

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	214	SEMESTER	1 <sup>st</sup>
COURSE TITLE	Sociology of Work		
<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>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Mandatory / General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	<a href="https://www.soc.aegean.gr/ext-files/pm/pps/2017-214-en.pdf">https://www.soc.aegean.gr/ext-files/pm/pps/2017-214-en.pdf</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>By the end of the semester, students are expected to be able to discuss the following:</p> <ul style="list-style-type: none"> <li>• The importance of the constantly changing division of labour for the organisation of social life.</li> <li>• How do artificial intelligence technologies affect the occupational structure.</li> <li>• What do we mean by quality of work and how it relates to the work orientation of people? What are the reasons for the different levels of job satisfaction between employees?</li> <li>• What are the reasons for the gender division of labour? Which factors are driving changes in the gender composition of occupations?</li> </ul>

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

- Search, analyze and synthesize data and information using the necessary technologies.
- Teamwork.
- Work in an interdisciplinary environment.
- Design of social and political interventions.
- Demonstrate social, professional, ethical responsibility and gender awareness.
- Promote free, creative and inductive thinking.

### (3) SYLLABUS

This course emphasises the importance of different work structures such as occupations, social classes, industries, unions and workplaces in the organisation of everyday life. Topics include: the contributions of major theorists in the field; transformations of work structures in the age of artificial intelligence; the duality and segmentation of the labour market; the relationship between work and specific social strata, such as the precariat and the working poor; the issue of gender differences at work and between occupations; the systems of organisation and control of work activity and working time; people's evaluations of the satisfaction and quality of their work; social policies related to work; and the demands of labour social movements.

#### Organization of Lectures

1. Classical theories on the social division of labour and occupational differentiation.
2. Theoretical strands in the Sociology of Work I (Managerial-psychologicistic, Durkheim-systems, Interactionist).
3. Theoretical strands in the Sociology of Work II (Weberian-social action, Marxian, Postmodern).
4. Work in the age of artificial intelligence.
5. Knowledge, social institutions, and the social division of labour.
6. Dualism and labour market segmentation.
7. Fordism, Post-Fordism, and the Flexible System of Production.
8. New forms of employment and precarity.
9. Occupational differentiation, prestige and socioeconomic status.
10. Labour markets, welfare systems and social movements.
11. Work, Gender, and Family.
12. Work values, work orientation and job satisfaction.
13. Summarization.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to face
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<p align="center"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Power Point Computer tools to explore and organise the literature</p>	
<p align="center"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39 hours
	Studying	60 hours
	Exam preparation	60 hours
	Course total	<b>159 hours</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b> <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>The final grade is based on the following parameters:</p> <ul style="list-style-type: none"> <li>• Written exams or</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

### Course Manuals:

- Watson, T., (1995). *Sociology, Work and Industry*. London and New York: Routledge.
- Πετράκη, Γ., (2007). *Οι νέες μορφές οργάνωσης της εργασίας*. Αθήνα: Gutenberg.

### General bibliography:

- Hodson, R. and Sullivan, T.A. (2008). *The Social Organization of Work*. Belmont, CA: Thomson Wadsworth
- Kalleberg, A. (2011). *Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States, 1970s-2000s*. New York: Russel Sage Foundation
- Locke, R., Kochan, T and Piore, M., eds (1995). *Employment relations in a Changing World Economy*. Cambridge: MIT Press
- Susskind, R.E. and Susskind, D. (2015). *The Future of the Professions: How Technology Will Transform the Work of Human Experts*. Oxford: Oxford University Press.

### - Related academic journals:

- Annales. Histoire, Sciences Sociales
- Capital and Class
- Revue Européenne des Sciences Sociales
- American Sociological Review
- American Journal of Sociology
- Επιθεώρηση Κοινωνικών Ερευνών

