

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	101	<b>SEMESTER</b>	1 <sup>st</sup>
<b>COURSE TITLE</b>	Introduction to Sociology		
<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>	Mandatory / 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/2017-101-en.pdf">http://www.soc.aegean.gr/ext-files/pm/pps/2017-101-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) have an overview of the different fields of sociology and the main questions set as discussed in the course,

- b) are able to discuss the socio-historical conditions of the emergence of sociology as related to the industrial revolution and the transition from feudal to modern capitalist societies,
- c) can recognize the sociological view on a series of issues and provide sociological definitions for instance of “gender” and “deviant behavior”,
- d) can formulate sociological questions and search for appropriate theoretical tools as well as methodologies of empirical research.

#### **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>

- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- 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 introduces students to the basic concepts and main subjects of sociology as well as the main ideas of sociology’s classical theorists such as Comte, Marx, Weber, Elias, etc. The course overviews a series of thematic areas and research questions from the subfields of modern sociology and sociological theory. Topics include: the processes of socialization and the types of formal and informal social control as well as the concept of social class; the development of political institutions and the institutions of bureaucracy as a means to cope with the priorities of post-feudal, industrial society; the role of mass media in shaping public opinion and social attitudes; the family as an institution of social reproduction and its transformations; the concept of crime and deviant behavior; the social construction of gender etc.

### **(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</b>	Yes

<p><b>COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>																							
<p><b>TEACHING METHODS</b></p> <p><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></p> <p><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></p>	<table> <tr> <th>Activity</th><th>Semester workload</th></tr> <tr> <td>Lectures</td><td>39 hours</td></tr> <tr> <td>Studying</td><td>60 hours</td></tr> <tr> <td>Preparation for the Exams</td><td>60 hours</td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td>Course total</td><td>159 hours</td></tr> </table>	Activity	Semester workload	Lectures	39 hours	Studying	60 hours	Preparation for the Exams	60 hours													Course total	159 hours
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<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek</p> <p>Methods of evaluation:</p> <p>Evaluation depends on the writing exams at the end of the semester, but also on the students' participation to course discussions.</p>																						

## (5) ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

Elias, Norbert, Η Εξέλιξη του Πολιτισμού: Κοινωνιογενετικές και Ψυχογενετικές Έρευνες, τόμοι Α' και Β', Νεφέλη, Αθήνα, 1997.

Foucault, Michel, Επιτήρηση και Τιμωρία: Η Γέννηση της Φυλακής, Ράππας, Αθήνα, 1989.

Giddens, Anthony, Duneier, Mitchell, Appelbaum, Richard P., Carr, Deborah, Essentials of Sociology, W.W. Norton & Company, London, 2015.

Giddens, Anthony, Κοινωνιολογία, Gutenberg, Αθήνα, 2009.

Harvey, David, Η κατάσταση της Μετανεωτερικότητας: Διερεύνηση των απαρχών της πολιτισμικής μεταβολής, Μεταίχμιο, Αθήνα, 2009.

Hobsbawm, Eric, Η Εποχή των Άκρων: Ο Σύντομος Εικοστός Αιώνας 1914-1991, Θεμέλιο, Αθήνα, 1999.

Hughes, Michael, Kroehler J., Carolyn, Κοινωνιολογία, Κριτική, Αθήνα, 2014.

Janoski, Thomas, Alford, Robert, Hicks, Alexander M., Schwartz, Mildred A., The Handbook of Political Sociology, Cambridge University Press, Cambridge, 2005.

Ritsert, Jürgen, Τρόποι Σκέψης και Βασικές Έννοιες της Κοινωνιολογίας: Μια Εισαγωγή, Κριτική, Αθήνα, 1997.

Weber, Max, Βασικές Έννοιες Κοινωνιολογίας, Κένταυρος, Αθήνα, 1983.

Αντωνοπούλου, Μαρία, Οι Κλασικοί της Κοινωνιολογίας: Κοινωνική Θεωρία και Νεότερη Κοινωνία, Αθήνα, Σαββάλας, Αθήνα, 2011.

Μπάουμαν, Ζίγκμουντ, Παγκοσμιοποίηση: Οι συνέπειες για τον άνθρωπο, Πολύτροπον, Αθήνα, 2004.