

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	216	SEMESTER	4 th
COURSE TITLE	Current Sociological Theory		
INDEPENDENT TEACHING ACTIVITIES <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
		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 / Special background, specialised general knowledge, skills development		
PREREQUISITE COURSES:	Basic knowledge of sociological theory and elementary knowledge of qualitative research		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://www.soc.aegean.gr/ext-files/pm/pps/2017-216-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*

Students after the end of the semester are expected to be capable to:

-Understand the main theoretical tools and the analytical logic of sociology as a science of human phenomena.

- Grasp and perpetuate the ideas of investigating specific areas of social reality and connect them with broader issues of sociological theory.
- Connect the theoretical tradition of macro and especially microsociology with the empirical examination of “actual” everyday social reality in its various implications.
- Distinguish between quantitative and qualitative research design.
- Demonstrate a basic ability to understand the nature and content of qualitative research, both in terms of methods and techniques.
- Implement specific qualitative methods and particular technical tools to study specific fields of social reality.
- Develop analytical skills in producing, gathering, composing and interpreting factual and visual data derived from a qualitative methodology in connection with the practical study of everyday life.
- Prepare a preliminary research idea and design a relevant essay on a particular topic of study.

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,
 -Production of free, creative and inductive thinking,
 -Showing social, professional and ethical responsibility and sensitivity to gender issues,
 -Criticism and self-criticism,
 -Production of free, creative and inductive thinking,
 -Working in an international environment,
 -Working in an interdisciplinary environment,
 -Production of new research ideas,
 -Associate principles of dialogue to sociology of Knowledge underlying teacher's pedagogical & didactical practices,
 -Perceive these different dimensions and make connections between them in the everyday educational praxis phenomenon.

(3) SYLLABUS

The course refers to the main characteristics of social structures and the foundations of social transformation. We will examine the concept of social change and evolutionary theories and in particular the requirements to maintain or change the social structures. In this context, we critically examine the structure – functional theory, the functional unit of the social system and the theories of structuralism and neo-functional theories. The course places emphasis on the confrontation between structure – functional theory and the conflict theory on social transformation, as well as on the reform actions and attempted

convergences to prevent conflicts and to maintain social peace policies. At this point, the course develops a critical approach versus the process and the contents of institutionalization, which is the basic social system integration mechanism. Finally, we examine modern and post – modern sociological theories, the theory of symbolic interaction, the sociology of social systems and the theory of communicative action.

By the end of the course students should be also capable to associate the principles of dialogue with current sociological theories underlying their pedagogical and didactical practices, particularly to :

- The concept of social structure and the foundations of social transformation.
- The importance of subjective meaning in the development of social science and in the shaping social conditions change.
- The functional unity of the social system.
- The theory of structuralization and neo-functionalism.
- The critical theory of the contribution of the subject on social transformation.
- The conflict theory and the social change.
- The Theory of social action.
- The neo structure-functional theory.
- The critical theory and the theory of communicative action.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, Interactive methods	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching	
TEACHING METHODS <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>	Activity	Semester workload
	Lectures	39 hours
	Workshops	51 hours
	Study and analysis of bibliography	70 hours
	Course total	160 hours
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	The course is held with lectures, study and presentation of texts in Greek and English and with selected translations from German language. Courses are taught weekly. Students are encouraged to participate actively in the discussions.	

<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>Evaluation criteria include the presence and active participation of the students, the presentation of projects, the study and translation of texts and the written examinations at the end of the semester.</p> <p>Grades depend mainly on the exams at the end of the semester, but also on the students' participation to course discussions. For students wishing to improve their grades further there is the option of writing an essay combined with a short presentation.</p> <p>Evaluation procedure is stated on the e-platform moodle (https://aegeanmoodle.aegean.gr/)</p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
Basic Textbooks:

Graib I: Σύγχρονη κοινωνιολογική θεωρία, Ελληνικά γράμματα, Αθήνα, 2000.

Morel, Bauer, Meleghy, Niedenzu, Preglau, Staubmann: Κοινωνιολογική θεωρία Μια σύνοψη των θεωριών των βασικών εκπροσώπων της (ελλ. μφρ Ν. Ναγόπουλος, Προπομπός 2014).

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- Additional References:

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Nagopoulos N. "From the theory of behavior to the general theory of social action", Scientific Review of the University of Ioannina, Dodoni, Vol. 33, 2006.

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Quine, W.V.O. Word and Object. Cambridge, MA:MIT Press, 1960.

Rorty, R. "In defence of eliminative materialism" Review of Metaphysics, 24, 112 – 121, 1965.

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Sherson, D.N. Kosslyn, S.M. & Hollerbach, J.M.(επ) , *An Invitation to Cognitive Science, τ.2 Visual Cognition and Action*, MIT, 1990.

Stich, S. *From Folk psychology to Cognitive Science: The Case Against Belief*, MIT Press, 1983.

Turing, A. "Computing Machinery and Intelligence" *Mind* 59: 433-460, 1950.

Wittgenstein, L. *Philosophical Investigations*. Oxford: Basil Blackwell, 1953.