

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	462	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	Sociology of Knowledge		
<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 / Specialised general knowledge, skills development		
<b>PREREQUISITE COURSES:</b>	Basic knowledge of sociological theory and elementary knowledge of qualitative research		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek, English		
<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/2017-462-en.pdf">http://www.soc.aegean.gr/ext-files/pm/pps/2017-462-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>Students after the end of the semester are expected to be capable to:</p> <ol style="list-style-type: none"> <li>1. Understand the main theoretical tools and the analytical logic of sociology as a science of human phenomena.</li> </ol>
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2. Grasp and perpetuate the ideas of investigating specific areas of social reality and connect them with broader issues of sociological theory.
3. Connect the theoretical tradition of macro and especially microsociology with the empirical examination of “actual” everyday social reality in its various implications.
4. Distinguish between quantitative and qualitative research design.
5. Demonstrate a basic ability to understand the nature and content of qualitative research, both in terms of methods and techniques.
6. Implement specific qualitative methods and particular technical tools to study specific fields of social reality.
7. 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.
8. Prepare a preliminary research idea and design a relevant essay on a particular topic of study.
9. Synthesize qualitative and quantitative methodological techniques.

#### **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 first phase refers to the epistemological turn that occurs with the relativization of the concept of rationality and objectivity of scientific theories, which at the same time implies the inevitable asymmetries and discontinuities that characterize the evolution of science. In these lectures, we will give definitions and examine the relationship between science and epistemology. Furthermore, we will discuss the idea of social construction of social reality

and present the aspects of an interpretive Social Science Foundation. In this context, there is a special reference to texts that support both a 'strong' and a 'weak' program of Sociology of knowledge, as well as a modern version of a new Sociology of knowledge. On a second level, reference is made to the modern science of knowledge (cognitive sciences), mainly to the various cognitive functions, to the extent that these are responsible for rendering the meaning and developing forms of communication. We will also examine the possibility of developing a dialogue between the goals of interpretive social science and the cognitive functions which are analyzed mainly under conditions rendering neurophysiological meaning.

-Introductory course.

-Theory of science and Epistemology.

-The relationship of science and Epistemology.

-Complementarity and conflict.

-Ideology and social knowledge. Historicistic turn in the philosophy of science - The social construction of reality.

-Scientific Revolutions and historicistic relativism.

-Methodological pluralism and methodological monism.

-Presumption of validity of hypothetical research proposals of social science.

-The cognitive sciences and the meaning of the Action.

-The common methodological Logic of Science - Genetic Grammar and Chomsky's views.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, Interactive methods	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching	
<b>TEACHING METHODS</b> <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>	<b>Activity</b>	<b>Semester workload</b>
	<i>Lectures</i>	39 hours
	<i>Workshops</i>	61 hours
	<i>Study and analysis of bibliography</i>	50 hours
	Course total	150 hours
<b>STUDENT PERFORMANCE EVALUATION</b> <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	

<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>participate actively in the discussions.</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 (<a href="https://aegeanmoodle.aegean.gr/">https://aegeanmoodle.aegean.gr/</a>).</p>
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## (5) ATTACHED BIBLIOGRAPHY

### Additional References:

#### Basic Textbooks:

- Penrose, R. The Emperor's New Mind. Oxford: Oxford University Press (1975).
- Place, U.T. Thirty Years On – Is Consciousness Still a Brain Process?" Australasian Journal of Philosophy 66,2:208 –219 (1988).
- Putnam, H. Brains and Behavior", in R. Butler (ed.), Analytical Philosophy. Oxford: Basil Blackwell(1963).
- Putnam, H. Mind, Language and Reality. Philosophical Papers, τ.2, Cambridge U.P. (1975).
- 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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- Ryle, G. The Concept of Mind. New York: Barnes and Noble (1949).
- Schnell R, Hill P, Esser E. (2015), Methoden der empirischen Sozialforschung, Oldenbourg, έκδ. 9 (Μέθοδοι εμπειρικής κοινωνικής έρευνας, μετάφραση, επιστημονική επιμέλεια, εισαγωγικό κεφάλαιο, Ν. Ναγόπουλος), Propobos, σελ. 529.
- Searle, J. R , "Intentionality and its place in natura", Synthese, 61, 3-16 (1984).
- Searle, J. R , "Minds, Brains, and Science : The 1984 Reith Lectures. Cambridge, MA: Harverd University Press(1984b).
- Searle, J. R , The Rediscovery of Mind, MIT Press (1992).
- Searle, J. R. , Intentionality:An Essay in the Philosophy of Mind. Cambridge: Cambridge University Press (1983).
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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).
- Smart, J.C., "Sensations and Brain Processes", Philosophical Review 68: 141 –156 (1959).
- Stich, S. , From Folk psychology to Cognitive Science: The Case Against Belief, MIT Press (1983).

#### Suggested bibliography:

- Turing, A. , “Computing Machinery and Intelligence” Mind 59: 433-460 (1950).
- Wittgenstein, L. Philosophical Investigations. Oxford: Basil Blackwell (1953).
- Αντωνοπούλου Μ., Χιωτάκης Σ. (επιμ.), Η Επικαιρότητα του έργου του Max Weber, Νήσος, Αθήνα.
- Μαραγκός Γ., «Γνωσιολογισμοί. Στο Μεταίχμιο της Φιλοσοφίας της Επιστήμης και της Γνωσιοεπιστήμης», Αθήνα, Οδυσσέας (1996).
- Ναγόπουλος Ν., Γνωσιακές επιστήμες (επιμ. Αφιερώματος περιοδικού «Διαβάζω», τεύχ. 408).
- Ναγόπουλος Ν. (2003), Τα θεμέλια της κοινωνιολογικής γνώσης και οι κοινωνίες της νεωτερικότητας. Η συμβολή του Max Weber στη σύγχρονη κοινωνιολογία της γνώσης, Κριτική, Αθήνα.
- Ναγόπουλος Ν. (2015), Γνώση, μέθοδος και κοινωνική πράξη. Από τη Γνωσιοθεωρία στη Νέα Κοινωνιολογία της γνώσης, Kallipos, Αθήνα.
- Ναγόπουλος Ν. , «Το φυσικοεπιστημονικό εξηγητικό υπόδειγμα στη μεθοδολογία της κοινωνικής επιστήμης και η αναλυτική θεωρία της πράξης», Νεύσις, 2005.
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