφαλαίου, Σύγχρονα Θέματα, 73: 72-81.

Wirth, L. (1931a). "Clinical Sociology", American Journal of Sociology, 37:49–66.

Wirth, L. (1931b). "Sociology: Vocations for Those Interested in It". Pamphlet. Vocational Guidance Series, No. l. Chicago: University of Chicago.

Wirth, L. Collection, University of Chicago, Department of Special Collections. Box LVI, Folder 6.

- *Related academic journals:*
• 	International Sociology
• 	Clinical Sociology Review