

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>506</b>	<b>SEMESTER</b>	<b>8</b>
<b>COURSE TITLE</b>	Sociology of Culture		
<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>	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="https://www.soc.aegean.gr/ext-files/pm/pps/2017-506-en.pdf">https://www.soc.aegean.gr/ext-files/pm/pps/2017-506-en.pdf</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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 will be taught to:</p> <ol style="list-style-type: none"> <li>1. They recognize the sociological characteristics of culture.</li> <li>2. Distinguish the various theoretical approaches to culture.</li> <li>3. They understand the interplay of power and meaning.</li> <li>4. To detect the constituent elements of social organization.</li> </ol>
<p><b>General Competences</b> <i>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></p> <p><i>Search for, analysis and synthesis of data and information, Project planning and management</i></p>

*with the use of the necessary technology*  
*Adapting to new situations*  
*Decision-making*  
*Working independently*  
*Team work*  
*Working in an international environment*  
*Working in an interdisciplinary environment*  
*Production of new research ideas*

*Respect for difference and multiculturalism*  
*Respect for the natural environment*  
*Showing social, professional and ethical responsibility and sensitivity to gender issues*  
*Criticism and self-criticism*  
*Production of free, creative and inductive thinking*  
*.....*  
*Others...*  
*.....*

- Working independently
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Showing social, professional and ethical responsibility
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

#### COURSE OVERVIEW

The purpose of the course is to introduce students to the basic concepts and theories of the Sociology of Culture. The course focuses on how culture is shaped, reproduced and changed within social contexts. In addition, power relations, ideologies and social differences are examined as factors influencing culture.

#### WEEKLY LECTURES

1. Introduction to the Sociology of Culture
2. Definition of culture
3. Basic concepts and approaches
4. The relationship of the Sociology of Culture with other social sciences.
5. Culture as a Social Product.
6. The social construction of culture
7. The role of institutions and social practices in shaping culture.
8. Material and immaterial culture.
9. Power, Ideology and Culture.
10. The relationship between power and culture.
11. The ideological function of culture.
12. Culture and social stratification, race, gender, class position and ethnicity as factors differentiating culture.
13. Globalization and Culture: The impact of globalization on culture, homogenization and heterogeneity, cultural hybridity.

#### (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 COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Yes	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <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>  <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>
	Lectures	39 hours
	Studying	60 hours
	Preparation for the Exams	60 hours
	Course total	159 hours
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <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>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Evaluation Language: Greek</p> <p>Evaluation methods: The evaluation and grading of students results from the written exam at the end of the semester. However, the active presence in the course and the participation in the discussion are taken into account.</p>	

#### (5) ATTACHED BIBLIOGRAPHY

<p><b>- Course Textbooks</b></p> <p>Άιζενσταντ, Σ. (2025). Εξουσία, Εμπιστοσύνη και Νόημα. Αθήνα: Εκδόσεις Ι. Σιδέρης.</p> <p>Μαραγκουδάκης, Μ. με τον Θ. Χατζηπαντελή (2022). Η Ελληνική Κρίση και οι Πολιτισμικές Καταβολές της. Αθήνα: Εκδόσεις Ι. Σιδέρης.</p> <p><b>- Suggested bibliography:</b></p> <p>Kalberg, Stephen. (2018). Αναζητώντας το Πνεύμα της Αμερικανικής Δημοκρατίας. Αθήνα: Προπομπός.</p> <p>Smith, Philip. (2006). Πολιτισμική Θεωρία – Μία Εισαγωγή, Αθήνα: Κριτική.</p> <p>Manussos Marangudakis with Theodoros Chadjipadelis (2019). The Greek Crisis and its Cultural Origins. New York: Palgrave-Macmillan.</p> <p>Holy Nations and Global Identities – Civil Religion, Nationalism, and Globalization (2009). Annika Hvithamar, Margit Warburg and Brian Arly Jacobsen (eds.). Brill.</p>
--

Bellah, Robert. Civil Religion in America, *Dædalus, Journal of the American Academy of Arts and Sciences*, "Religion in America," Winter 1967, Vol. 96, No. 1, pp. 1-21

Marangudakis, Manussos, Kostas Rontos and Flora Tsapala (2016b) 'Civility and Citizenship. A political study of the island of Lesbos, Greece' *Social Cohesion and Development* no. 21 (forthcoming).

Marangudakis, Manussos (2016a) 'Civil Religion in Greece; A study in the theory of multiple modernities' *Protosociology*'.

Marangudakis, Manussos (2013b) 'The Self in Eastern Orthodoxy' *International Political Anthropology*. 6: 1, 3-16.

Marangudakis, Manussos, Kostas Rontos and Maria Xenitidou (2013a) 'State Crisis and Civil Consciousness in Greece' *GreeSE, Hellenic Observatory Papers on Greece and Southeast Europe*. 77, October 2013.

- *Related academic journals:*

**Επιθεώρηση Κοινωνικών Ερευνών**

**American Journal of Sociology**

**British Journal of Sociology**